

intouch

Breast health drive

#AwarenessSavesLives

Supporting effective educators

New procedures in Northern Ireland





Strengthening our resolve

As another school year began last month, I reflected on the fact that, since I was in junior infants in 1969, it was the first September in fifty years that I had not been attached directly to a school. My mind wandered to all of the times that I looked forward with anticipation to the school year ahead. The main reason I always loved September was that I knew that I would have a great experience in an Irish primary school, because Irish primary teachers have

It's time for those in positions of power to take responsibility, and to show how much they care, by investing in the primary education system

always been amazing – achieving the best that they possibly could despite years of under investment in the system. Secondly, I always felt a deep sense of pride when I saw so many primary teachers representing their counties in All-Ireland finals at Croke Park. I salute all of our members who reached the pinnacle of their sports this summer. The dedication of these teachers to Gaelic games, and the commitment of so many more of our members to sporting and cultural pursuits, ensures that future generations of Irish children have wonderful role models every day at school. Our profession holds the future of our communities and our nation in its hand. That's the main reason we must invest for the best education system.

Have no doubt about it, Irish teachers are the single most important people in our pupils' educational journey. We are the spark that ignites a student's learning. By communicating our passion for teaching we touch children's minds and children's hearts. Government must make sure that our teachers have all of the

support they need to continue their incredible work, starting with Budget 2020.

In recent months, many of our members have been subjected to very unfair criticism regarding difficulties experienced by children with additional needs accessing appropriate school places. Teachers and schools have been blamed for the total failure of government to provide the resources required to implement fully inclusive school programmes for our most precious pupils. Rather than blaming those at the front line in schools, it's time for those in positions of power to take responsibility, and to show how much they care, by investing in the primary education system.

As we reach the end of a difficult decade, we must strengthen our resolve to end the era of overcrowded classrooms, over-burdened school leaders and under-funded schools. If we are to attract and retain the best teachers and principals we need to treat them with respect by ending the wait for equal pay for 2011-2014 entrants and for the payment of the 2007 award to school leaders.

And we need to make sure that, from 2020, every child with additional needs in our schools has the modern facilities, additional care, teaching and therapeutic support needed to thrive.

From now on, gratitude and praise, rather than unfair criticism, should be among our nation's abundant renewable resources for fuelling the success of our teachers and students

John Boyle
INTO General Secretary

intouch



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Supporting homeless children in the classroom

The INTO and Focus Ireland have produced a new guidance resource for primary school teachers and principals who are supporting students and families who are homeless or at risk. This document aims to highlight the reality of homelessness and its impact on children's education as well as offering some practical suggestions about how schools can support pupils and share some good practices already happening in schools.

The new resource was launched at St Joseph's National School, Bonnybrook, Dublin 17 and can be found here <http://bit.ly/INTOFocusIreland>.

The most recent figures issued by the Department of Housing show that 3,778 children are currently homeless which is a jump of over 400% in just five years. The latest regional figures also show that the crisis has now sadly spread to many cities nationwide with over 500 families, and 1,000 children, homeless outside of Dublin. Focus Ireland has called for the government to review its policies dealing with child homelessness and stated that such a review must examine very carefully how children are being treated in the homeless crisis.

A recent survey of more than 1,000 principals by the Irish Primary Principals' Network (IPPN) found that more than one



in four primary schools across the State have children who are homeless and suffering from anxiety, poor self-esteem, and exhaustion.

Speaking at the launch of the resource, INTO President Feargal Brougham said, "As a newly qualified teacher working here 30 years ago, I could never have foreseen that one day I would be launching a resource on primary school children's homelessness. The idea that almost 4,000 children would be homeless

was an alien one decades ago, it is a repugnant reality today.

This resource is both practical and accessible. The teacher's voice comes through. Their demand? Not only to assist in making school a haven for their

pupils, but also in helping to put an end to this stain on our republic. I call on the department to end its inertia on this topic and give schools the extra ring-fenced resources and guidance they demand and need.

The suggestions contained within this school resource will not suit every school context and may need to be adjusted to respond to the

individual pupils in your school given your unique context. Additionally, the document is supplemented with an online resource that sets out some of the external agencies and supports which are available for families who are experiencing, or at risk of, homelessness."



Branch and district officers' briefing

On 11 September, INTO branch and district officers convened in Croke Park to discuss the key issues facing the union in the coming months. Members were updated on the pay equality campaign and the INTO's pre-Budget campaign, with a rallying call for members to help get our message out

to politicians across the country.

Head Office staff presented on changes to pay and pensions, recruitment, promotions, and workload issues as well as the INTO's new website and database and plans to improve member engagement.

Claiming illness benefit – new policy

The Department of Education and Skills (DES) has issued an information note on revised procedures for claiming illness benefit for class A PRSI contributors, effective from 1 September 2019.

Who is this applicable to?

PRSI class A contributors absent on sick leave for more than six successive days (excluding Sunday). Teachers appointed after 6 April 1995 or teachers who have had a break in service after that date are

PRSI class A contributors.

What is the change?

From 1 September 2019, where a teacher is absent on sick leave for more than six successive days (excluding Sunday), they are required to submit a form IB1 and a form Med1 directly to the Department of Employment Affairs and Social Protection (DEASP) in order to claim illness benefit. If the teacher is eligible to claim illness benefit, it will be paid directly to them

from the DEASP. They will receive their DES salary minus the sum of illness benefit paid by the DEASP.

How is this different?

Prior to 1 September 2019, teachers were required to submit these forms to the Department of Education and Skills (DES). The DES was mandated to continuing paying an employee their full salary while on sick leave and would later recoup the illness benefit from the DEASP on the employee's behalf. The revised procedures are standard across the public service.

What do I need to do?

1. Submit a standard medical certificate from your doctor to your school so that your absence can be recorded on the OLCS as soon as possible.
2. When absent for more than six days, obtain a form IB1 and form MED1 from your doctor and send both directly to the DEASP (NB: ensure to include your bank account details on the form IB1).
3. Submit the forms to the DEASP as soon as possible to ensure payment is processed in a timely manner.



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

ITAS Accounting and EDUC Mortgage seminars will take place at 7 pm as follows:

- Thursday, 24 October in the INTO Learning Centre, 38 Parnell Square, Dublin 1
- Thursday, 5 December, in the Clayton Hotel, Ballybrit, Galway
- Thursday, 23 January, in the Strand Hotel, Limerick
- Thursday, 13 February, in the Newpark Hotel, Kilkenny
- Thursday, 2 April, in the Clayton Hotel, Lapp's Quay, Cork
- Thursday, 14 May, in the Teachers' Club, 36 Parnell Square, Dublin 1

INTO members and their families are very welcome to attend.

This seminar will cover the following topics:

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

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

To register these seminars, please go to the events page of the INTO website www.into.ie/events.



Reduced timetables are never the first port of call

The INTO responds to Inclusion Ireland report

A recent report from Inclusion Ireland criticised the practice of putting children with intellectual or developmental disabilities on short school days. The INTO recognises the strong commitment that teachers and principals have to ensuring schools are as inclusive as possible. In response to the Inclusion Ireland report, the INTO issued the following statement:

“Primary schools have always been open and inclusive places for special needs students. Today’s report published by Inclusion Ireland does not reflect the successful inclusion of thousands of students with special needs in our primary schools and special schools over the last number of decades.

All children have a right to education. Boards of management do not put pupils on reduced timetables lightly. They do so out of a desire to do what’s in the best interest of the child in question and after full consultation with the parents involved.

Reduced timetables are never the first port of call; schools will endeavour to do whatever they can to avoid such a need arising. They are the last resort when a child simply isn’t coping with the full school day.

In recent years, resources for children with acute special educational needs have been cut, reducing access to resource teacher support, full-time special needs assistants, and therapeutic support services for schools. Therapy services such

as speech and language supports are practically non-existent in schools, as are supports for children’s mental health. The National Educational Psychological Service (NEPS) is severely under-resourced at present. Resources and supports are insufficient for schools to provide an appropriate education for some pupils with special educational needs. This creates situations where the resources available in schools are not sufficient to provide for inclusion in that setting.”

Minister Joe McHugh has published draft guidelines on the use of reduced timetables and the INTO will be formally submitting a consultation response on behalf of INTO members.



INTO supports school secretaries campaign

The INTO fully supports the FÓRSA campaign to stand up for our school secretaries and we are proud to stand shoulder to shoulder with our colleagues. It’s the right of every union to engage in industrial action and the INTO supports our colleagues who play a vital role in so many of our schools.

School secretaries funded through the Ancillary Services Grant system voted to take industrial action to

address pay and pension related issues. At the beginning of the school day on 20 September, these school secretaries held a short work stoppage and then began a work-to-rule.

The first phase of the work-to-rule, consists of a boycott of the *Esinet* system, except for OLCS, with substitute payment claims being processed as normal.

School secretary Kathleen O’Doherty said, “Around 90% of our

school secretaries are locked out of the regularised pay system. They have low pay, no holiday pay, no sick pay, no real job security, certainly no occupational pensions, and no access to public service salary scales. It’s time this antiquated and discriminatory employment arrangement was scrapped, and replaced with a model that reflects the vast range of responsibilities and tasks school secretaries perform.”

Autumn officer training

INTO officers will take part in regional training across the country this autumn. This training will focus on current issues, updates on relevant teacher terms and conditions and legal and industrial relations as well as how best to encourage member participation and engagement.



DISTRICTS	DATES	VENUE
11 and 13	Thursday, 3 and Friday, 4 October	South Court Hotel, Limerick
8, 9 and 10	Thursday, 10 and Friday, 11 October	Amber Springs Hotel, Wexford
3 and 4	Thursday, 17 and Friday, 18 October	Radisson Hotel, Sligo
6 and 7	Wednesday, 23 and Thursday, 24 October	Tullamore Court Hotel, Offaly
12 and 16	Thursday, 7 and Friday, 8 November	Midleton Park, Cork
5, 14 and 15	Thursday, 21 and Friday, 22 November	D Hotel, Drogheda

Staff Representative Online Support Course



If you are an INTO staff representative you should have received an email last month with log on details for the INTO online support course. This course is specially designed to support you in carrying out the various aspects of your role and runs until 3 November.

If you did not receive an e-mail invitation to enrol in this course please contact tut@into.ie.



Special Education Teacher Support Course

Our online Special Education Teacher Support Course is now up and running. This short course comprises of two modules focusing on understanding the special education system with regard to allocating support to pupils, testing, and the drawing up of support plans and a school support policy.

This course will run up to mid-term with support from an e-tutor.

A PDF of both modules will be made available for downloading and future reference.

This course costs €30 with registration closing on Friday, 11 October.

The LGBT+ inclusive school

INTO Equality Conference

The INTO Equality Conference will take place in the Clayton Hotel in Wexford on Friday, 7 and Saturday, 8 February 2020. Delegates for this conference will be selected at the October branch meetings.

The theme of this conference will be 'The LGBT+ Inclusive School'. The INTO Equality Committee will work closely

with the INTO LGBT+ Teachers Group to conduct research and develop workshops on LGBT+ related themes within the primary and post-primary school context both in the Republic of Ireland and Northern Ireland.

The conference will also premier a docufilm entitled *The lived workplace experiences of LGBT+ teachers in Irish*

schools. This docufilm is being made with the support of a grant from the Irish Human Rights and Equality Commission and will feature INTO LGBT+ teachers talking about their experiences of working in schools and the development and role of the INTO LGBT+ Teachers Group as advocates and activists for LGBT+ equality.

11th ICTU Global Solidarity Summer School

About 80 trade union delegates from across the island of Ireland attended the 11th Global Solidarity Summer School in Wexford on 22 and 23 August. All were welcomed by Maura Bell, Deputy Mayor of Wexford and Michael Wall, chair of Wexford Trades Council. The opening address was given by Gerry Murphy, Congress President and INTO Northern Secretary who summarised global solidarity work over the recent period and wished delegates well at the seminar.

The main theme of the school was of particular significance, marking the International Labour Organisation (ILO) centenary. The first session heard inputs from David Joyce from the Irish Congress of Trade Unions (ICTU) and Siobhan O'Carroll from the Department of Business Enterprise and Innovation. David reflected on the history of the workers' group in the ILO and the recent achievements at this year's International Labour Conference: The ILO Declaration on the Future of Work and a new ILO Convention and Recommendation on Violence and Harassment in the World of Work. Siobhan spoke about Ireland's role in the ILO over the last century, and her role as EU spokesperson on the Declaration Committee. Both David and Siobhan reminded delegates of the conference planned for 17 September in Dublin Castle to mark the centenary of the ILO.

A video link to Elizabeth Tang, of the Hong Kong Council of Trade Unions, highlighted the political and industrial unrest in Hong Kong. Delegates were informed that Congress General Secretary, Patricia King, had written to the Chinese Embassy in Dublin concerning Hong Kong.

The remainder of this busy summer school dealt with a variety of topics including a presentation about the Irish government's presentation on its joint Fifth, Sixth and Seventh State Report to the CERD (Committee for the Elimination of Racial Discrimination) in Geneva in November 2019. Delegates heard that the European Network Against Racism (ENAR) Ireland is co-ordinating a Collective Civil Society Alternative Report and Lucy Michael (ENAR), sought suggestions for possible points for inclusion in their report. Makhosi Sigabade, from the group Housing 4 All spoke about A Prison



The INTO delegation from left to right: John O'Brien, senior official; Eilis Treacy, Ballinasloe; Maurice Hurley, Global Citizenship School; Ide Ní Riain, Cork; Dorothy McGinley, CEC representative; Kevin Daly, chair, Northern Committee; Carol Burke-Heneghan, Maynooth and Peter Kane, Tuam.



Dublin, on 20 September.

Without Walls, a publication by the group campaigning to ensure that all people seeking asylum are allowed to lead dignified and secure lives.

A highlight of the school was the session with Alison Tate, International Trade Union Confederation (ITUC) who spoke to delegates about ITUC frontline campaigns, bringing forward strategic priorities and plans, including the four pillars of peace: democracy and rights; regulating economic power; global shifts – just transitions; and equality. She applied a particular focus to the 'Climate Proof our Work' campaign and urged people to get involved during the week of action this September. There followed a talk on 'Climate Connect', and the need for trade union engagement with the climate movement including the global school strike planned in Cork, Belfast, and

The school concluded with talks on international trade union action on global supply chains in Cambodia amongst garment workers; update on the work of Justice for Colombia, and the return to an unfortunate situation there involving an increase in the number threats to and, in some cases, murder of trade union leaders, despite the recent peace agreement; exploring the potential impact a new social contract in world politics including a report back on the trade union campaign #Timefor8, dealing with the Global Goal 8 – Decent Work & Economic Growth, and also the upcoming Trade Union Friends of Palestine (TUFF) Conference at the Communication Workers Union (CWU) premises in Dublin on 22 and 23 November; titled *Palestinian Children – Their Right to a Safe and Just Future*, co-sponsored by INTO.

Winners of #MySchool competition

To mark the start of the school year, INTO asked schools to highlight what makes them special, great and unique.

We asked INTO members to share what they love most about their school, using the hashtag #MySchool. We received a great selection of pictures, poems and videos.

Three schools were shortlisted for a public vote. The shortlisted entries were:

In our school,
You'll find all kinds
Of children and of faces.
Every day we learn new things
That take us to great places!

In our school
You'll find such fun
In our learning and our play,
We love to share, be kind and laugh
Every single day!

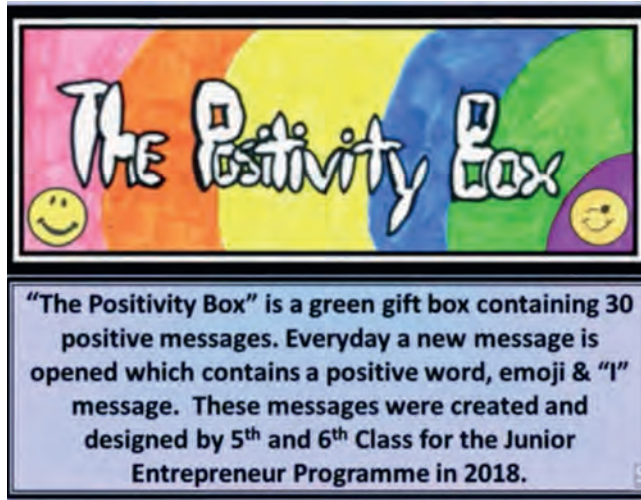
In our school,
We meditate
And take care of ourselves
Sometimes we dance, sometimes
we chill.
We leave our books on the shelves!

