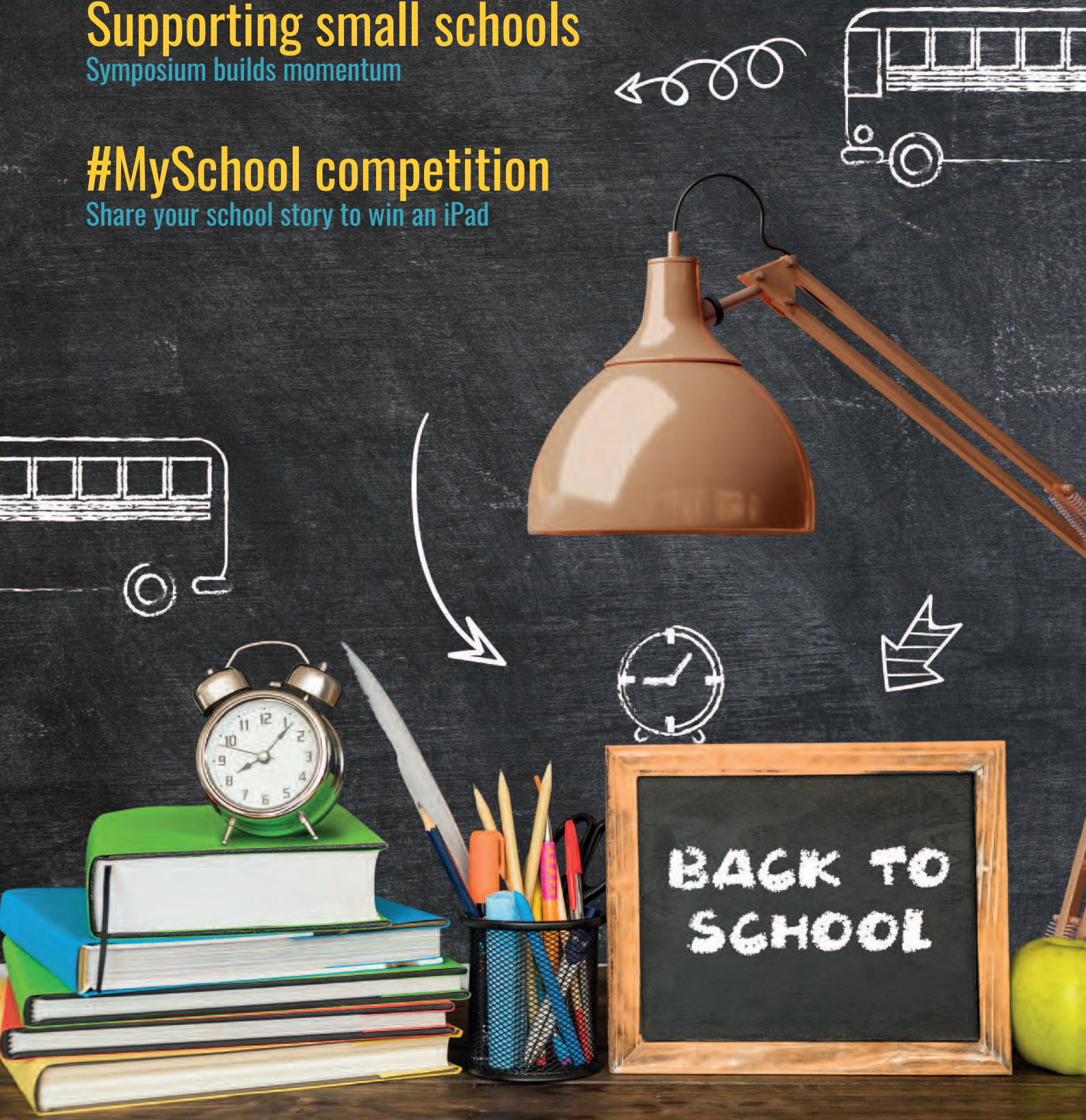


intouch

Supporting small schools
Symposium builds momentum

#MySchool competition
Share your school story to win an iPad





Adapting to meet the challenges that lie ahead

I'm delighted to welcome back all of our members for another school year. In particular, I want to welcome hundreds of new entrants to the profession, who will make their first journey into the classroom this month. INTO is proud to support newly qualified teachers. Our new members' pack, populated with helpful information and useful guides, will make its way to you shortly after you join INTO online. I also wish to congratulate those who have been

As we start another school year, we are reminded of the challenges which face our profession. Underfunded schools, unsupported school leaders and class sizes which are far too high.

appointed to leadership positions in our schools. These roles are key in ensuring our schools are positive places to work and learn. Our very popular principals' seminars will begin next month.