In our school,
We recycle,
And keep the yard so clean
We love to plant and garden here;
We really are so green!

In our school
We love to sing,
Play whistle and guitar
Some day you might just see us
On stage – a famous star!

In our school
We've been so loved
by the teachers that we've had
Wouldn't it make another great year
If we won the new iPad?

SS Michael and Peter Junior School
SS Michael and Peter Junior School submitted a poem that they wrote all about their school.



Ballygiblin National School

Ballygiblin NS made a video showing their 'Positivity Box,' a box, filled with positive messages, created by pupils in the school.



Gaelscoil Mhainistir na Corann

Gaelscoil Mhainistir na Corann entered a video that showcased their school, complete with their wonderful school choir singing their school song 'Seo Ár Scoil'



The winning entry, with more than 3,000 votes was Ballygiblin NS with their 'Positivity Box'.

This competition allowed us to showcase, in the public domain, the passion and creativity our members bring to their work every day. This supports our Budget campaign.

Well done to everyone who took part in the competition, and congrats to Marie from Ballygiblin NS who won a new iPad.

Breast Health Awareness & Education for INTO members

The INTO have partnered with Cornmarket and Breast Cancer Ireland to launch a new breast health awareness and education programme for all members. Qualified Breast Cancer Ireland outreach coordinators will be travelling throughout Ireland to provide presentations to teachers and staff in schools about the importance of breast health education.

The programme will take the form of a presentation which will be provided in a friendly, informative and non-intrusive way. Using a medically-induced mannequin, the Breast Cancer Ireland outreach coordinator will show the 8 signs and symptoms of breast cancer as well as how to perform a self-check examination. The presentation only takes 20 minutes and we encourage all our members to attend this invaluable presentation.

Cornmarket, which is an independent brokerage and administers INTO's salary protection schemes, recognised a large percentage of claims related to cancer, and in particular to breast cancer. They wanted to take action and joined forces with Breast Cancer Ireland, which is a



registered charity and whose mission is to transform breast cancer from often being a fatal disease to a treatable illness long term.

Breast cancer will affect 1 in 9 women

during their lifetime*. There is a common misconception that breast cancer only affects older women, however, the statistics tell a different story. 30% of women diagnosed with the disease are aged between 20 and 50*, with an 85% survival rate*. Early detection can help save lives.

The main focus of this programme is driving awareness and encouraging INTO members to self-check regularly to identify what is normal for them, so that if an abnormality does occur it will be identified early and hopefully provide a



Michael Pitt, head of sales, Cornmarket; INTO Vice President Mary Magner; INTO President Feargal Brougham; Eimear Cregg, INTO member; Aisling Hurley, director of Breast Cancer Ireland, John Boyle, INTO General Secretary



*Source: Breast Cancer Ireland, 2019. Cornmarket Group Financial Services Ltd. is regulated by the Central Bank of Ireland. A member of the Irish Life Group Ltd. which is part of the Great-West Lifeco Group of companies.

Programme

more positive outcome.

From October 2019, we will be writing to all principals announcing the launch of this new initiative and inviting schools to participate in the programme. The programme will be rolled out over the next five years and a presentation can be arranged at a time/date that suits staff within your school.

We are encouraging all staff working at schools to come along to the presentation, not just teachers or INTO members. We also encourage men to attend the presentation to get an understanding of how this may affect their partner or any women in their lives. Educating members on the importance of self-checking is the main focus of this programme.

The effect of this programme in the short and longer term will be hugely significant and has the potential to really make a difference to the lives of our members and your colleagues.

To find out more or register your interest, visit:

www.cornmarket.ie/INTO-breast-health-programme.



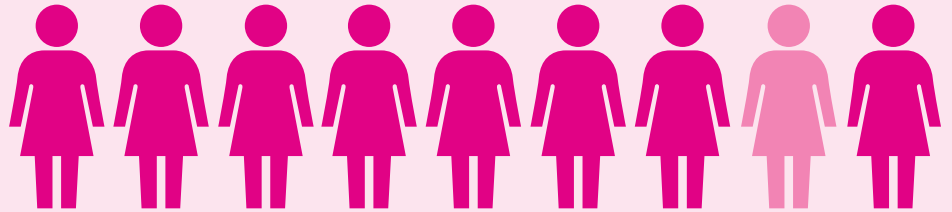
Breast health drive

#AwarenessSavesLives



The golden rules

1. Know what is normal for you.
2. Look at, and feel, your breasts regularly
3. Know what changes to look for.
4. Talk to your doctor about any changes without delay.



1 in 9 women will develop breast cancer in the course of their lifetime.

Breast self examination

- Put your left hand behind your head
- With the pads of your right fingertips, make small circular movements to examine your left breast for anything unusual.
- At first feel lightly, checking for anything near the surface. The press quite firmly, feeling for anything deeper.
- Continue around the breast checking all areas. Also examine above your breast, up to the collarbone and out to the armpit. Then do the same for the right side.



30% of women diagnosed with breast cancer each year are between the ages of 20 and 50

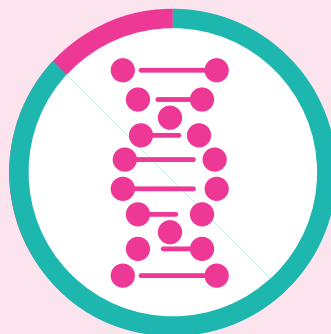


85%

Survival rates are increasing due to increased awareness and breast screening. 85% of women diagnosed with breast cancer now survive.

Eight warning signs to look out for

1. A puckering of the skin of the breast
2. A lump in the breast or armpit
3. A change in the skin around the nipple or nipple discharge
4. Dimpling of the nipple or nipple retractions
5. An unusual increase in the size of one breast
6. One breast unusually lower than the other – nipples at different levels
7. An enlargement of the glands
8. An unusual swelling in the armpit.



Only 5–10%

of breast cancers are hereditary

Mortality rates have decreased by

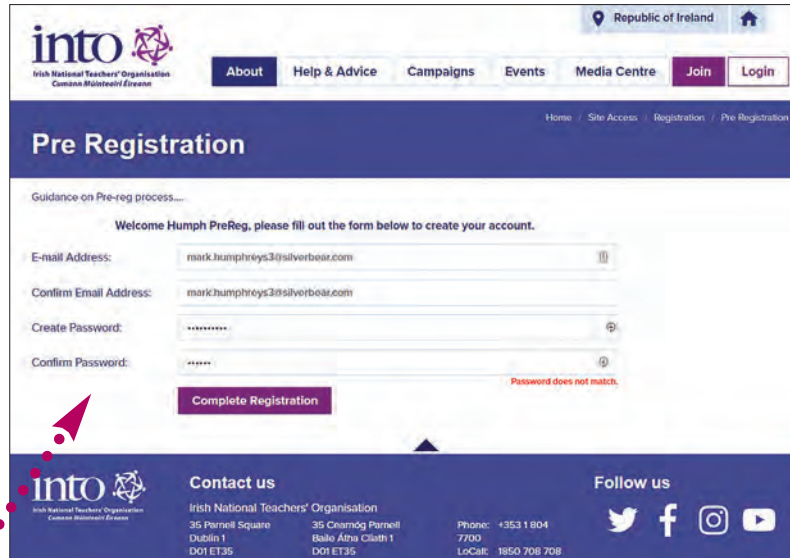
2%

Logging in to the new INTO website

Check your inbox for details of how to register

A reminder that, in order to access members-only content on www.into.ie, you must have an account on the new website. All INTO members should have received an email with information about how to register. This email includes a link to the new website which will bring you to a page where you will be asked to create a new password. Once you have done this, you will be able to access all areas of the INTO website by logging in with your email address and new password.

If you have not received this email, please let us know by emailing info@into.ie. Please include your Teaching Council number or payroll code and your date of birth, and we will send you the link.



First time logging in?

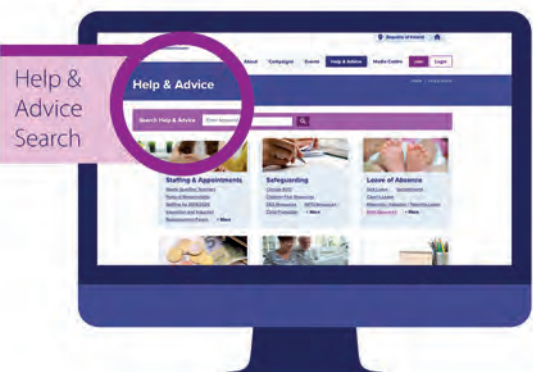
When you log in for the first time, please check your personal details and make sure that we have the right contact details for you. Please also check that we have the correct school roll number for you. If you have moved to a new school recently, you can update your roll number by clicking on the 'My Address' button. Substitute teachers do not have a school roll number so you don't have to worry about changing it every time you move to a new school.

Why it's important to check your school roll number

For all permanent and temporary teachers, and teachers on CID contracts, INTO correspondence is sent to your school address. This includes InTouch magazine. If you want to make sure that you get your InTouch every month, we need to have the right roll number for you.

New member? Career break?

New members can join online as we are no longer taking paper application forms. If you are on career break or considering taking a career break you can now also purchase or renew career break membership through the website.



Help and advice at your fingertips!



Teaching Council updates

Summer graduate registrations

Each year, the Teaching Council offers a fast track registration process to newly qualified teachers (NQTs) from the Irish higher education institutes. This year, over 3,100 graduates were offered this process. Of this number, 93% returned the forms and the majority of their registrations were finalised within two to three weeks. The remaining 7% have

not yet engaged with the Council but can still register through the standard registration process. Teachers and schools should note that only registered teachers are eligible to receive a State-funded salary and that, under the law, it is not possible to backdate registrations to cover periods of non-registration.



Re-vetting of registered teachers

Over the past year, the Council has successfully engaged with more than 34,000 registered teachers who held the old paper-based vetting result letter. To date, a total of 101,000 teachers have completed e-vetting and now hold the updated National Vetting Bureau disclosure. The Council thanks all those who co-operated with the process. A

small number of teachers have yet to comply with both stages of the vetting application process which will have to be completed in advance of their renewal dates. It is anticipated that by the new year almost all registered teachers will have completed the process and hold the updated vetting.

Droichead 2019/2020

The application process for *Droichead* (the integrated professional induction framework for newly qualified teachers) opened for this school year on Monday, 2 September 2019. Within the first fortnight, over 1,500 applications were received. This represents a 50% increase on the applications received during the same period last year. Once an eligible application is received and processed, the NQT is issued with a confirmation email which enables them to commence the process in the school and to undertake the first cluster meeting. NQTs and schools can find more information on the Council's website and in the *Droichead* section under Frequently Asked Questions. Teachers who may be moving between the traditional processes (e.g. probation/post-qualification employment/induction workshop) and the newer *Droichead* process are advised to check the *Transitional Arrangements 2019/2020* which are also published on the Council's website www.teachingcouncil.ie.

Vetting for employment

The Teaching Council has been made aware that some schools are asking substitute teachers – who are not registered with the Council or not in the process of registering with the Council – to complete vetting via the Council.

All school employers need to be aware that the Teaching Council only has the legal remit to process vetting applications for registered teachers and applicants for registration. Only student teachers who are

due to qualify and register in 2020 may undertake vetting as part of their registration process.

The Teaching Council does not have any legal remit to process vetting applications for other student teachers or for anyone who is not registered or in the process of applying for registration with the Council. In such instances, the schools should consult DES Circular 0031/2016 which is available through the Department of Education and Skills' website.

General meeting of Cumann na mBunscol



As schools reopened all over Ireland, teachers from all corners of the country gathered in the Croke Park Hotel for the autumn general meeting of Allianz Cumann na mBunscol. A positive mood prevailed as Cathaoirleach Liam Magee ensured the business of the meeting moved smoothly at all times. While the usual procedural matters such as correspondence and reports were not neglected, there were other items of interest to engage the delegates.

Alan Black, education officer of Allianz insurance, addressed the meeting and revealed details of a scheme to offer schools and Cumann na mBunscol units the opportunity to purchase footballs and sliotars at very attractive prices.

Details are on the Cumann na mBunscol website www.cnambnaisiunta.com and also on Twitter @cnambnaisiunta.

Cumann na mBunscol as a national body was founded in 1971. The organisation plans to celebrate 50 years of activity in 2021. Leas cathaoirleach of the



Coiste Náisiúnta is Fidelma Sheridan, deputy principal of Gowra NS, Co Cavan and well-known in INTO circles for her role on the Standing Orders Committee. Fidelma is chair of the Golden Jubilee Committee and she revealed that plans are in train for a black tie dinner in spring of 2021, while a publication to mark half a century of Cumann na mBunscol will be launched later in that year.



Leas Cathaoirleach Fidelma Sheridan addresses the general meeting on plans to mark the 50th anniversary of Cumann Na mBunscol

Coaching corner

Teachers often contact Cumann na mBunscol officers with queries on availability of coaching resources suitable for use in primary school. Over the next few months, we will introduce readers of InTouch to websites that enable teachers and coaches to access coaching tips and simple games.

A good starting point for teachers is <https://learning.gaa.ie/PECeim>. This introduces users to Céim ar Aghaidh, a very practical guide to the skills of Gaelic Games. It contains lesson plans

laid out in four sections ranging from junior infants to fifth/sixth classes. Gaelic football, hurling, rounders and handball are all covered. The fifth section deals with organising games in all the aforementioned codes while the final section is concerned with assessment. This resource is an easy-to-follow guide for teachers whether experienced or just dipping their toe.



A memorable day for INTO President and pupil Jack



INTO President Feargal Brougham and GAA President John Horan with Jack Geraghty, St Paul's SNS, Ayrside on All-Ireland Football Final day

INTO President Feargal Brougham is a proud Dub and has been a follower of the fortunes of Dublin football since childhood. Speaking on the morning of the All-Ireland Football Final to the players who were taking part in the INTO/GAA Respect Games and their parents, Raheny native Feargal recalled how Dublin sharpshooter Jimmy Keaveney, a star of 'Heffo's Army', used to visit a neighbour's house for dinner on the eve of big games. Feargal recalled the thrill of seeing a living legend visit his locality in the run up to big games in Croke Park.

Feargal was delighted that a boy from St Paul's Senior NS in Ayrside, Dublin 13

was one of the lucky lads lining out in the INTO/GAA Respect Games that day.

Feargal is principal of St Paul's and he was delighted to see Jack Geraghty in the number 8 jersey made famous by present-day icon Brian Fenton. Jack qualified after taking part in a series of skills tests organised by Cumann na mBunscol Áth Cliath. He thoroughly enjoyed his debut in the blue of Dublin in a packed Croke Park. Although the game finished in a draw, he was delighted with his day. As was proud principal, Feargal.

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

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Health savings

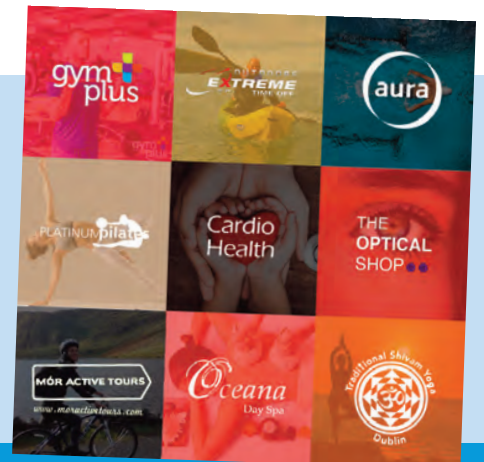
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name, your Membership Plus card number, expiry date and a live date/time stamp.