Small school challenges

In June I had the privilege of attending the small school's symposium, where I spoke about the challenges facing our small schools, in the presence of Minister McHugh. I called on the minister to return teacher appointment figures to pre-recession levels, to ensure every teaching principal receives one leadership and management day per week and to fortify teachers in small schools against professional isolation. INTO will continue to speak up for our small schools.

Tasks for the year ahead

As we start another school year, we are reminded of the challenges which face our profession. Underfunded schools, unsupported

school leaders and class sizes which are far too high. INTO will be leading a national campaign "Invest For The Best", to ensure that Budget 2020 provides the additional funding and resources our members need to thrive. Your support will be critical. Visit our website to discover how you can raise our budget priorities locally. Every voice counts. We will also be pressurising government for a speedy review of the current pay agreement, so that key priorities like pay equality for 2011-2014 entrants and the outstanding adjudication for school leaders can be advanced in this school year. I know members will be frustrated that, following a statement in April, we are still waiting for more details on this, despite regular engagement with the government. While we acknowledge significant progress to date there is still much to be done.

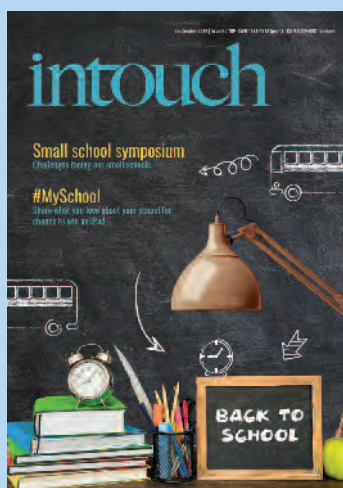
If you have been thinking about how to get involved, don't forget to attend your next branch meeting. Branch meetings are a terrific way to learn more about the work of the INTO, ensure your voice is heard and allow us to update you on our work. Your voice is important to us and the best way to be heard is to turn up.

INTO's new website

This September we are unveiling our brand-new website, led by the feedback received from our members. From campaigns to help and advice, we hope the new site will become a useful one-stop shop for members. Log on for a look today and sign up for our weekly newsletter to make sure that you get all of the up-to-date news.

John Boyle
INTO General Secretary

intouch



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The views expressed in this journal are those of the individual authors and are not necessarily endorsed by the INTO.

While every care has been taken to ensure that the information contained in this publication is up to date and correct, no responsibility will be taken by the Irish National Teachers' Organisation for any error which might occur. Except where the Irish National Teachers' Organisation has formally negotiated agreements as part of its services to members, inclusion of an advertisement does not imply any form of recommendation. While every effort is made to ensure the reliability of advertisers, the INTO cannot accept liability for the quality of goods and services offered.

If you no longer wish to receive InTouch, you can update your mailing preferences in the Members' Portal on our website.





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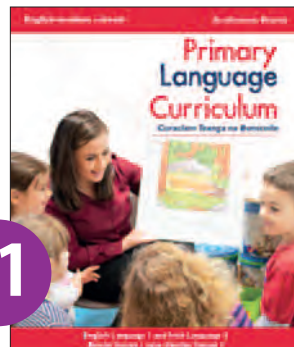
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Standing up for small schools

INTO was well represented at the government's 'Small Schools Symposium', hosted by Minister of Education and Skills Joe McHugh and Minister Michael Ring, in late June. General Secretary John Boyle called for the symposium earlier in the year, in recognition of the unique challenges facing smaller schools.



Primary schools have always played, and must continue to play, a central role in sustainable rural communities. Small, intimate learning communities where all students are known and encouraged, have increased parental engagement and fewer disciplinary issues. However, such schools face new challenges that need to be addressed.

Speaking at the symposium, INTO advocated for a return to pre-recession teacher appointment figures. Two-teacher schools responsible for 53 students, or three-teacher schools with some eighty-three pupils, are struggling. Small schools must be able to appoint a third teacher when they reach 48 pupils. Similarly, a three-teacher school should be in a

position to appoint a critical fourth teacher when they have 78 pupils.