Global trends affecting our sector

The importance of trade unions

INTO President Feargal Brougham reflects on global trends, the impact of homelessness and the importance of being part of a trade union.

One of the highlights of my 30 years of membership in this union was last year's celebration of 150 years of the INTO. As much as I am proud of all our achievements over those many decades, it is vital that no institution rest on its laurels. History has shown us that, no matter how strong anything may seem on the surface, if it is not continually and assiduously maintained and reassessed it can crumble and become irrelevant very quickly. To that end, I have attempted to highlight the main difficulties that may face primary school teachers today and in the future.

Impact of global trends

Global trends are worth studying as they generally impact the Irish education system in some way, usually watered down to suit our situation. But this watering down of some insidious trends is not assured. Since the mid-1970s, there has been a concerted and highly successful attack on trade unions in the private sector and the public sector led by wealthy big business and neo-liberal economists. By stripping away protections and working conditions, profits have been maximised. Throughout the world, private schools are run for profit, experienced teachers are viewed as too expensive and are laid off, and non-unionised teachers' working conditions such as maternity leave, pensions, sick leave and health, and safety are cut to the bone.

Teachers are de-professionalised and must deliver a narrow, skills-based curriculum that focuses on academic outcomes to the detriment of the pupils' creativity and ability to think for themselves. Constant pressure is kept

on teachers by unmanageable paperwork, league tables, low pay and the constant threat of dismissal.

As I write this article, I have no idea what kind of a Brexit we can expect, if any. Whatever happens, it is essential to our members on both sides of the border that it remains an invisible one. We must continue to protect the peace process because it is a process that demands constant attention.

The financial fallout which follows must be managed more carefully than our last recession. One of the lessons which I hope that we have learnt is that, as union members, we can't be divided and conquered. Whether we are principals, ordinary teachers, lower-paid teachers or still in college, we must stand together to face the challenges ahead. A confident union must promote robust internal dialogue while at the same time portraying a united front to their employer and the public at large.

Homelessness

Affordable housing and homelessness is the single most distressing effect of the austerity of the last decade. Primary school teachers are being forced out of

the housing market in many urban areas. The government must look at introducing measures to assist key workers, such as teachers, nurses, and gardai, to purchase homes within a reasonable distance of their place of employment. All citizens should get involved in the Irish Congress of Trade Unions' (ICTU) 'Raise The Roof' campaign. There is no excuse not to.

The importance of trade unions

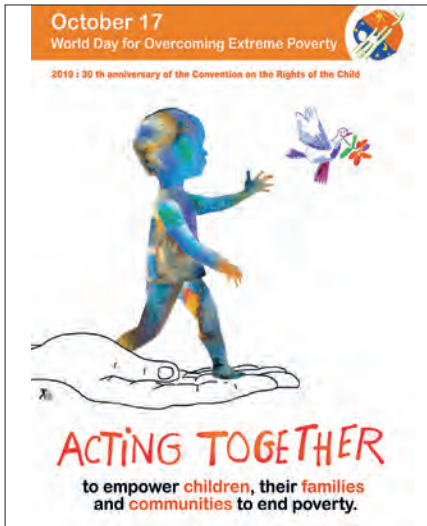
As important as trade unions are for creating financial safety nets for their workers, it is essential that we are not seen solely as an elaborate employment insurance scheme. Trade unions are much more than that. We are the largest civic society organisation in the world. We have to help create a fairer, more equal and environmentally sustainable future where collectively the many looks after the few regardless of their gender, race, sexual orientation, age or religion (including those with none).

FEARGAL BROUGHAM, INTO President

Trade Unionism
Working Conditions
Privatisation
Paperwork Burden
Affordable Housing



17 October – end extreme poverty day of action



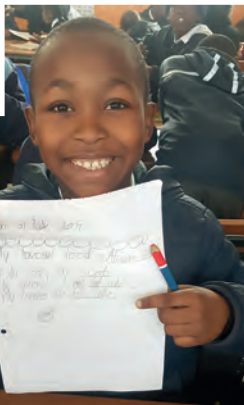
Global Citizenship School invites teachers to take action on 17 October to assist in fulfilling the target of Global Goal 1 which aims to end extreme poverty worldwide by 2030.

This 17 October, have pupils make footsteps (be creative) and write their wishes for a better and fairer world on them, make a display of all the messages and share your work among the whole school community and on social media using #FootstepsToEndPoverty. For more ideas visit www.into.ie (Global Citizenship School) or check out www.17october.ie.

Go raibh mile maith agaibh ó Global Citizenship School



Mellon Educate Teaching Blitz 2019



The Mellon Educate Teaching Blitz enters its fourth year and we are looking for enthusiastic teachers to join us in mentoring, modelling and supporting our South African colleagues next July. The blitz aims to help improve education for some of the world's poorest children. Here, volunteer Kathleen Byrne shares her experience.

"As a new school year begins, I reflect on an amazing two weeks I spent this summer with the beautiful children of the township schools in Khayelitsha, Capetown and their wonderful, hardworking staff. This is my third year volunteering with Mellon Educate and each time, I leave inspired, invigorated and richer in spirit.

These children come from the most

impoverished backgrounds, living in shacks where often there is no food and a very real threat of gang violence and sexual abuse. The teachers work with minimal resources with classes averaging between 44 and 48 pupils. But like all teachers, they only want the best for their pupils and work extremely hard with the little resources and the huge hearts they all have.

We spent our days teaching in classrooms and leading professional development workshops after school, focusing on fractions, EAL, writing,

behaviour management, and teacher wellbeing. I worked with an incredible group of Irish and UK volunteer teachers and have certainly made some friends for life.

While two weeks was a very short period, I truly believe our team of volunteers made a meaningful difference to the students and staff in Khayelitsha. Why not come join us next year and see for yourself?!"

If you are interested in joining us in July 2021, please see bit.ly/TeachingBlitz or give us a call; 01 – 494 8200!

KATHLEEN BYRNE is principal of St Patrick's NS, Glencullen and is currently seconded to the PDST Primary STEM team.

Teanga agus Cultúr

Content and Language Integrated Learning (CLIL) & An Scrúdú le hAghaidh Cáilíochta sa Ghaeilge (SCG)

Cúlra

When the Irish Free State was established in 1922, primary school teachers were recommended to use Irish as the medium of instruction for at least one hour per day. While that practice was not called 'content and language integrated learning (CLIL)' or 'foghlaím chomhtháite ábhar agus teangacha (FCÁT)' at the time, it was a form of CLIL or FCÁT. There is a lot of evidence to show that subject and language integrated learning has a positive impact on language learning in general (Harris agus Ó Duibhir, 2011). Bíonn de bhuntáiste ag FCÁT go mbíonn foghlaimeoirí in ann fíorúsáid a bhaint as an nGaeilge i bhfíorchomhthéacs cumarsáideach agus iad ag dul i ngleic go cognaíoch le hábhar eile, nó ag sealbhú scileanna in ábhar eile, trí mheán na Gaeilge (Coyle, Hood, March, 2010).

An Foghlaím Chomhtháite Ábhar agus Teangacha agus an SCG.

As part of the SCG paper 2 examination, SCG candidates are required to compile a 'comhad tionscadail: teanga agus cultúr'. The aim of the comhad tionscadail (project file) is to help candidates to prepare to teach strands of oideachas sóisialta, imshaoil agus eolaíochta (social, environmental and scientific education) through the medium of Irish to children in the senior classes in a mainstream school. The main emphasis of the comhad tionscadail is on the Irish which candidates require to teach aspects of local history, folklore, geography and science (imshaoil daonna agus imshaoil nádúrtha).

Rian Áitiúil Trí Mheán na Gaeilge (Local trail through the medium of Irish)

A walk or a trail with five stops forms the

basis of the comhad tionscadail and each stop on the trail covers one of the following areas:

1. Logainmneacha i gceantar na scoile (local place names)
2. Saol an phobail thart ar an scoil (local community life)
3. Féilte áitiúla/náisiúnta (local and national festivals)
4. Ainmhithe/plandaí i gceantar na scoile



(local flora and fauna)

5. Foirgnimh agus fothracha stairiúla i ndúiche na scoile (local historic buildings and ruins).

Taighde agus Cártaí Eolais an Mhúinteora (Research and teacher information cards)

Dr Paddy Madden agus Marian Rollins were the pioneers in promoting the use of local trails among Irish primary school teachers. Tá alt a scríobh Paddy Madden

ar fáil ar líne anseo

https://www.schooleartheid.ie/pdf/intouch/Zoom_in_on_trails.pdf. Go deimhin, tá bailiú an eolais ina ghné lárnach den chomhad tionscadail: teanga agus cultúr agus nuair a bhíonn an cúig stad áitiúla roghnaithe ag iarrthóirí SCG, bíonn orthu taighde áitiúil a dhéanamh i gceantar na scoile chun eolas agus béaloideas faoi gach stad a bhailiú. Tar éis dóibh an taighde sin a dhéanamh, ullmhaíonn siad bileog eolais i nGaeilge dóibh féin do gach stad ar a gcuireann siad an tsaintearmaíocht a bhíonn ag teastáil uathu chun na páistí a ullmhú trí mheán na Gaeilge don rian.

Áiseanna do Theagasc Trí Mheán na Gaeilge

Ina dhiaidh sin, bíonn ar na hiarrthóirí úsáid a bhaint as na bileoga eolais chun póstaer a chruthú do gach stad. Áis amhairc (visual resource)

tharraingteach a bhíonn i ngach póstaer agus arís cuidíonn na póstaer leis an múinteoir an Ghaeilge a bhíonn ag teastáil don rian a ullmhú leis na páistí.

Ina theannta sin, bíonn ar an iarrthóir SCG rianleabhar a chruthú do gach páiste. Ag tús an rianleabhair cuireann iarrthóirí liosta de na rialacha sábháilteachta a chlúdóidh siad leis na páistí agus ina dhiaidh sin, soláthraíonn siad gníomhaíocht ar leith do gach stad ag leibhéal cumais na bpáistí. Tar éis na siúlóide, cabhraíonn an múinteoir leis na páistí ina rang léarscáil den rian a chruthú chun dul siar a dhéanamh ar an eolas, ar na scileanna agus ar an teanga a d'fhoghlaim siad ar an rian.

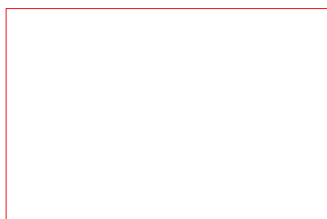
Agus an bhéim sin ar áiseanna do mhúineadh trí mheán na Gaeilge, ní haon ionadh é go ndéantar an chuid seo den



AN MHAINISTIR

Léigh agus déan na gníomhaíochtaí:

1. Úsáid an léarscáil sa mhainistir agus téigh go dtí an bhialann.
2. Cé mhéad fuinneog atá sa bhialann? _____
3. Cad a fheiceann tú trí na fuinneoga? _____
4. Úsáid an léarscáil. Téigh go dtí an séipéal.
5. Déan cuimilt ('rubáil') ó leac (ó chloch) sa bhosca.



TRASNA



An Waxies' Dargle The Waxies' Dargle



Says my aul' one to your aul' one
Will yeh come to the Waxies' Dargle
Says your aul' one to my aul' one
Sure I haven't got a farthin'.
I've just been down to Monto town
To see young Kill Mc Ardle
But he wouldn't lend me half a crown
To go to the Waxies' Dargle.
To get to the Waxies' Dargle.

Gréasaí – fear a dhéanann bróga

Waxy – leasainm Béarla ar ghréasaí ón bhfocal Béarla "wax".

Cén fáth "Waxy"?

Nuair a bhí an gréasaí ag obair le leathar agus ag fuáil le snáth, chuir sé céir nó "wax" ar an snáth.

An Dargle – abhainn i gCill Mhantáin in aice le Bré.

Ar an Domhnach nó ar lá saoire bainc chuaigh na búistéirí agus na táilliúirí go dtí an Dargle le haghaidh siamsa.

Ní raibh an t-airgead ag na gréasaithe agus a gclanna chun dul go dtí an Dargle.

Chuaigh siad go dtí an Baile Gaelach in aice le Dumhach Thrá agus bhí a siamsa féin acu i.e. an Waxies' Dargle.

Céard a tharla ag an Waxies' Dargle?

- na daoine móra ag caint
- na páistí ag snámh agus ag lapadaíl
- picnic – úlla, oráistí, milseáin, agus deochanna
- spórt agus spraoi



Leathanach samplach ó rianleabhar an pháiste: foirgneamh stairiúil i gceantar na scoile

SCG a thástáil i seomra ranga an iarrthóra. Faigheann an t-iarrthóir cuairt ó scrúdaitheoir ó Institiúid Oideachais Marino ag am a shocraítear roimh ré, agus ar lá na cuairte, taispeánann an t-iarrthóir na póstaer, an léarscáil den rian agus sampla de rianleabhar an pháiste don scrúdaitheoir. Pléann an scrúdaitheoir gach gné den obair leis an iarrthóir agus bíonn ar an iarrthóir cóip den tionscadal a thabhairt don scrúdaitheoir, freisin, i gcomhad A4, rud a fheidhmíonn mar thaifead ar an obair d'Institiúid Oideachais Marino.

Treoir agus Eiseamláirí

In order to help candidates to fulfil this aspect of the SCG, guidelines and language glossaries have been made available in Cóir Ghaoithe: Cúrsa Ullmhúcháin don Scrúdú le haghaidh Cáilíochta sa Ghaeilge (226-244). As well as that, two exemplars have been provided by Institiúid Oideachais Marino. The first exemplar is based on a local trail near a country school in Timoleague in

West Cork and can be found in Cóir Ghaoithe (247-264). The trail includes the following stops:

- 1) Historic building: Mainistir Thig Molaige;
- 2) Placenames: Cúirt Mhic Shéafraidh, An Trá Leathan, Cionn tSáile agus Droichead na Bandan;
- 3) Life of local community: An Fheirmeoireacht;
- 4) Local festival: An Tobar Beannaithe, Leitir Colm agus Féile Muire san Fhómhar;
- 5) Flora and Fauna: An Caisearbhán, An Neantóg, Cam an Ime agus an Nóinín.

The second exemplar is based on a local trail near a city school in Sandymount in Dublin. It may be accessed at www.ilrweb.ie. The stations on that trail are as follows:

- 1) Historic building: An Gallán Gréine agus an Clog Gréine, Dumhach Thrá.
- 2) Placenames: Comharthaí Sráide - Dumhach Thrá, Ascaill na Lúb, Ascaill an Mhuirdhúin, Bóthar na Trá.

Sampla de bhileog eolais an mhúinteora: féile áitiúil

- 3) Life of local community: An Fharrage;
- 4) Local festival: An Baile Gaelach agus *The Waxies' Dargle*.
- 5) Flora & Fauna: Éin ar an Trá - An Ghé Dhubh, An Roilleach, An Faoileán Bán, An Crotach.

Clabhsúr

Is iomaí rian áitiúil atá feicthe ag scrúdaitheoirí ó Institiúid Oideachais Marino ó reáchtáladh an scrúdú den chéad uair i Marino cúig bliana déag ó shin. San aischothú a thugann scrúdaitheoirí, tuairscíonn siad go mbaineann iarrthóirí SCG an-tairbhe as an gcuid phraiticiúil sin den scrúdú agus as an bhfoghlaim chomhtháite ábhar agus teanga atá ina dlúthghné de – most of all, the local trail provides SCG candidates with an opportunity to learn some of the terms they will need to teach through the medium or Irish.

AODÁN MAC SUIBHNE, PEADAR MAC GIOLLA BHRÍGHDE agus MARIE WHELTON, Institiúid Oideachais Marino.