Teaching principals who juggle their role as teachers and school leaders deserve one leadership and management day per week, as a minimum, in recognition of this dual role. INTO continues to campaign vigorously on this point in our Budget 2020 campaign, and in addressing the minister at the symposium.

Addressing delegates, General Secretary John Boyle declared 'no man is an island' and pledged that we must 'protect the teachers in our smallest schools from professional isolation and the basic health and safety implications of being the sole adult in a school'.

Pupil enrolment remains an ongoing

concern for the union. INTO believes that a minimum enrolment should not be the only determinant as to whether a second teacher is appointed or retained in a small school. A range of other factors need to be considered including geographical remoteness, distance from other schools with the same ethos, serving

Gaeltacht communities, and other factors. A school that is essential and vital to the community should not be deprived of its two-teacher status solely on the basis of not meeting an arbitrary minimum requirement.

INTO relayed our view that every one-teacher school should have another permanent worker in the classroom with the teaching principal.

INTO's delegation raised the issues above with key education stakeholders, and the minister on the day, and will continue to champion small schools.

Small schools are tightly woven into the tapestry of rural life in Ireland so it's imperative that we focus on supporting and strengthening them.

€54K raised for Crumlin Hospital

INTO's annual member and staff representatives draw raised a huge €54,000 to help fund an inflammatory bowel disease (IBD) research project at Crumlin Hospital. The draw took place at the June CEC meeting and the winners were:

- Car – Niamh Síle Nic Amhlaoibh Mahon, Cork.
- €4,000 – Gráinne Kelly, Buncrana, Co Donegal
- €2,000 – Maire Cronin, Gorey, Co Wexford
- €2,000 – Martina Geary, Williams Park, Rathmines, Dublin 6.
- €1,500 – Marcella Keevers, Tallow, Co Waterford
- €1,500 – Lauren McQuaid, Mornington, Drogheda, Co Louth.
- €1,000 – Mary Tobin, Eaton Square, Blackrock, Co Dublin
- €1,000 – Fiona Riordan, Brookfield, Tallaght, Dublin 24.
- €1,000 – Mary Kennelly, Glin, Co Limerick
- €1,000 – Sinead O'Donovan Cobh, Cork.

INTO President Feargal Brougham presented the cheque to Crumlin Medical Research Fund (CMRF) on



Tuesday, 16 July. Speaking at the cheque handover, Feargal said, "Children are suffering right now from the most serious and harrowing illnesses and conditions. We need to provide the best facilities

and equipment to save their lives, ease their burden, and speed up healing."

Our sincere thanks to our members who contributed towards the draw.

INTO launch new member website



The new INTO website went live on Monday, 2 September. Visit www.into.ie to check it out. The new website has been designed with our members in mind. It has a refreshed design which is quick and easy to navigate, and there are plenty of exciting new features to assist members in finding the information they need.

- ✔ A modern, clean and simplified design.
- ✔ Member-only access to our Help & Advice section.
- ✔ A new and improved search function to find relevant information.
- ✔ Easily login to the member-only area using your email address.
- ✔ Quick access links to popular advice

topics on our homepage.

- ✔ An improved events calendar with customisable view and detailed search function.
- ✔ New improved overall site search which returns more accurate results.
- ✔ A dedicated Campaigns section where you can easily download campaign resources.
- ✔ Automatically display the NI or ROI site based on your IP address (you can also manually switch between the two sites).
- ✔ An integrated social media feed on the homepage for a snapshot of our latest news.

We have also developed a series of short information videos about the INTO to help members understand our services and the ways in which they can get involved. The videos provide information on how members can engage with the INTO, how the INTO works to defend members, how the INTO advocates on behalf of members, and information on how members can access expert advice on a broad range of topics. These short videos can be found on the homepage of the new website.

Please remember to update any bookmarks or links you may have to the old website.

Register now to access member-only content and be in with a chance to win €250

Check your inbox for details of how to register

All members will have to register using a bespoke link sent via email in order to view member-only content.

On 2 September, the INTO sent an email to all members with information about how to register. This email included a link to the new website. The link 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 do not receive this email during the first week of September, please let us know by emailing info@into.ie with your Teaching Council number or payroll number and your date of birth, and we will send you the link.

When you log in for the first time,



All members who register during the month of September will be in with a chance of winning one of five €250 one4all vouchers. One winner will be selected each week

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.

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.

INTO funds at work

Recent recipients of grants from INTO's solidarity, benevolent and political funds

The *INTO Rules and Constitution* provides for the payment of grants to members in certain circumstances. Some recent examples arose under the INTO's solidarity, benevolent and political funds.

Solidarity Fund

During 2019 to date, a number of INTO members have provided support (as described in the fund's rules) "for the development of educational facilities for developing countries". Many did so by travelling and volunteering abroad.

The summer is the high point of demand on the Solidarity Fund's resources and the INTO Central Executive Committee (CEC) has, so far this year, approved over €85,000 in grants from this fund to almost 60 individual teachers and 17 projects which met the criteria.

Benevolent Fund

INTO's Benevolent Fund provides for (i) discretionary grants, as decided by the Benefit Funds Committee, in hardship cases, and (ii) death grants on the death of a member or of the spouse/civil partner of a member. The amounts of the latter grants are €4,000 and €2,000, respectively.

In 2019 (to the end of July), INTO paid €52,000, in death grants alone, from this fund.

Political Fund

The Political Fund is used mainly to support members who are candidates in elections for public office. While there were no grants paid in 2018, the elections in May of this year gave rise to applications following notices about the fund in *InTouch*.

Following these elections, the CEC

approved grants totalling €21,000 to 21 members who had been candidates. This was done without regard to affiliation; recipients included members from eight separate political parties and independents.

The Political Fund is INTO's smallest fund and is unique in that members who object to contributing are, subject to conditions, entitled to a rebate of contributions made. Contributions at present amount to a maximum of €0.42 yearly, compared with annual member contributions to the Solidarity and Benevolent Funds of €4.70 and €7.80 respectively.

➤ Enquiries about any of these funds, including associated application forms, may be made via Georgina Glackin in the Deputy General Secretary/General Treasurer's office (email gglackin@into.ie).

Increased free period for new INTO members

The INTO's Central Executive Committee has decided to double the free period of membership offered to first-time joiners of INTO. This means that once a member joins by signing a salary-deduction mandate, they will be a member for six months before any deductions start. For a member who is on point one of the salary scale, this means that their membership for their first year will be less than €150. INTO subscription is 0.75% of salary.

Plan Ahead – INTO Retirement Planning Seminars 2019/20

Retirement brings change. Taking the time to consider the changes and how to handle them will help you plan and take control of your future.

The INTO retirement planning seminars are delivered by our team of experts and are specifically tailored for primary teachers who are contemplating retirement.

We try to assist our members in understanding what to expect from retirement and in helping with the preparation required. We advise that, if you are considering retirement, you attend a seminar at least a year prior to your proposed retirement date.

Our seminars are designed to be informative, enjoyable and engaging. The programme includes topics under the following headings:

- INTO guide to pensions
- Introduction to the Retired Teachers' Association
- Income tax
- Wills and inheritance
- Preparing psychologically for retirement
- Enjoying a healthy lifestyle
- Additional voluntary contributions and making the most of your investments



The first three of five retirement planning seminars for the 2019/20 school year have been scheduled:

- 11/12 October 2019 – Crowne Plaza Hotel, Santry, Dublin 9
- 29/30 November 2019 – Crowne Plaza Hotel, Santry, Dublin 9
- 24/25 January 2020 – The Strand Hotel, Limerick
- Online registration for these seminars was posted on the INTO website on Monday, 2 September 2019.

Details of two further Dublin-based seminars for 2020 will be posted on the INTO website in early December 2019.

CEC pays tribute to members who legally challenged unequal pay

Cork's Tomás Horgan and Dublin's Claire Keegan are the members who challenged the imposition of pay inequality in a case backed by INTO. Their claim was heard before the Equality Tribunal, Labour Court and (on referral of questions from the

Labour Court) at the European Court of Justice in Luxembourg.

The judgement from the European Court of Justice concluded that the inequalities introduced in 2011 do not constitute, in law, discrimination on age

grounds as the less favourable treatment arose out of the date of recruitment. This was a disappointing judgement in a case that bore the normal features of indirect discrimination.

The case, initiated in 2011/12, has maintained a legal challenge to pay inequality alongside an industrial relations one. The Labour Court hearings involved direct evidence by, and cross examination of, both claimants who gave compelling and impactful accounts of the effects of the inequality on them.