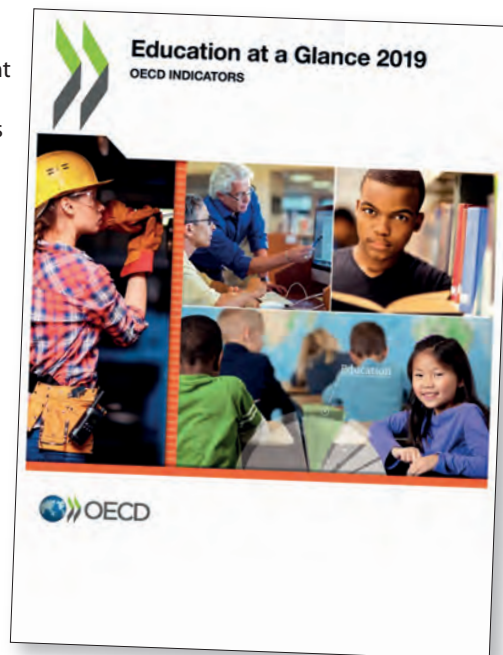
OECD publishes *Education at a glance 2019*

The OECD report *Education at a Glance 2019* was published in September. The report provides comprehensive information on the state of education around the world, the financial resources invested in education and teachers, and the learning environment and organisation of schools.

Some of the findings from this year's report:

- ✦ In Ireland, nearly half of all 25–64 year olds (47%) have a third level education. This is one of the largest shares across the OECD. The third-level attainment rate is even higher among women (51%, compared to 43% among men).
- ✦ Internationally, the teaching profession is ageing. 10% of primary teachers in the EU are under thirty while more than 35% are over fifty years old. In the Irish primary system, 14% of teachers are under thirty while 20% are over fifty.
- ✦ Primary teachers in Ireland have longer teaching hours than other

countries in the European Union. Irish primary teachers teach an average of 905 hours per year, compared to the EU average of 754 hours.



School attendance matters

This November, Tusla Educational Welfare Service (EWS) is launching a national *School Attendance Matters* campaign to highlight the importance of children attending school every day.

The *School Attendance Matters* campaign will run annually during the month of November. Engagement with the national campaign is optional for schools and is not intended to replace existing initiatives that schools already have in place. Tusla EWS sent details to schools in September to let schools know how they can register to indicate they are participating. Once a school registers with the campaign they will receive a digital resource pack to support their attendance campaign, and a digital badge for the school website and/or Facebook page.

Tusla EWS is also in the process of re-branding its service and will launch the new brand and logo on 5 November to coincide with the start of the attendance campaign.

NUI Galway seeks submissions for science video competition

NUI Galway is challenging young science enthusiasts and filmmakers to produce engaging and educational short videos for this year's ReelLIFE SCIENCE competition. Topics for consideration include climate action, healing the body, how things work and science in space.

Contest organisers are inviting participants from primary and secondary schools, youth organisations, community groups and clubs to show their passion for STEM (science, technology, engineering, mathematics). Videos can be produced on smartphones, tablets or cameras and can engage and educate the

public on any aspect of science, including its impact on individuals, society and the environment.

Winning videos will be selected by a panel of special guest judges including author and BBC science presenter Dr Adam Rutherford; BT Young Scientist and Technologist of the Year, Adam Kelly and meteorologist and RTÉ presenter, Joanna Donnelly, who said, "ReelLIFE SCIENCE is a brilliant idea. I'm really honoured to be a judge and can't wait to see the videos. You never stop learning when you love science and I can't wait to see what this year's students have to teach me."

ReelLIFE SCIENCE will award more than €5,000 for the best science videos of 2019.

Closing date for submissions is Friday, 18 October, and the best videos at each level (primary school, secondary school, community) will be announced during Science Week 2019, which runs from 10–17 November. The winning filmmakers will be invited to attend a public screening and awards ceremony hosted at the Galway Science and Technology Festival on 24 November.

Previous years' winning videos and more information about taking part in the 2019 competition can be found at www.reellifescience.com.

What we have learned in physical education

The fifth annual Theory of Physical Education Exhibition (PE Xpo) took place on the 6 March 2019 at Dublin City University. For the first time, both primary and secondary students showcased their knowledge and understanding of physical education. This was the inaugural participation of primary school entries.

PE Xpo was an idea conceived by Paddy O'Reilly and Gerry McDonnell (both PE teachers at Trinity Comprehensive School, Ballymun) and Chris Steele (PE teacher) in January 2015. The main aim at that time was to promote PE at second level as a subject in Ireland and to encourage students to research PE-related topics. In 2019, it was adapted to include primary school entries. The theme of the primary entries was 'What we have learned in Physical Education'. The IPPEA PE Xpo information can be found on the PE Xpo website <https://www.pexpoireland.com/>.

Primary school teachers were asked to plan and record a unit of work (150 minutes maximum) demonstrating their children's learning in physical education. The pupil's learning was documented through children's diary entries in which they drew pictures of their learning and responded to written prompts about specific aspects of that learning. Teachers displayed the children's learning on the PE Xpo day by creating a bulletin board



display which included a cover page and samples of the children's work. Representative children were invited to attend with their teachers to share their learning. Invited judges in the field of primary physical education selected the best project on the day using the marking criteria in the *Primary PE Xpo Handbook* on the PE Xpo website. The judges reported that "teachers and children had a very clear focus on project aims" and recommended that the children "tell this story to the whole school community and beyond".

Congratulations are due to St Michael's School, Holy Angels, Glenmaroon, Chapelizod, Dublin 20, the IPPEA's first Primary School PE Xpo winners 2019. The teachers of St Luke's class, Clare Heffernan and Lorraine O'Hara, with the children, presented a wonderful display of diaries. The diaries focussed on what the children learned with the head, heart, and hands in their 150-minute programme of physical

education. The children from St Luke's class had the judges and second-level students participating in meaningful physical education activities on the day. Next year's PE Xpo launch is 2 October 2020 DCU, the closing date for entries is 14 February 2020 and the PE Xpo Day is Wednesday, 4 March 2020. The IPPEA are delighted to be involved in this initiative to highlight the importance of the value of physical education and the important physical, social and cognitive development and learning that takes place through quality physical education teaching through a broad and balanced programme.

SUSAN MARRON and FRANCES MURPHY, Institute of Education, DCU and the IPPEA Committee.



Irish Primary PE Association
Cumann Corpoideachais Sunscóile na hÉireann



Northern News

Transformation agenda

Over the coming months, we may well begin to see the emergence of Northern Ireland's Department of Education's 'Transformation Agenda'. As a trade union, our first responses will inevitably be to look for the 'threats' that any proposed changes emerging from our employers may bring. We have seen, all too often, assaults on education and other public services that have come wrapped up in the language of progressive change. There is no doubt that the INTO in the North will remain vigilant and 'battle-ready' for any such emerging threats to our members' interests. Yet, with every potential crisis, there is also a potential opportunity.

As an organisation representing, what the American trade union organiser Jane McAleavey calls 'mission-driven workers', we are naturally inclined and well versed in seeking positive changes to education in the interests, not only of members but of the children and young people in their care. INTO members are not afraid of change or challenge. Our members, activists and full-time staff in the North have nothing to prove in that respect.

One of the key areas in trying to shape the 'transformation' of education here, if it is to be truly transformative, is to put the question of the very purpose of education at the heart of the debate.

'What is education for?' is a question that should guide much of what we do as we face multi-faceted reviews and projects in education and young people's services. If we don't have some kind of vision of what we want then how can we hope to reach the end of any process of 'transformation' in any kind of productive and coherent manner?

The people with expertise based on classroom experience should be in the driving seat in any upcoming projects and discussions. We cannot allow others to

We cannot allow others to monopolise the 'vision' of education and then enter the debate to simply mitigate the worst of what might be thrust upon us

monopolise the 'vision' of education and then enter the debate to simply mitigate the worst of what might be thrust upon us. We cannot be relegated to simply helping to adjust the focus of a 'vision' that is fundamentally flawed from the start. There is a fear that the 'vision' of others will result in the decimation of rural schools, job losses, cutting and outsourcing of services, SEN provision that is neither adequate nor desirable for young people or teachers,

adjusting ourselves 'down' to meet an inadequate budget and treating education as little more than a production line of human economic units. On top of this, we know intimately the failures and weak points of our current system, not least the skewing of an entire curriculum through a system of academic selection.

Our opportunity and our challenge is to take the momentum and strength we have gained through our campaign of industrial action and look to use that strength to shape the debate. To do that we need to be clear about what our vision is. We need to be able to answer clearly

for ourselves the question of 'what is education for?' We may feel that we know the answers instinctively. We may know, in our collective gut, that it revolves around the development of the individual and the strengthening of ideas of how well-rounded individuals will contribute to the common good. We may understand that education

is an end in and of itself and not simply because it provides access to the market place and a free, trained workforce for employers. But along with all of this understanding, we also need to be able to articulate a shared, progressive vision that will inform our efforts to shape and affect the agenda.

To do all of this we need to explore and understand the best of education around the world and figure out how we adapt it to our unique local circumstances; we need to articulate what it is we want and be clear about how we get there.

KEVIN DALY, chairperson, Northern Committee





Supporting effective educators

Back in 2006, the INTO was involved in supporting its members who found themselves facing concerns around their ability to carry out the duties of their job using the then procedure to manage unsatisfactory teachers, principals, and vice-principals. Everything about the procedure was negative and the INTO found that they could not advise their members to engage with the procedures. Eventually, the INTO's position was listened to and this ultimately led to two new agreed procedures, Supporting Effective Teaching and Supporting Effective leadership, *TNC 2013/14* and *TNC 2013/14* respectively.

Both of these procedures, unlike their predecessors, are aimed at supporting teachers in a more positive atmosphere of trust where teachers and school leaders are provided with the opportunity to reflect on their own practices and therefore re-establish the required delivery of high educational standards.

The premise of the effective teacher and leader procedures remains that, a formal process concerning either a manager's ability to provide effective leadership or a teacher's performance is only to be invoked after all informal

measures have been exhausted. The test to be applied for both procedures in determining whether formal measures should be invoked is whether the standard of work of a teacher or leader is

The basic principles of both procedures will ensure that concerns are dealt with in a systematic, supportive and fair way

likely to harm the educational progress of the pupils or the effective functioning of the school.

The wording of these procedures has been arrived at with the agreement of the INTO and they should not be something that teachers and leaders fear. From the start to the conclusion of these measures, accompaniment at all times by an INTO representative is encouraged and this

ensures that the procedure is managed in the established manner of fairness and openness.

The basic principles of both procedures will ensure that concerns are dealt with in a systematic, supportive and fair way.

They need to be completed at the earliest opportunity with a further commitment from all parties included in the process to engage both sensitively and constructively.

The process of the procedure begins with a preliminary identification by the management of the school of a concern which

when addressed through the different stages of the procedure should lead to a successful outcome where there is demonstrable evidence of progress.

Should any teacher find themselves in a position where they are approached by a school's management about either of these procedures they should contact the INTO Northern Office for guidance and assistance.



TOMMY MCCLONE, senior official

Snapshots from Belfast

Another successful Belfast Pride week was had during the summer break with the INTO proudly standing in solidarity with our LGBTQ+ staff, students and parents. Photographs: Conor Doris.



Pride 2019



Do you shop online from the UK?

Your consumer rights could be affected by Brexit

With 24/7 opening hours, 365 days a year access, and endless choice, it is easy to see why buying online has become so popular. The availability of a huge range of goods from UK-based websites means that a lot of consumers in Ireland buy from UK-based traders. The CCPC's latest research found that 72% of us have bought online from a company based in the UK in the last two years. 29% of consumers reported that they have done so more than ten times in the last two years.

When you shop online from an EU-based retailer you have specific consumer rights. When the UK leaves the EU, these protections will no longer be guaranteed and so there are potential changes ahead for online shoppers. With still much uncertainty ahead, what do you need to know if you are one of the many consumers in Ireland that buy online from UK retailers?

One of the main rights consumers have, when we buy online from an EU-based retailer, is the right to change our mind and receive a refund within a certain timeframe. The CCPC's research found that 40% of people who had bought from a UK website had returned items. When asked about their reason for returning items, the research found that a large number of consumers in Ireland exercise their consumer rights under EU law – 55% reported they returned a purchase

because the product did not fit or suit their needs and 16% said that they had changed their mind. In the event of a no-deal Brexit, these rights may not be guaranteed.

MONEY MATTERS

So what should you do? Whether you are a frequent or occasional online shopper – before you buy, check where the business is

located. If it's in the EU, you have specific rights under EU regulations. Read the terms and conditions on the website – be sure to check in particular the returns policy and see if you can return goods if you change your mind. Also, check to see if there are costs for returning items. It's also really important to know where the website is located as if it's outside the EU, you may have to pay certain taxes and duties including customs duty, excise duty, and VAT.

Tips for shopping online

- ✎ Buy from a reputable website or one with positive customer feedback. Check if any of your friends have used the site and check online reviews. Check the physical location of the business, remember EU protections only automatically apply when you buy from a business based in the EU.
- ✎ When your order arrives check it straight away to make sure it's ok and that you are happy with it.

- ✎ Make sure that you leave plenty of time for your order to arrive.
 - ✎ Use a secure method of payment, such as a debit or credit card. Never send cash or use a money-wiring service because you will have no recourse if something goes wrong.
 - ✎ Remember, if it sounds too good to be true, then it probably is. If you see something significantly cheaper on a website than everywhere else, be wary. If you're not sure if a site is selling genuine products, look for a list of authorised sellers.
 - ✎ Remember you may have to pay certain taxes and duties including customs duty, excise duty, and VAT if you are buying from traders outside the EU.
- Our website ccpc.ie has dedicated information on the impact Brexit could have on your consumer rights. We also have information on extra taxes and charges you may need to pay if you are ordering online from a country outside the EU.

ÁINE CARROLL, director of communications and policy, Competition and Consumer Protection Commission (CCPC)



Comisiún um Iomáiocht agus Cosaint Tomhaltóirí

Competition and Consumer Protection Commission

ConsumerHelp.ie
1890 432 432



Dealing with parental complaints

Principals and teachers routinely contact INTO for advice, support, and assistance about dealing with complaints from parents. There is an agreed parental complaints procedure between the INTO and primary school management representatives for dealing with complaints by parents against teachers. The purpose of this procedure is to facilitate the resolution of matters between parents and teachers, where they may arise, in a fair manner.

The procedure is set out on the INTO, Department of Education and Skills and the various management bodies' websites. It is also contained in the *CPSMA Board of Management Handbook (Revised 2016)*. There is a separate agreed procedure for teachers in schools under the patronage of ETB. This article will focus on the parental complaints procedure applicable to the majority of schools. However, the principles of this procedure apply to all teachers.

The INTO advises that parents should be made aware of the procedure for handling parental complaints in schools as this may assist in the resolution of such complaints, particularly at an early stage or at the informal stages.

Informal to formal

The procedure envisages moving from informal attempts at resolution through to more formal stages, including a written response to the complaint to the board of management.

Stage one – Informal

At stage one, the complaining parent brings an unwritten/verbal complaint by approaching, in the first instance, the class teacher, and subsequently the principal teacher and the chairperson of the board to resolve the complaint informally. This stage should be attempted with any complaint.

Stage two – Informal

Stage two is generally triggered by receipt of the complaint in writing. It involves the chairperson becoming more actively involved in achieving a resolution. At each point, the INTO advises that a brief note is

made of the fact that a meeting took place and the outcome of that meeting. This note could be agreed with the parent at each stage. Whilst explicitly provided for in stage three, the INTO advises a teacher to request a copy of the written complaint at stage two to enable them to effectively deal with the matter.

Stages three (informal) and four – (formal)

At stage three, the teacher should be supplied with a copy of the written complaint and a meeting with the teacher should be arranged by the chairperson and, where applicable, the principal teacher, to resolve the complaint.

All of the above stages should be completed in advance of the board having sight of the details of the complaint and/or deliberating on the matter.

At stage four, the chairperson should make a formal report to the board concerning efforts to resolve the complaint. The board may take a decision that the complaint is not substantiated and the teacher and the complainant should be informed of such within three days of the board meeting. However, in most cases, at stage four, boards consider that the complaint warrants further investigation and a formal board meeting is arranged to allow the parties to present their respective positions. The teacher should also be supplied with a copy of any written evidence in support of the complaint and should then be requested to supply a written statement to the board in response to the complaint.

INTO support

At this point, a teacher who intends to make a written response to a board of management should contact their local CEC representative or INTO Head Office to get advice and assistance ahead of providing their written response.

It is important that, in becoming involved in this process, teachers are afforded due process in the procedures. The application of fair procedures include:

- ✎ details of any allegations or complaints are put to the teacher;
- ✎ the teacher/teachers against whom the

complaint is made is allowed to respond fully to any such allegations or complaints;

- ✎ the parties concerned are given the right to be represented during the procedure – however recourse to legal representation is not envisaged at any stage. In general, teachers may receive representation, if they require it from their CEC representative;
- ✎ the complaint is fairly examined and processed;
- ✎ the parties are entitled to a fair and impartial determination of the issues concerned;
- ✎ if any person involved in the investigation (i.e. a member of the BOM) has a connection with one of the parties in dispute so as to raise a concern regarding their impartiality, they shall withdraw from dealing with the case;
- ✎ members of boards of management should be reminded of their obligations concerning confidentiality in dealing with parental complaints.

Stage five

Stage five of the procedure requires the chairperson to convey the decision of the board, in writing, to the teacher and the complainant.

Complaints to other agencies

In complaints in relation to child protection issues where a complaint is referred to the Child and Family Agency (CFA)/TUSLA, in line with the Child Protection Guidelines, either by the board of management or by the parent, or to the Gardai by either party, INTO advice to members is that any investigation by the board of management should await the outcome of any Garda investigation in the first instance and any CFA/TUSLA investigation in the second.

Part V of the *Teaching Council Act* provides for complaints being made by anyone under the provisions of fitness to teach. However, with regard to parental complaints, the INTO advises engagement with the agreed parental complaints procedure in an attempt to achieve resolution.

Navigating your local branch

INTO branches around the country will be holding meetings throughout October. All INTO members, not just staff representatives, are entitled to, and encouraged to, attend their local meeting. At your branch meeting, you will get updates from your INTO Central Executive Committee (CEC) representative about the ongoing work of the INTO. Your local branch meeting is also a good place to raise any work-related issues that matter to you. Issues raised at local meetings can become priority issues for the INTO at a national level as branches and districts submit motions to be debated every year at INTO Congress and your local CEC rep provides feedback from their branches when the INTO's CEC meets. This year, INTO will hold several conferences including an Education Conference, Equality Conference, Youth Conference, and Annual Congress. Delegates for INTO conferences are chosen at branch meetings, so attend your local meeting to get involved.

What are the roles of the different people in your branch?

Staff representative

Every school should have a designated INTO staff rep. The staff representative has three key responsibilities:

- ✎ Recruiting members
- ✎ Informing members
- ✎ Supporting members

This includes:

- ✎ helping to recruit new members to the INTO;
- ✎ sharing information with their colleagues about union activities;
- ✎ guiding members in your school to the INTO website, queryline or their local CEC rep, if they need support or advice.

Central Executive Committee (CEC) rep

The Central Executive Committee manages INTO affairs between annual congresses. Each of the INTO's 16 districts has a representative on the executive committee, elected by local branches. Your local CEC rep will provide updates on the INTO's work at your branch meeting.

branch organiser to prepare for meetings (venue/agenda/notification etc.).

- ✎ presides at all branch meetings and chairs in an efficient and impartial manner.
- ✎ has a key role in encouraging participation at meetings.

Branch secretary

The branch secretary is responsible for:

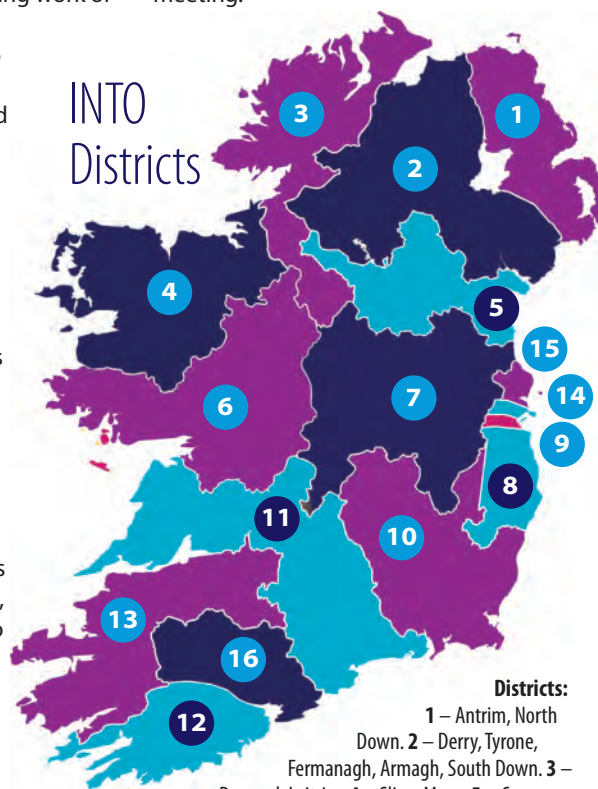
- ✎ the administration and organisation of the branch.
- ✎ leading the branch in an efficient and enthusiastic manner.
- ✎ ensuring that the branch, district or forum remains an active part of the INTO at a local level.
- ✎ forwarding proposed branch amendments and addenda for Congress and district committee as appropriate.
- ✎ submitting the names of delegates to Congress, Northern Conference and other INTO conferences.

Branch organiser

The branch organiser is responsible for working in conjunction with the branch secretary to:

- ✎ strengthen the branch by recruiting new teachers in the branch area to membership of the INTO.

In small branches the role of the organiser might be fulfilled by the secretary.



The branch cathaoirleach

The cathaoirleach is responsible for ensuring that the work of the branch is carried out efficiently.

The cathaoirleach:

- ✎ works with the other officers in managing the affairs of the branch.
- ✎ works with the branch secretary and

Staff rep training

INTO offers online training for staff representatives. If you are the staff rep in your school, you should have received an email inviting you to take part in this course. If you didn't receive the email. Contact tut@into.ie for more details



Mental health and wellness tips for educators

Thursday, 10 October 2019 is Global Mental Health Day and is a fantastic opportunity to educate and raise awareness on issues surrounding mental health and wellbeing. It is an opportunity for us as teachers to turn inwards and assess our wellbeing.

As teachers, we naturally focus on the wellbeing of the children in our classes. We are carers by nature, and all too often our wellbeing falls off the radar. But just like the oxygen masks on an airplane, it is essential that we first take care of ourselves so that we are fully able to support those in our classroom. This does not mean you are selfish or that you do not care about others.

Here is a recipe to optimise mental health and wellness into your daily classroom routine

1 Prioritise yourself Decide to prioritise your health and wellbeing. This means honouring and nurturing the physical, mental, emotional and spiritual dimensions of your life. As teachers, we can bring the compassion we readily give to others into our own lives. Once we begin to weave self-compassion, we can harvest compassionate classrooms.

2 Prioritise your time There are 1,440 minutes in a single day. How many minutes do you give to yourself each day? Do you wait till the end of the day to gaze mindlessly in front of the telly, too exhausted to nourish yourself?

I advocate taking a mindful minute as it allows you to connect by simply letting go of doing.

- ✎ To begin, sit with both feet on the floor, allow the eyes to close, notice any noise and slowly begin to focus on the breath for a few moments.
- ✎ Breathing in – relax; breathing out – letting go.
- ✎ Continue for a little while allowing the shoulders and any tensions to release.
- ✎ Notice how it feels to nourish yourself in this way.

You can bring this activity into your classroom as you guide pupils to scrunch their shoulders on the in-breath and release on the out-breath, then slide into the mindful minute script as outlined.

3 Prioritise food Incorporate a healthy snack time into the teaching day, model and share great snack choices with your pupils – sliced apples, carrots, celery and so on. When you acknowledge that food is fuel then you are going to want to choose well.

When I started to increase my greens by making smoothies people became curious; so much so that pupils asked to make them. The fact most of them didn't like the taste didn't matter as the

conversation about healthy food had started.

4 Prioritise support structures When we prioritise ourselves it is good to get buy-in from others. You may have someone in your family who is happy to journey with you and help with your goals. I found my wellness partner at work and after a few years under our belts, we have had fun along the way while improving our physical and mental health.

5 Prioritise fresh air The toughest days for pupils and educators can be the days when we don't get outdoors. Getting outdoors can help you disconnect from the stresses of work and the benefits of being in nature are well researched. If possible, schedule outdoor walks and activity with your class. The pupils will thank you for this one, it changes the energy, gets the body moving and increases the feel-good hormones.

Every day is a school day and every day is an opportunity to take stock of mental health and wellbeing. Check-in with your pupils, colleagues, friends and family members regularly to see how they are doing.

KAY MURPHY is a fully trained mindfulness teacher, has an MA in Leadership and Pastoral Care and a Diploma in Yoga for Kids. She teaches in Scoil Chiaráin, Glasnevin. Her mindfulness-based stress reduction course for educators commences 7 November 2019 from 4pm-6.30pm at the Margaret Aylward Centre, Glasnevin. To avail of a 10% discount contact Kay on Email: kay@afameofmind.ie Web: www.afameofmind.ie

African adventure 2019



Will you come and follow me if I but call
your name?
Will you go where you don't know and
never be the same?
will you let my love be shown, will you
let my name be known

(The Summons, John L. Bell)

Summer 2019 will always bring a smile to my face as I recall six weeks spent in the Kingdom of Eswatini. After completing my MA in Education, I spent two weeks in July 2018 in Malkerns at the St John Bosco mission, and it was a special experience. I couldn't wait to go back. The generosity of teachers, pupils, and schools in Ireland made my fundraising project 'Schools Sing for Eswatini' a huge success and €5,000 was raised in December 2018 which was used to pay school fees for orphans in the mission schools.

Fr Martin McCormack SDB is from Cork and is the school manager to the nine mission schools – three high schools and six primary schools. Over 4,000 students attend the schools and approximately one-quarter of these are orphans. He has banned corporal punishment and provided training workshops on classroom management and positive discipline to the staff in each of these schools. As a teacher himself, he brings a wealth of knowledge and experience to his role as manager and this is much appreciated by the staff. He has worked towards motivating the students and staff and regularly presents awards for academic excellence and sports and celebrates the successes of individuals and teams. Fr Martin runs a leadership academy and has set up a women's empowerment centre at St Anne's high school.

Education is not free in Eswatini and so many pupils drop out if they cannot afford school fees. Primary education is



from grade 1 to grade 7. High school is form 1 to form 5. Each of the mission schools has a soup kitchen so that the students can be fed twice daily. Water tanks have been put in place. Many classrooms and toilet blocks have been built. One of the rural schools was connected to electricity in 2018. The structural improvements have been beneficial to all concerned.

Class sizes in Eswatini range from 50-75 in the primary schools and 40-60 in the high schools. During my six weeks this year, I worked mainly with the grade 1 teachers at Salesian Primary. A new programme, Competency Based Education (CBE), was introduced in grade 1 this year and will continue to be phased in over the next several years. There will no longer be an exam at the end of each class to pass to move to the next class. The focus now will be on developing skills and is far more child-centred than the previous system. The teachers were keen to learn about teaching methodologies that are used in Ireland and I taught a number of lessons to the grade 1 pupils. Station teaching and *Literacy Lift Off* were popular, so the grade 1 and 2 teachers came together with a group and teachers and pupils enjoyed the lesson. As I had been lucky enough to be one of the winners of the Folens Teaching Overseas Fund I was able to bring a lot of resources

to the school. Posters, whiteboards and markers, triangular pencils and other materials were much appreciated. The grade 1 teachers worked with me to create displays in their classrooms and we purchased laminators for the school so that they can print once and re-use the material. Classroom walls tend to be bare in Eswatini and the children loved seeing the visual displays and their own work making it on to the wall. The enthusiasm of these motivated teachers meant I found the whole experience very rewarding.

I was lucky enough to attend the annual awards ceremony at St Anne's high school at the beginning of my trip. Twenty awards were presented for leadership, I presented an award in my name, which I sponsored for the top academic and leader, and the Queen Labotsebeni award. The girls sang and danced to celebrate the special occasion. One form 5 student was successful in a national science competition for building a solar-powered car. She drove around on the day to big cheers! One of the wonderful things about Eswatini is the smiling faces. In the midst of poverty, there is always a smiling child wanting to hold your hand. As John Hemingway said, 'If I've ever seen magic it has been in Africa.'

The warm welcome from the Swazis and the beautiful sunshine are two attractive reasons to return. For anyone thinking about volunteering in Africa, I would highly recommend it – as the saying goes just do it!

JEAN O' SULLIVAN, St Peter's NS, Dungourney, Co Cork. Anyone wishing to find out more can contact Jean at eswatinicd@gmail.com

Our lives changed forever

Teacher Jane Conway shares the story of the heart-breaking loss of her baby son, Tom, with hope that it will help others speak more openly about infertility, miscarriage, stillbirth and neonatal death.

Our lives changed forever on 8 October 2015. Our son Tom was born unexpectedly at 21 weeks and managed to stay with us for almost two hours. Tom was conceived after our second round of IVF and we couldn't believe our luck. It was a problematic pregnancy from the start but when we made it to 20 weeks I finally started to believe we were going to make it. I had fantastic care from my doctors, was scanned weekly and was taking all the medication necessary to prevent premature labour.

On Wednesday, 8 October, I went for a scan at Limerick maternity hospital with my consultant as I had a little bleeding over the weekend – nothing new. Everything looked perfect, the baby was active and my cervix was closed – no cause to worry. It was a lovely sunny day and I drove back to school relaxed and happy. I was teaching junior and senior infants. The class was delighted to see me. The children were asking about the baby and wondered if it was a girl or boy. We held a vote and I wrote it on the board (it was 17 for a girl, 16 for a boy).

I went on lunch break but, towards the end, I didn't feel great. I decided something wasn't right and agreed, after talking with my consultant and with the principal, to get my mom to collect me and to take the week off, just to be on the safe side. I went home and spent the evening on the couch with a hot water bottle, as the cramps came and went. At 9pm, they weren't getting better and my husband told me to ring my consultant. I waited an hour though as I didn't want to bother her. When I finally rang at 10pm she told me to go to the hospital and she would meet me there. I still wasn't worried, after all, I'd only had a scan that morning.

At the hospital, they took a urine sample and confirmed I had a severe kidney infection. The baby was checked again, all fine, and I was admitted for the night for antibiotics and pain relief. When I finally got a bed at 1.30am, the pain improved after an injection and I told Damien, my husband, to go home. I texted my family to tell them I was ok and

wrote an email with work for my class for the following day.

The pain was coming in blasts and returned worse than ever so I called for the nurse, Maura. She called my consultant at home and my consultant agreed to come in again to see me. Maura also called Damien back in telling him I was in a lot of pain. I'm sure Maura knew at this stage that I was in labour but I was still clueless. Little did I know I had been in labour all day but, as my cervix was closed, it was impossible to pick up earlier. Maura held my hand through

We got through those first few weeks with their support and the love of our family, friends, and colleagues

those contractions and it eventually dawned on me what was happening. My doctor arrived, scanned me and told me it wasn't good. I looked at her and asked, "Am I having the baby now?" She replied, "You are, the baby's heart is still beating but it won't survive. It's too small and we won't be trying to help it." I was in shock. What would I tell my daughter Kitty? What would I tell my class?

Damien arrived to find me in the throes of labour, having left me a few hours earlier thinking I had a kidney infection – my heart broke for him. Tom was born 30 minutes later, still alive and perfectly formed. We were guided through everything by our doctor and the labour ward nurse, Linda. We couldn't have been treated with more kindness and compassion. Tom was dressed, measured and weighed. Photographs and footprints were taken and Linda blessed him – all using the *Féileacáin Memory Box*. He died in my arms as peaceful as he had entered and knowing nothing but love. We were offered an autopsy but declined and we were guided through our options with regards to burial etc by the wonderful and considerate staff.