Tributes at the CEC

At the CEC meeting in late June, the INTO paid tribute to Tomás and Claire who attended for part of the meeting. President Feargal Brougham said their dedication and stamina in taking and maintaining the challenge were of great service to INTO members. General Secretary John Boyle reiterated INTO's thanks and emphasized that the best tribute to Claire and Tomás would be resolving the remaining issues for the earlier cohorts of post-2010 entrants.



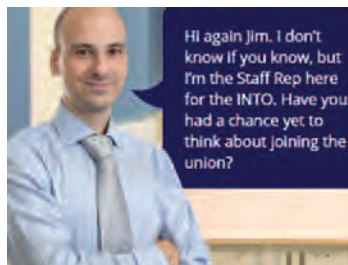
In INTO Head Office: Claire Keegan and Tomás Horgan flanked by the INTO President Feargal Brougham, Deputy General Secretary Noel Ward, General Secretary John Boyle and former General Secretary Sheila Nunan

Staff representative Online Support Course

If you are an INTO staff representative you will soon be receiving an email 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.

This course is available from 16 September until 3 November. It comprises of four modules:

- ✦ Module 1: Staff Representative Role and Responsibilities (available from 16 September).
- ✦ Module 2: INTO Structures and Communications (available from 23 September).
- ✦ Module 3: Teacher Employment Terms and Conditions (30 September).
- ✦ Module 4: Managing Workplace Relationships (7 October).



Further information

If you are a staff representative and you did not receive an email invitation to enrol on this course please contact tut@into.ie. For all other course related queries please contact learninghelpdesk@into.ie.

Special Education Teacher Support Course

INTO Learning is offering new special education teachers a short two module orientation online course: Special Education Teacher Support Course. It focuses 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.

Module 1 will explore the special education support system and how supports are allocated under it. It also explores how children learn, particularly the influence of pupils' learning styles and their multiple intelligences.

Module 2 will explore the details of putting supports in place including using the NEPS Continuum of Support, the role of testing, drawing up support plans and reviewing your Special Education Policy.

This course will commence on Wednesday, 18 September and 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 will cost €30 with registration opening Monday, 9 September.

Please note that registration for this course will close on Friday, 11 October.



INTO Principals' Seminars

The INTO's popular principal seminars will be held around the country again this year. These seminars book out every year and provide practical and effective support for school leaders.

The seminars are free, subject to a fully-refundable booking deposit of €40. Seminars will start at 9.30am and finish at 3pm and a two-course lunch will be provided on the day. The staffroom poster issued to staff representatives outlines the topics to be covered.

Apply online through the INTO website. If you have any further queries email principalsseminars@into.ie.

Venues and Dates

Bookable from September 2019

- ✦ Hodson Bay Hotel, Athlone, Co Roscommon – 9 October 2019
- ✦ Harvey's Point, Lough Eske, Co Donegal – 23 October 2019
- ✦ City North Hotel, Gormanstown, Co Meath – 20 November 2019

Bookable from January 2020

- ✦ The Glencarn Hotel, Castleblayney, Co Monaghan – 29 January 2020
- ✦ Lady Gregory Hotel, Gort, Co Galway – 12 February 2020
- ✦ The Tower Hotel, Waterford City – 25 March 2020
- ✦ Charleville Park Hotel, Charleville, Co Cork – 1 April 2020
- ✦ Glenview Hotel, Glen of the Downs, Co Wicklow – 29 April 2020

250 promoted posts retained

The Department of Education and Skills (DES) has issued *Circular 0044/2019*, which revises the recruitment and promotion procedures for teachers, promoted post holders and principal/deputy principal posts. The circular, which has been implemented from 1 September, consolidates and supersedes previous procedures, including those set out in Appendix D and E of the *Governance Manual for Primary schools* and *Circular 0070/2018, Leadership and Management in Primary Schools*.

The INTO welcomes an adjustment to

the schedule for appointment of Assistant Principal II posts, which will retain 250 promoted posts which would otherwise be lost through retirements. However, schools still need to have leadership posts restored to pre-recession levels.

The circular also revises the criteria for appointment to principal and deputy principal posts, to bring them in line with the criteria used for promoted posts. These criteria better reflect the complexities of leadership roles in primary schools.

The Minister for Education had

previously indicated his wish that interviews for teaching posts could be conducted using digital technology. The circular permits boards of management to facilitate such interviews, particularly for those applicants resident outside the state, subject to the availability of suitable technology and resources. It is now incumbent on the minister to ensure that proper broadband, suitable ICT resources/software and training are available to schools who wish to offer this facility. Without these, the minister's aspirations will not be implementable.