We chose to stay in the hospital and not bring Tom home. I could have had him beside me in his cuddle cot in my hospital room but decided against that also as I was afraid I'd never let him go. He was 'laid out' in the hospital in a private room, cocooned in a little basket. I stayed in the hospital for three nights. I visited with Tom and my family and friends were free to see Tom whenever they wanted. The nurses took amazing care of me. I couldn't fault the care I received and I will never forget that they made our darkest hour a little easier. We buried Tom three days later in a wicker coffin surrounded by family and friends.

Six weeks after Tom's death we learned that he had an extremely rare chromosomal disorder and would never have survived. The bleeding I suffered throughout the pregnancy was probably him trying to miscarry but I was on so many meds it prevented it earlier. When we found this out it gave me a peace I never thought I'd have. I was tormented by the 'what ifs' but now I know it was nothing I did and there was nothing I could have done. How lucky were we he was born alive and we had those two hours.

We received huge support from my GP and the counsellor, Rita, in Limerick maternity hospital. We got through those first few weeks with their support and the love of our family, friends, and colleagues. People are so kind, unfortunately, it's often not until the hardest times we realise this.

I spent the year on maternity leave – if your child is born alive before 24 weeks you are entitled to it. If he had not been born alive at that stage it would have been classed as a late miscarriage and I wouldn't have received it. I enjoyed my time off and made as many happy memories as I could.

Tom is known, I say his name loud and proud. He was here for only a short time but I'm determined he'll be remembered. There's still a stigma/silence surrounding miscarriage, stillbirth, and neonatal death. It's not a topic people are comfortable around but I've found if you can talk



about it it helps greatly.

We gave IVF another try in July 2016 and on 27 March 2017, I gave birth to another perfect baby boy – Milo Tom. I had a textbook pregnancy this time around and the care I received from my consultant was second to none. Holding Milo in my arms, I am reminded so often of his older brother. I catch a glimpse of his tiny hand in mine and his perfect but tiny face. There will always be another baby in the picture. How I wish I could hold them both in my arms and not just in my heart.

I never imagined we would experience happiness again in those dark months but we survived. Tom is remembered and always will be.

My hope for the future is that issues such as infertility, miscarriage, stillbirth and neonatal death will be spoken about more openly and that we will feel comfortable sharing our experiences perhaps helping those who have kept their stories secret.

JANE CONWAY, Caherelly NS, Co Limerick

If you have been affected by the issues raised in this article, some supports are available at: Stillbirth and Neonatal Death Association of Ireland – www.feileacain.ie/ Irish Stillbirth and Neonatal Death Society – www.alittlelifetime.ie/ Wooden Hearts project – www.facebook.com/Woodenheartsproject/

October is Infant Loss Awareness Month

The INTO's Equality Committee undertook research into members' experiences of managing reproductive health related matters. INTO Congress 2019 passed a motion calling for a Reproductive Health Related Leave Scheme for Teachers that would include miscarriage or threatened miscarriage regardless of term, ectopic pregnancy, fertility screening, fertility treatment and other reproductive health related matters. The pursuit of such a scheme of leave will be a focus of the INTO's Central Executive Committee (CEC).

Anger is sad's bodyguard



I read this phrase somewhere lately and it helped with understanding children who have difficulty expressing sadness after a death in their family. Not all children are comfortable showing their vulnerable side.

One of the most difficult situations an adult must deal with is when a child is grieving a loss. If a mother or father is grieving the loss of their mother or father, the child is doubly bereaved, because of how the loss of a grandparent may impact parents. If it is the death of a sibling, it can become complicated. Often a child will hold onto the sadness, and the pain so as not to upset their parents further, internalising it. They are often asked by well-meaning friends to stay strong or to keep their head up etc. when they should be receiving the support and space they may need without these limiting conditions.

If we use open-ended questions such as "What's it been like in your house today?" or "How is that?" we allow them the chance they may need to express their emotions and feelings and to regain some sense of balance.

A child may feel great sadness for the loss, anger at not being able to control what happened, and perhaps some guilt for being alive. They often feel overwhelmed with so many people being in their home for such a momentous event. Adults may feel it is important to shield children from what is happening,

and sometimes this might be appropriate, but it can be very helpful to allow children and young adults to be part of the ritual involved in a person's funeral. Children often feel less valued if they are not actively involved and again age-appropriate involvement is valuable.

When a bereaved child returns to school it can often be difficult for them to settle back in and challenging for

When a bereaved child returns to school it can often be difficult for them to settle back in and challenging for teachers and the other children coping with this situation.

teachers and the other children coping with this situation. One of the first things to remember is that the routine provides some sense of stability and security and a familiar structure to a child whose world has been turned upside down.

It can be useful to meet the child first

and acknowledge what has happened and to ask them what they would like you to do or say in the class. They may want you to say nothing and be allowed to stay out of the spotlight. They may ask if the class know or what has been said.

Observing the child's behaviour and interaction allows us to become more aware of the child's needs. Often the child will have lost trust in the world and have higher levels of anxiety than before the death, so keeping the routine of the class will help. Believing in your ability to be there for the child is very important. I am often approached by teachers who will express their anxiety about doing the right thing for the child as it can feel overwhelming or difficult to manage. Children often grieve in doses, and may seem to forget the sadness, and play and laugh normally – these moments can provide a break from the ongoing pain a child is feeling. Sometimes behaviour can become aggressive and explosive and if we can remember the phrase 'anger is sad's bodyguard' it gives us insight into how to work with the emotional hurt a bereaved child may be feeling.

We cannot underestimate the impact this type of event can have on us all. Looking after ourselves with strong self-care strategies should be a priority.

ANNE MARIE TYMLIN, is a dramatherapist and a bereavement specialist working in primary schools on the north side of Dublin.

More resources to support your teaching available on Scoilnet



Licensed content on Scoilnet adds to the choice for teachers

In the last school year, almost 650,000 clicks were made on resources in the Scoilnet database. This represented a considerable growth on the previous year and is in keeping with what we see as increasing engagement with the portal by teachers at both primary and post-primary level. While the resource database now contains around 21,000 individual resources (about 1,500 were added last year) tagged to the specifics of the Irish curriculum, the provision of such resources is only one way that the portal strives to meet the requirement of delivering digital content to teachers and learners.

A very important part of the provision of digital learning material is provided through licensed content. Such content is not accessible through the resource database via the site search or curriculum dropdowns but is flagged through other pages on the portal.



The online encyclopaedia is the flagship of the licensed content. Promoted as the place to go for fast, reliable information for homework, reports or just the odd lingering question, *World Book* has material for every level of learner from pre-primary to secondary and beyond. As part of the licensing arrangement with Scoilnet access to the service is open anywhere in the Republic of Ireland – authenticated via the IP address of the user.

Over the summer *World Book* released a

re-design for the early learning section with its short bursts of content to support micro-learning while the kids' section has an updated search engine to give more relevant returns to users. A further enhancement in the last year, which was met with great approval, was the introduction of multiple options for voice-over text. Users of the student or advanced sections have options of hearing the text read in male or female voices with accents from North America, Britain (including Welsh and Scottish) and Indian English. There are no plans as yet, though, to introduce an Irish accent!



If your pupils ever want to see how newspapers reported the major events of world history they need to go no further than the newspaper archives that are available through Scoilnet. The portal has access to two separate services – the *Irish Times* online archive and the *Irish Newspaper Archive*, which contains over 60 national and regional titles dating back to the mid-nineteenth century. Both archives are free to view in schools through the school's broadband network but home access to the *Irish Newspaper Archive* is coming very shortly – accessed via Scoilnet accounts.



For over 12 years schools and teachers

have access to a full range of *OSi* maps through the Scoilnet maps initiative. Large scale maps, aerial photography, and historic maps are available along with a suite of tools to bring them to life in class. Pupils can compare maps, look at elevation profiles, flood plains, historic monuments, population density, and changes. With so much emphasis on 'locality' in the curriculum, Scoilnet maps are incredibly useful. Several lesson activities and suggestions also accompany the maps to make it easy to use.



The *Dictionary* is considered to be the most comprehensive and authoritative biographical reference work for Ireland and outlines the careers at home and overseas of prominent men and women born in Ireland, north and south. The entries are written by experts in the field and, while it might not be aimed at primary pupils, it should be of interest to most teachers. Access is restricted to the school's broadband network.

All the licensed content on Scoilnet is available at a single point <http://bit.ly/scoilnettools>.

PATRICK COFFEY - national coordinator, Digital Content



Relationships and Sexuality Education

– share your views

It is often said that teachers are amongst the first to see the effects of a changing society, with these changes impacting on the lives and experiences of children in their classrooms. This was reflected in the recent review of Relationships and Sexuality Education (RSE) when teachers described how significant social and technological changes over the last 20 years have influenced how children interact with and relate to each other and adults. It is timely then to think again about the teaching and learning included within RSE to ensure it meets the needs and changing experiences of children in classrooms today.

In April 2018, the then Minister for Education and Skills, Richard Bruton TD, asked the National Council for Curriculum and Assessment (NCCA) to undertake a major review of RSE in primary and post-primary schools. In carrying out the review, the NCCA worked closely with children and young people, parents, teachers, principals, researchers, education partners and a wide range of organisations working in the area. The NCCA has published a draft *Report on the Review of RSE* which includes advice on future directions (see www.ncca.ie). So, what did we hear about RSE in primary schools?

The approach

Teachers and principals agreed that RSE is an important part of children's learning in primary school which needs to be taught incrementally, sensitively and in an age-appropriate way. Many agreed on the importance of balancing and connecting the relational and emotional aspects of RSE with the sexuality aspects. Taking these views on board, the draft *Report* proposes a holistic approach to RSE that is child-centered, inclusive, age- and

developmentally-appropriate and supported through a whole-school approach.

The curriculum

Teachers and principals agreed that the curriculum needs updating, identifying a range of topics requiring attention including, relationships, consent, safe use of the internet, and different family structures including same-sex families.

Teachers also told us that RSE should be integrated more easily into other aspects of SPHE and be given adequate time for teaching content in a meaningful way. In the short-term, the draft report proposes the development of guidelines on good practice in SPHE/RSE and the development of an online portal site for resources. In addition, the Report advises that the updating of the curriculum and the review of the time allocated to SPHE/RSE needs to be part of the wider review and redevelopment of the primary curriculum.

Creating effective conditions for RSE

Some teachers and principals suggested that ethos and the perceived wishes of parents were contributing to uncertainty around how to teach certain topics, with some commenting that they were "scared of going too far" or "doing the wrong thing". The review found that many schools avail of external providers for 'the talk' at the senior end of primary school. Sometimes this is in response to the above concerns. These inputs are often once-off in nature with little support and resources available for teachers when follow-up questions arise from children. Many teachers expressed a desire for greater collaboration with external providers to support teaching and

learning in SPHE/RSE. In response, the draft *Report* proposes the development of guidance on fostering partnerships with external providers.

Professional development

Teachers and school principals agreed that access to professional development is critical to supporting high-quality teaching of SPHE/RSE. Teachers described positive experiences when engaging in professional development and called for greater access to and availability of sustained supports. In response, the draft *Report* proposes the programme of professional development in SPHE/RSE be extended and deepened through sustained and multi-faceted models of support.

Submit your views

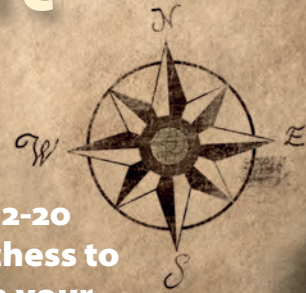
We are seeking your views on the findings and advice set out in the draft *Report on the Review of RSE* to ensure it is reflective of a changing society and the needs of children, schools, and parents. You are invited to consider the draft *Report* and to share your thoughts by completing the online survey on www.ncca.ie or by emailing a written submission to RSEReview@ncca.ie before **Friday, 25 October 2019**. Following this phase of consultation, a final report and advice for future directions will be issued to the Minister for Education and Skills. The NCCA thanks teachers, principals and their school communities for their involvement in the review.

The NCCA Early Childhood and Primary Team.



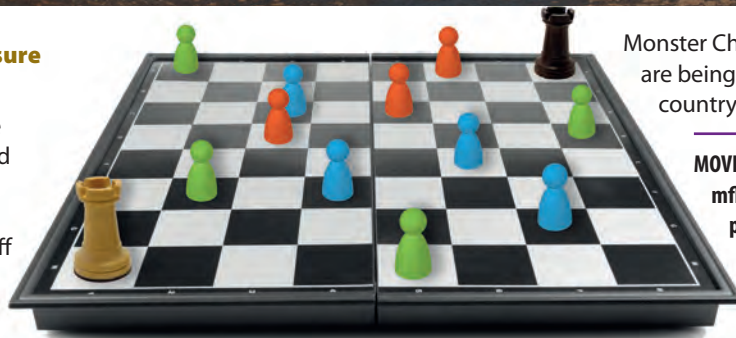
Try this great treasure hunt minigame!

Maths Week Ireland will take place 12-20 October. Here is a great way to use chess to practise maths skills. The children in your class will love it.



How to play the great chess treasure hunt game

- Set up your chess boards with one black rook and one white rook, and randomly placed counters. (If you don't have any chess equipment, download and print off paper boards here www.allfreeprintable.com/chess-board. This game can be played with common classroom equipment e.g. toy figurines and counters.)
- The chess pieces shown are called rooks (you can use figurines instead). Show the children that rooks move forwards, backwards and sideways, as many squares as you wish. Each move must be in a straight line. To get a quick 2-minute-demo of how rooks move go to www.movesforlife.ie. Click on the 'Getting Started' tab and watch game number 2 for the rook moves.
- If a rook lands on a counter (the treasure – coins, counters, cubes, whatever you like), it captures it and then it's the other player's turn. The white rook goes first. The winner is the player with the most treasure at the



Monster Chess Jamborees which are being organised around the country.

MOVES FOR LIFE. Email mfl@movesforlife.ie to participate and find out more about this year's NCM.

end of the game. You can put out as much treasure as you like at the start, on random squares – anything between seven and twenty counters is ideal.

NCM – November 2019

November is National Chess Month (NCM). There will be chess courses for teachers running in Education Centres around the country this term. Check your local centre's website for details.

For more chess mini-games see the 'Getting Started' page of www.movesforlife.ie. Just knowing one of these easy games will give students the skill set needed to play in one of the

This game can be played at all levels

1. **Infant classes:** Count how many counters you captured, who captured more? (how many more?), one-to-one correspondence.
2. **Junior classes:** Red counters could be worth two points and green ones five, for example. Great addition practice.
3. **Middle classes:** Different-coloured counters could be worth 1, 10, 100, 1000 – fabulous for teaching place value.
4. **Senior classes:** Different-coloured counters could be fractions, decimals or percentages!

Subject
Maths

Strand
Number

Strand Unit
Counting
Operations
Place value

Planning for inclusive PE

The Irish Primary PE Association (IPPEA) gives practical guidance on including children with intellectual challenges in your PE lesson.

The activities we have shared are chosen from two online Irish resources: the *Primary School Sports' Initiative (PSSI)* resource <https://pssi.pdst.ie/> and the *Scoilnet Physical Literacy resource* bit.ly/PhysicalLiteracyScoilnet.

Here the TREE model (introduced in last month's article) is applied with inclusive options to assist teaching a child with an intellectual challenge two jumping skills (i.e. jumping for height and jumping for distance). While jumping is the focus of this article, the guidance can be applied to skill teaching in general.

Teaching style

- ✎ Break the skill into just three components e.g. when teaching jumping for height: (1) stand with knees bent (2) swing arms forward and up (3) land with bent knees. <http://bit.ly/JumpingHeight>. Present skill components in the correct order (although the child might only need to work on one of these).
- ✎ Check for understanding using questioning, self- and peer-assessment. <http://bit.ly/jumpingforheight>.
- ✎ Be consistent with explanation – these should be clear and well-ordered.
- ✎ Introduce further components and progression over time.
- ✎ Praise achievements specific to the components you have explained.

Equipment

- ✎ Visual prompts e.g. use pictures or video clips published on these links to help you explain the key points of jumping for height and jumping for distance. bit.ly/JumpingHeight.
- ✎ Could the resource teacher/SNA use the materials above to support the child's learning when working with them on an individual basis?
- ✎ Consider being consistent using the same coloured equipment e.g. green floor markers, green cones;

Rules

- ✎ Be consistent: e.g. explain turn-taking and remind the child where necessary.

- ✎ Focus on the technique and not the distance/height.
- ✎ Focus on personal achievements and not the rules for long or high jump competitions.

Environment

- ✎ Minimise distractions e.g. place unused equipment out of sight
- ✎ Teach skills in similar and different settings (e.g. athletics indoors and outdoors) and across strands (e.g. jumping in dance and gymnastics).

Teaching action: Case Study Gymnastics

A PSSI Gymnastics Lesson 4 for third and

fourth classes. <http://bit.ly/PSSIGYM>

Proposed learning:

The children will perform strengthening and tension activities designed to promote tension (important in gymnastics!) through practising balancing with a partner. The children will practise jumping with a turn, and combine movements to make a sequence.

Mary is a child in this class with Down's Syndrome aged ten years. She has moderate learning difficulties. She has short-term memory problems, a low attention span and has difficulty problem-solving.

Possible actions

The SNA is assisting a group of children in the PE lesson (environment). Mary is unable to do the forward and backward roll but is happy to perform the pencil roll (teaching style). She works on body tension in the pencil roll directed by the teacher. Mary prefers to perform a quarter turn in her jump rather than a half turn. The SNA observes with a focus on one teaching component of the jump 'swing arms in the direction of the turn' (teaching style). This was explained to her in advance by the teacher. Mary prefers to jump on a gymnastics mat rather than on the floor. The sequence of movements is written on a card to prompt Mary to combine the movements in order (equipment). Later she may be able to choose her movements. The teacher

and/or the SNA provide verbal feedback and visual demonstrations to assist in learning the skills. The teacher asks Mary a question on the skill components to assess her understanding e.g. Why do you bend your knees when you land on the mat/floor? Mary can describe the components verbally and perform the skills physically. She feels good about her learning.

- ✎ Listen and watch: TREE Model Part 2 Peter Downs <http://bit.ly/advancedtreeframework>.
- ✎ Down Syndrome Ireland Fantastic Gymnastics <http://bit.ly/fantasticgymnastics>.

SUSAN MARRON and FRANCES MURPHY, Institute of Education, DCU and the IPPEA Committee.



Irish Primary PE Association
Cumann Corpoideachais Bunscoile na hÉireann

✓ spin is spin!

Dolphins and Dark Skies

My partner, Georgia MacMillan and I are located in Newport Co Mayo, on the shores of Clew Bay, framed by the Nephin Beg mountain range. We feel privileged to live in such a stunningly beautiful location. It is a place we want to protect and preserve for future generations to enjoy. One of the ways we are contributing to this is by establishing Mayo Dark Sky Park, a place where exceptional starry skies are protected and valued as an important educational, cultural, scenic and natural resource.

Through the Heritage in Schools programme, we try to encourage an appreciation of the night sky and the natural world. We deliver our Dark Sky Ranger programme, using stories of the night-sky, wildlife, and recognisable local heritage sites. We use free software, *Stellarium*. <http://bit.ly/MayoStellarium> for a virtual tour of the night sky. Then we use a constellation and wildlife to make the connection.

The common dolphin (*Delphinus delphis*) or An deif choiteann in Irish

As its name suggests, the common dolphin is one of the most abundant and widely distributed dolphin species in the world and is the most likely of the dolphin family to be spotted in Irish waters. The common dolphin is a year-round resident around the Irish coast and is also regularly spotted around the South and West coasts. The larger bottlenose dolphins are also year-round residents around Ireland.

The common dolphins are highly energetic and social creatures, who will often approach boats to ride the bow wave or show off their acrobatic skills alongside or in the wake of the boat, travelling at speeds of around 30mph when following boats or chasing fish! Their diet consists mostly of, mackerel,

sprats, and squid. They typically eat anywhere from 18 to 20 pounds a day.

The common dolphins swim in social groups called pods, which average around 12 dolphins. This isn't always made up of the same group of dolphins, most live in small groups that change from hour to hour, day to day, or seasonally.

Occasionally, when food is abundant, common dolphins will form larger groups. These superpods of hundreds, or even thousands, of dolphins, herd together, usually in deeper ocean environments, working together for short periods to round up fish, into what is known as a bait ball, before dispersing again into their own pods.

The common dolphin is a slender dolphin, that can grow up to 2.7m long and weigh up to 150kg. It lives to approximately 35 years old. It has a dark grey colour above and whiter below, with a distinctive yellow-cream hourglass pattern on its sides, starting behind the long, narrow beak. The dorsal fin is tall and triangular and curves slightly backwards.

The bottle-nosed dolphin (*Tursiops truncatus*)

The bottle-nosed dolphin is the other dolphin most likely to be seen in Irish waters. Like the common dolphin, it swims in pods, but it is unusual for the group to exceed more than a dozen dolphins. It is much larger than the common dolphin, up to 4m long and up to 500kg in weight. It can live up to 50 years old. It is generally greyish-brown with a white throat and belly. It has a longer, more pronounced snout or beak than the common dolphin, leading to its name, bottle-nosed.

'Fungie the Dolphin' is a male bottle-



nosed dolphin that was first spotted in Dingle bay in 1983, making it over 36 years old.

Fungie is around 4m long and weighs approximately 230kgs.

The bottle-nose is the species most likely to be seen in aquariums, where it is taught to perform incredible tricks and to demonstrate its startling intelligence.

Dark Sky Rangers Activity

Continuing the Dolphin theme in the night sky take a look at the constellation Delphinus, which translates to ... you guessed it, 'the dolphin'.

How to locate Delphinus in the October sky

Firstly look for the 'summer triangle', an asterism (a small grouping of stars) made up of three bright stars; Deneb, Vega, and Altair. Once you have located Altair, look to its left, this is where you'll find Delphinus, The Dolphin.



GED DOWLING and GEORGIA MCMILLAN are heritage experts with the Heritage in Schools scheme. The Heritage in Schools Scheme is coordinated by the Heritage Council. To find out more and to book a visit from a heritage expert visit www.heritageinschools.ie



Subject
Science

Strand
Living things

Strand Unit
Environmental Awareness
Plants and animals

Poetry for autumn

Oliver Brennan shares his seasonal poems that may support your language lessons at this time of year.

Autumn

Leaves all changed to gold and brown,
In bracing winds come tumbling down,
Squirrels gathering nuts to store,
Dart from branch to forest floor.

Fruit and berries, plump and ripe,
Hang from boughs of every type,
Crunchy apples, red and yellow,
Release aromas, sweet and mellow.

Swallows heading for the South,
Perch on wires for miles about,
Flocks of Wild Geese in the skies,
Fill the air with mournful cries.

Farmers harvest wheat and corn,
Leaving meadows bare and shorn,
Darker nights start drawing in,
As mist and dampness nip the skin.

An Fómhar

Ioraí Rua ag bailiú cnónna,
Go moch ar maidin is um thráthnóna.

Géanna Fiáine ag eitilt go beoga,
Sreanga plódaithe le fáinleoga.

Úlla ag crochadh ar gach craobh,
Sméara dubha ar gach taobh.

Duilleoga ag titim is ag éirí gann,
Cuir ort do chóta ! Tá an Fómhar ann!!

Oíche Shamhna

Oíche Shamhna, Oíche Shamhna,
Cailleach gránna ins an spéir!

Oíche Shamhna, Oíche Shamhna,
Púcaí bána thuas san aer!

Milseáin, torthaí's bananaí buí,
Cnónna Moncaí ar fud an tí!

Féastaí, cluichí's tinte cnámh,
Anocht ní bheidh mise
im'chodladh go sámh!!

The Pumpkin

Last night I saw a pumpkin,
Upon my windowsill,
Inside it burned a candle,
Which gave me quite a thrill.

Its nose was a triangle,
Its eyes like pyramids,
That fluttered in the darkness,
Because they had no lids!

Its insides were all hollow
-Scooped out to bake a pie-
If I don't get a slice from Mum,
I'm sure that I will cry!

OLIVER BRENNAN is a teacher and staff rep at
Our Lady's Boys' National School, Ballinteer,
Dublin 16

The Daily Mile races ahead



Students from St Brigid's NS, Castleknock, complete their daily mile prior to the launch of *Winning For Ireland – How Irish Athletes Conquered The World*, at the National Indoor Arena in Abbotstown, Dublin. Photo Seb Daly/Sportsfile.

It's a little over a year now since Athletics Ireland, in association with Local Sports Partnerships, started promoting The Daily Mile to primary schools all over Ireland.

The results of this first-year promotion have been hugely encouraging, as already 818 primary schools are making The Daily Mile part of their school day.

The Daily Mile idea started in a small way in Scotland in 2012 when its founder, Elaine Wyllie, asked a class of ten-year-olds to run around the school playing field.

By halfway round, most children were exhausted and had to stop," Elaine Wyllie said. "Most of them were completely unfit – and they recognised this themselves.

I sat down with the class and their teacher to discuss the situation. The children were keen to run around the field for fifteen minutes every day, to see what level of fitness they could achieve after a month.

The results were remarkable. The children looked better, felt better and were much fitter. They were averaging five laps of the field in the fifteen minutes which, when measured, turned out to be a mile – so The Daily Mile was born."

Despite the name, however, it's never a set distance. What is recommended by Athletics Ireland to primary school principals and teachers is 15 minutes a

day; walking, jogging or running, with each child taking part at their own pace.

The Daily Mile initiative has now been adopted worldwide by schools in 66 countries. Ireland placed fourth on the list of countries with the best participation, based on population – a remarkable achievement after only one year of promotion.

"We have had a wonderful response to our promotion of The Daily Mile from primary school principals, teachers, parents and children," Hamish Adams, Athletics Ireland CEO, said. "We work closely with all the Local Sports Partnerships and the feedback we have been getting from primary schools all over Ireland has been most encouraging."

Recent research results released by Professor Niall Moyna, head Of The School Of Health and Human Performance at DCU clearly show an urgent need for primary school children to engage in regular exercise.

Professor Moyna's research team has discovered that some 15-year-old boys



Elaine Wyllie, founder of the Daily Mile, with pupils from St Brigid's NS, Castleknock, Dublin at The Daily Mile launch. Photo by Matt Browne/Sportsfile



Students from Scoil Na Mainistreach, Celbridge, Co Kildare, taking part in The Daily Mile launch. Photo by Eóin Noonan/Sportsfile

who engage in no physical exercise and have poor nutrition intake have the arteries of 55-year-old men; a startling revelation indeed.

The Daily Mile looks set to be adopted by over one thousand primary schools by the end of this school term. "Our mission over the next three years is to have every primary school in Ireland making The Daily Mile part of its school day," Hamish Adams said.

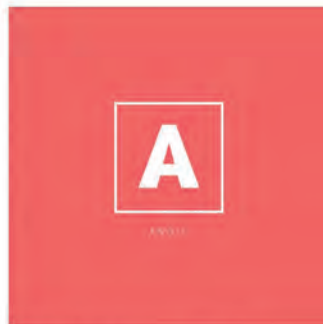
FRANK GREALLY, contact: www.thedailymile.ie, frank@thedailymile.ie or 087-2569690



Cruinneas Teanga an Mhúinteora



GaelSpell - Spelling Checker (Windows)
€24.99



Anois - Irish Grammar Checker
(Windows)

Tá tábhacht ar leith ag baint le cruinneas litríthe agus gramadaí an mhúinteora toisc gurb é an múinteoir an phríomhacmhainn Ghaeilge i ndomhan an pháiste ar scoil.

Tá neart áiseanna a chuidíonn le múinteoirí an Ghaeilge a labhairt agus a scríobh go cruinn. Tá litreoir agus gramadóir leictreonach ar fáil ó www.cruinneog.com agus cuidíonn siad le cruinnscríobh na Gaeilge. Tá na huirlisí seo ar nós 'spellcheckers' sa Bhéarla.

B'fhiú do mhúinteoirí na huirlisí cruinnscríbhneoireachta *Gaelspell* agus *Anois* a chur ar ríomhairí na scoile nó ar a ríomhairí pearsanta. Litreoir is ea *Gaelspell* agus aimsíonn sé, agus ceartaíonn sé, botúin litríthe Ghaeilge agus duine ag clóscríobh i Microsoft Word ar ríomhairí Windows. Tá os cionn 380,000 iontráil sa liosta cuimsitheach focal atá ar fáil in *Gaelspell*.

Gramadóir do Microsoft Word is ea *Anois*, agus tá an t-ineall gramadaí *Gramadóir* agus *Gaelspell* in aon pacáiste amháin. Oibríonn na pacáistí seo chun botúin choitianta agus rialacha casta gramadaí a cheartú go huathoibríoch, rud a chuideoidh le cruinneas litríthe agus gramadaí a chinntiú.

Fís agus Foghlaim

Sraith fiseán de chuid Gaelchultúr is féidir a íoslódáil saor in aisce is ea *Fís agus Foghlaim*. Tá sé mar sprioc léi foghlaim na gramadaí a dhéanamh i bhfad níos éasca agus i bhfad níos spráíúla.

Tá na fiseáin gairid, gonta agus díríonn siad ar chuid de na rialacha gramadaí is lárnaí agus is tábhachtaí. Cuireann na fiseáin na rialacha gramadaí i láthair i dteanga nádúrtha shothuigthe ag tús gach fiseáin agus úsáideann siad beochana chun an riail sin a léiriú go soiléir.

Tá cleachtadh gearr idirghníomhach le fáil ag deireadh gach fiseáin le cabhrú le húsáideoirí a dtuiscint ar na rialacha a mheas. Cabhraíonn an meascán den rud físiúil agus den tráchtairacht le foghlaimeoirí na rialacha a shealbhú go hidirghníomhach.

50 fiseán ar an iomlán atá ann agus maireann gach ceann díobh dhá nó trí nóiméad. Ina measc tá fiseáin ann faoi



na réamhfhocail, na tuisil, aimsirí na mbriathara, na briathra neamhriailta agus an chopail. Is féidir leanúint leis an staidéar leis an gcúrsa nó leis an leabhar *Gramadach gan Stró!* ón gcomhlacht céanna.

Gramadach gan Stró

Tá cúrsaí gramadaí ar líne ar fáil ó Gaelchultúr ag www.ranganna.com agus tá siad dírithe ar dhaoine a bhfuil caighdeán réasúnta maith bainte amach acu sa Ghaeilge labhartha cheana féin ach ar mian leo feabhas a chur ar a gcuid gramadaí agus cur lena saibhreas teanga. Tá cleachtaí idirghníomhacha lárnach sa chúrsa agus faigheann an t-úsáideoir

aiseolas láithreach.

Tá an leabhar *Gramadach gan Stró* foilsithe ag Gaelchultúr agus tá na gnéithe is lárnaí den ghramadach roghnaithe ag an údar agus iad curtha i láthair go soiléir gonta. Níl téarmaíocht chasta sa leabhar agus tá neart samplaí ann chun patrúin éagsúla a léiriú.

D'fhéach an t-údar Éamon Ó Dónaill le simpliú a dhéanamh ar go leor de na rialacha agus de na moltaí atá sa Chaighdeán Oifigiúil agus déanann sé iarracht iad a chur i láthair ar bhealach simplí, sothuigthe.

Tá béim sa leabhar ar úsáid laethúil na teanga agus tá eolas tugtha ann mar gheall ar na difríochtaí idir an rud a scríobhann daoine agus na leaganacha a bhíonn le cloisteáil sa chaint. Tá ceachtanna le fáil i ngach aonad agus tá freagraí na gceachtanna sin tugtha ag deireadh an leabhair, rud a chabhróidh leis na húsáideoirí agus iad ag iarraidh greim a fháil ar na rialacha éagsúla.

An leabhar ar fáil: www.siopa.ie



MÁIRE NIC AN RÍ, Oifigeach Bunscoile, COGG.

Reviews

Multiple languages, a resource not a hindrance

Engaging with Linguistic Diversity – A Study of Educational Inclusion in an Irish Primary School, co-authored by David Little and Déirdre Kirwan tells the unique story of how Scoil Bhríde (cailíní) positively responded to a growing linguistically diverse school population. The book is extremely well-written, accessible and illustrated with real examples of classroom practice across all class levels.

Through analysis and interpretation of classroom data, the authors describe innovative approaches to language learning and clearly demonstrate what can happen when schools see multiple languages as a resource. The authors share detailed and practical examples of how pupils' home languages are acknowledged, welcomed and used in all classrooms and throughout the school community.

They also highlight the gradual process involved in trying out various approaches and finding out what worked best in particular classes and throughout the school. By drawing on examples of pupils' work, clear evidence is provided of how pupils gradually develop learner autonomy, language awareness and plurilingual literacy when home languages are included in classroom and school life. Furthermore, evidence of the positive impact of this innovative approach on pupils' attitudes to the Irish language is striking.

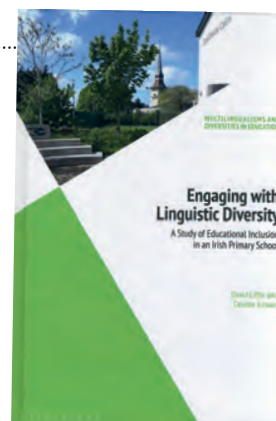
The book will foster valuable discussions for all school staff around developing a whole school approach to valuing linguistic diversity. Schools can learn so much from the experience of Scoil Bhríde (cailíní) when adopting an approach to linguistic diversity suited to

their own local needs and contexts. The book shows how inclusion of pupils' home languages positively affects individual pupils' self-esteem, confidence and autonomy.

I would highly recommend this book for all schools and especially for anyone involved in educating pupils from migrant backgrounds. I would also recommend that the publisher make a paperback version available as soon as possible.

Bloomsbury Academic. ISBN: 978-13500-7204-6 . Ebook cost: €68stg.

Reviewed by LORRAINE CREAM, Co Roscommon.



Lesson Books in 19th century Ireland

This book, written by Tony Lyons and Noel Moloney, is not simply a review of the teaching of literacy in 19th century Ireland, but a glimpse into the history of the Irish national school system. It is a text that could form the basis of educational research and, if you like a challenge, is a very interesting read.

The introduction gives an insight into the establishment of the Irish national school system in 1831. The National Board of Education was set up against the background of the unregulated hedge school system. The board, amongst other duties, was charged with the production of reading books. This was despite the fact that up to 500 textbooks were in use prior to 1831, but it was considered that many of those in existence were of a questionable standard.

There is a focus on methodologies and morals that are to be found in the 'first and second lesson books'. These

books were mainly concerned with the mechanics of reading and used as conduits for religion and moral lessons.

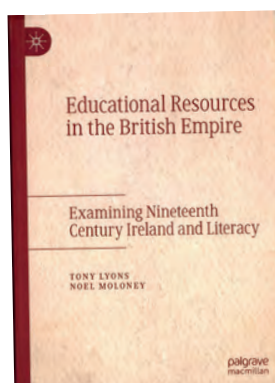
Contemporary reactions to the lesson books are discussed as are the 'senior lesson books', the introduction of science and technology to the system, reading books specifically for use in female schools and pedagogy.

It is clearly explained within the text how the 'lesson books' were favoured elsewhere in the British Empire and of the long-term effects of the books on children in countries such as Australia, Canada and England.

This book is to be recommended for anyone wishing to expand their knowledge of school education in Ireland.

Palgrave Macmillan. ISBN 978-3-030-11276-9. Ebook cost: €63, hardback cost €80.

Reviewed by ÁINE DILLON, Dublin 13.



Protect a Dodo – fun, action and suspense

This story, by Alan Nolan, takes place in Hannigan's Haven animal sanctuary in Clobberstown, Co Dublin. Samantha (but she prefers to be called Sam) lives there with her granny, Nanny Gigg and her older brother, Bruno.

Hannigan's Haven is full of weird and wonderful animals but one day they receive the most unusual package ever – the apparently extinct Dodo bird.

Follow Sam and her quirky family on an adventure as they try to protect Desmond the Dodo from the hands of the evil animal poachers.

This story is full of action and suspense. Sam and her brother Bruno get up to lots of mischief along the way.

This book is perfect for animal lovers and will leave children laughing out loud. It is suitable for 3rd–6th classes.

O'Brien Press. ISBN: 978-1-78849-086-3. Cost €8.99

Reviewed by ALICE HOLLAND, Co Clare.



Finishing Touches

Noticeboard



Become a volunteer for Trócaire

Are you passionate about global justice and human rights? Trócaire is inviting you to join our vibrant team of volunteers.

Trócaire is dedicated to improving the lives of people living in poverty and injustice around the world. Our outreach and awareness-raising in Ireland is a vital part of that work. Volunteers support our work by raising awareness in schools, parishes and communities as well as campaigning on issues that matter.

Volunteering with Trócaire gives people an opportunity to contribute to an organisation that is committed to dignity and justice by bringing your valuable skills, experience and energy to our work in Ireland.

We have vibrant volunteer groups in various regions across Ireland and we are looking for more volunteers to join us! Get in touch for more information or to find out how to apply by contacting volunteering@trocaire.org or calling one of our centres: Cork (021-4275622) Dublin (01-8743875) Galway (091-392791) or Belfast (0044-2890808030).



Cork Teachers Golf Society

First Outing of the New Season:
Muskerry Golf Club,
Friday 1 November (11 am - 12 noon).
New members most welcome.
Contact Aidan Buckley (0857384756)



Copy deadlines for InTouch

We are always happy to receive contributions for InTouch magazine from INTO members. Please send any articles you would like to have considered for publication to editor@into.ie.

The copy deadlines for the remainder of the 2019/20 school year are:

- November/December issue: 25 October
- January/February issue: 10 January
- March issue: 7 February
- April issue: 6 March
- May issue: 3 April
- June issue: 8 May



Sambodhi Home

Calling energetic teachers to come join our teacher teams, volunteering in Sri Lanka this Easter and summer break! Every year teachers from Ireland travel as part of a team to work in Sambodhi Home for the Disabled in Sri Lanka, creating an unforgettable camp experience for the residents (old and young) that live there.

Pre-departure training will take place via Skype, and teachers will collaborate on projects together prior to and during their placements in Sri Lanka.

Expressions of interest can be sent to Nadia O'Shea, our resident volunteer: nadiaooshea@gmail.com

For more information about all our projects, interested volunteers can visit our website: www.sambodhihome.com.



Kindling the Flame

'Copies of Kindling the Flame; 150 Years of the INTO' by Niamh Puirseil are available from INTO Head Office for €20 each. Contact Georgina Glackin on (01) 8047745 for more information.



Free gender equality course

SAFER (Systematic Approaches For Equality of gender) is an EU-supported research project which aims to promote gender equality and ultimately reduce gender-based violence.

Institute of Child Education & Psychology (ICEP) Europe is seeking participants to take part in a free training workshop, being held on Friday, October 4th at the Glenroyal Hotel, Maynooth from 9:30am – 2:00pm.

The training workshop will help educators promote empathy and healthy relationships in the classroom and is aimed at teachers of children aged 8 – 12 years, although those working with older or younger children may also attend.

To register for this free training you can follow the following link: <https://www.eventbrite.ie/e/safer-gender-equality-training-workshop-tickets-72087667153> or contact Dr Grainne Hickey – g.hickey@icepe.eu or 01 651 0618.

Where Teachers Borrow



Comhar Linn
INTO Credit Union

[comharlinnintocu.ie](https://www.comharlinnintocu.ie)

Comhar Linn Draw Winners



July Draw

Car – Toyota Yaris Hybrid
Winner details withheld by consent

Cash €2,000 plus two All Ireland Football final tickets
Leonard Neylon

Cash €1000 plus two All Ireland Hurling final tickets

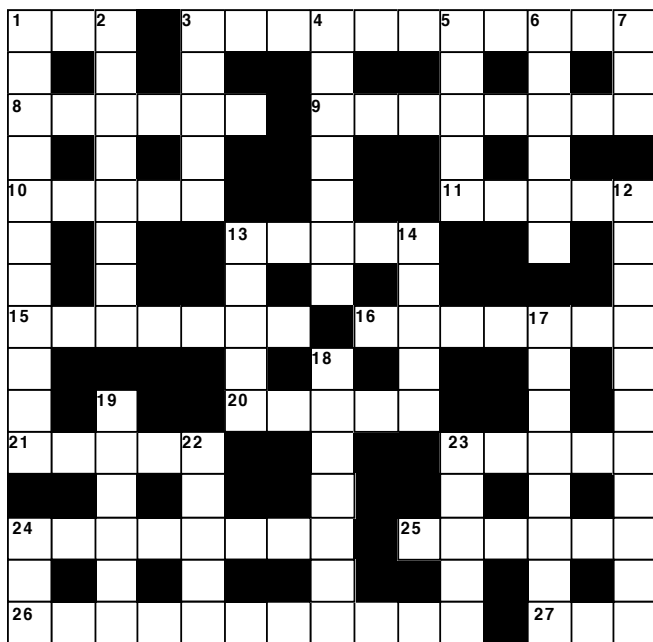
Bernadette Flynn

Cash €1,000
Fionnuala Ní Chaoimh

Cash €1,000
Donal O'Hobain

COMHAR LINN CROSSWORD NO. 201

A draw for 2 x €100 will be made from all correct entries. Simply complete the crossword and send it to 'InTouch Crossword', INTO, 35 Parnell Square, Dublin 1, before Friday 15th Nov. Photocopied crosswords are not accepted.



ACROSS

- Dine on egg and tomato starters. (3)
- Chess virtuoso with a thousand pupils? (11)
- Brings together tunes I have rewritten. (6)
- In a Bedfordshire town, losing the head, one is emotionally flaky. (8)
- Connections with a seaside golf course. (5)
- Chopped peach is inexpensive. (5)
- An Irish spelling-bee? That might be Sandy. (5)
- A cardinal in front of two trees? Rubbish! (7)
- Went for a job as a clergyman fibbed. (7)
- Ponders Erato and her colleagues. (5)
- Bloom causes Cilla distress. (5)
- Perch in the middle of a kangaroo stampede. (5)
- Make the snake cut up a British warrior queen. (8)
- One is camp, possibly - but a dish nonetheless! (6)
- Obsolete rum mixture can be vexatious. (11)
- Name the French cardinal. (3)

DOWN

- & 2. Require a gallant tile arrangement? It's the same on all sides. (11,8)
- The estimate is given under exceptionally serious stress, to begin with. (5)
- 4 & 23d. They've just come up in the world? Cue naive hour of chaos. (7,5)
- Find some great tickets for the top of the house. (5)
- Items of furniture encountered in the teaching of arithmetic. (6)
- Drink yer mixture! (3)
- Science that strives to make for better children! (11)
- At some point during the boom, there is a bust. (5)
- The aspirations of some bishop, essentially. (5)
- Tell Gore it's not ceremonious. (8)
- One Sligo pub's what you will see on a weather-map. (7)
- Some help a soldier find a city in Texas. (2,4)
- Scale many a branch. (5)
- See 4 down.
- Yet to establish the beginnings of the British Union of Teachers. (3)

NAME:

ADDRESS:

INTO Membership No.

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

In Touch Crossword No. 200: Crossword winners will be announced in the next InTouch issue as print deadlines precede crossword entry deadline.

In Touch No. 200 Solutions:

Across 1. Microscope 6. Spin 10. Manet 11. Battering-rams 15. Treat 17. Isle 18. Exit 19. Regal 21. Hearten 23. Taste 24. Ends 26. Molar 28. Sceptre 33. Tarantino 34. Cater 35. Eddy 36. Two hundred.

Down: Mimi 2. Centuries 3. On tap 4. Cubic centimetre 5. Pith 7. Prime suspect 8. Night class 9. Lectern 13. Eire 14. Tigress 20. Generator 21. Herring 22. Elbe 27. Lurid 29. Cloth 30. Pecan 31. View 32. Grid.

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



CBI recommended read – October

Dare to dream

Written by Sarah Webb. Illustrated by Graham Corcoran
The O'Brien Press, 2019. ISBN 9781788491273. 64pp. Cost: €16.99.

This title is a companion publication to the fantastic *Blazing a Trail: Irish Women Who Changed the World*.

This new title celebrates some of Ireland's most daring and fearless men and women. For such a small country Irish people have had a huge impact internationally. From helping street children in India to saving Jewish children during World War II, their reach has been truly global. From Michael Collins to Rosie Hackett, Lady Gregory to Tom Crean, this book celebrates brave and daring Irish men and women.

And it's not just a celebration of the obvious people, like James Joyce, that are covered in this engaging compendium – we learn about amazing individuals we'd never heard of before. Our favourite, Albert DJ Cashier, was a girl called Jennie who lived her life as a male soldier and fought in the American Civil War! The vivid portraits by Graham Corcoran illustrate each character 'in action', while Sarah Webb's accessible prose delivers key and fun facts. This title is a great addition to school bookshelves with lots of scope for further reading and project-based work.

Dare to Dream highlights the endeavours of over thirty iconic Irish people who dreamed of changing the world, discover their worlds of adventure and learn about these incredible explorers, inventors, activists, and artists, and be inspired. (Ages 9–11)

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

InTouch competitions and draws

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

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

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



scoilnet
portal for irish education
lárshuíomh oideachais na héireann



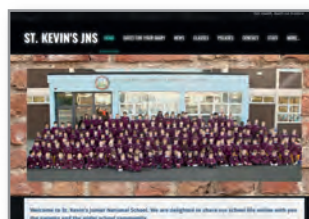
Star site



Top 10

The most clicked resources at the start of this month

- 1 **CÉ MÉ FÉIN?**
<http://bit.ly/CéMéFéin>
Seo bileog oibre don chéad cúpla lá ar scoil leis na páistí a chur ag caint agus aithne a chuir ar a chéile.
- 2 **COUNTIES OF IRELAND**
<http://bit.ly/countiesofireland>
Interactive quiz. Very colourful.
- 3 **MÉ FÉIN – SCÉAL**
<http://bit.ly/ScoilnetMéFéin>
Liosta de thearmaí a bheadh úsáideach d'aisti a scríobh.
- 4 **SCOILNET – MULTIPLICATION TABLES**
www.scoilnet.ie/index.php?id=1423
A list of popular STEM repositories located in one place.
- 5 **THE WATER CYCLE**
<http://bit.ly/ThirstinsWaterCycle>
Interactive animation where the pupil is shown the story of the water cycle. Very visual guide - American voice over.
- 6 **MONEY – SHOPPING WORKSHEET**
<http://bit.ly/ShoppingWorksheet>
Worksheet encourages students to look and use a sample price list from a fruit shop to solve problems.
- 7 **ORAL LANGUAGE COLLECTION**
<http://bit.ly/VocabularyLists>
Collection of vocabulary lists by class level.
- 8 **FRUIT BASKET – RUNNING ACTIVITY**
<http://bit.ly/ScoilnetFruitBasket>
Designed by the PDST PE team.
- 9 **FICHE CEIST**
<http://bit.ly/FicheCeist>
Your class can play Fiche Ceist gan aon Bhéarla a labhairt!
- 10 **GRAMADACH SCOILNET – INTRODUCTION**
<http://bit.ly/Gramadach>
PowerPoint Presentation on Irish grammar that presents the rules in a clear way.



ST KEVIN'S JNS, DONAGHMEDE, DUBLIN 13
<https://stkevinsjns.weebly.com>
Navigation across the top of the site with very clear display of school policies. Nice 'dates for your diary' section too.

ONES TO WATCH



DL PLANNING
www.dlplanning.ie
Website developed to assist schools in effectively embedding digital technologies into teaching and learning. It aims to provide clarity in how to create a shared vision for how technology can best meet the needs of all learners.

OIREACHTAS – PRIMARY
<http://bit.ly/oireachtasprimary>
Short videos and lesson plans to help teach about democracy.

TASTE ATLAS
tasteatlas.com/
Discover local ingredients, traditional dishes from around the world.