Pay uplifts due on 1 September

From 1 September, teacher salaries will be uplifted by 1.75%. This is the second-last phase in restoring gross salaries, that were cut as part of financial emergency measures in the public interest (FEMPI) laws. The Department of Education and Skills' *Circular 0041/2019* details revised salaries, with effect from 1 September 2019, negotiated under the Public Service Stability Agreement (PSSA). The PSSA will complete the restoration of gross salaries which were cut under FEMPI laws to their pre-cut levels.

While remaining pay equality issues continue to be pursued, post-2010 entrants will see the benefit of the negotiated removal of points 4 and 8 from their salary scale, which results in faster progression up the salary scale for this cohort of teachers as detailed in *Circular 0022/2019*.

Payslips on 5 September 2019 will reflect the 1.75% uplift being applied to

just two of the fourteen days in that pay period. The following payslip, on 19 September 2019, will include the full effect.

Under the PSSA, a further uplift of 2% to scale salaries, and restoration of allowances to pre-cut rates, will take effect on 1 October 2020.

Revised scale from 1 September 2019 for teachers who entered teaching before 1 January 2011

Point	€	Point	€
1	€35,088	14	€54,584
2	€35,876	15	€54,584
3	€36,985	16	€54,584
4	€38,098	17	€57,154
5	€39,823	18	€57,154
6	€40,942	19	€57,154
7	€42,059	20	€57,154
8	€44,873	21	€60,550
9	€46,278	22	€60,550
10	€47,958	23	€60,550
11	€49,629	24	€60,550
12	€51,312	25	€64,302
13	€52,720		

Revised scale from 1 September 2019 for those appointed on or after 1 January 2011

Point	€	Point	€
1	€36,953	15	€57,824
2	€38,466	16	€59,688
3	€40,192	17	€59,688
4	€40,981	18	€59,688
5	€42,090	19	€62,259
6	€43,431	20	€62,259
7	€44,935	21	€62,259
8	€46,451	22	€62,259
9	€47,717	23	€65,655
10	€49,978	24	€65,655
11	€51,383	25	€65,655
12	€53,062	26	€65,655
13	€54,733	27	€69,407
14	€56,417		

#MySchool competition

– what makes your school special?

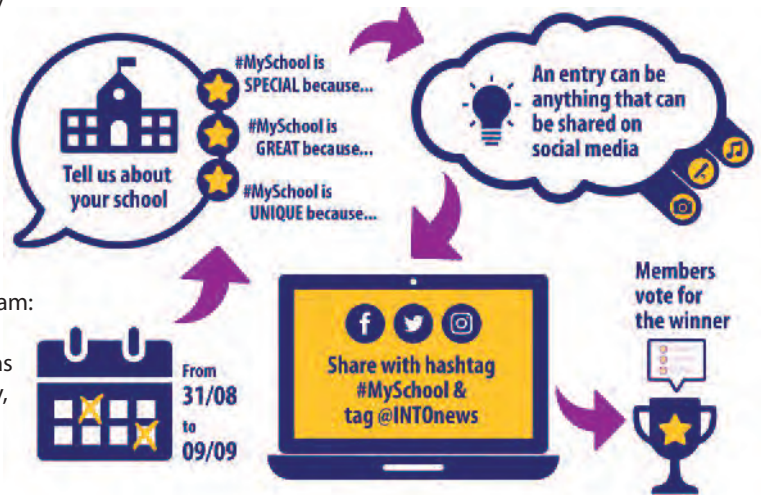
Our schools play a critical role in local communities right across Ireland. This September, the #MySchool competition will celebrate Irish schools by highlighting what makes them special, great and unique.

The #MySchool competition encourages members to get creative and share their school's story in a unique way. An entry can be anything at all. It could be a poem about the school's history, a short video telling an interesting fact about the school, an image that really captures the spirit of the school, or a piece of art created by a student that shows the school in a new light. Keep an eye on social media for more ideas on how to participate.

The competition is open to all INTO members. Entries must be shareable on social media. Post your entry on Facebook, Twitter or Instagram. Make sure to tag the INTO social media account (Twitter: @INTONews, Facebook: @INTONews, Instagram: @INTO_News) and use the hashtag #MySchool. Your entry to the competition is accepted when the official INTO account has shared or liked the post. The competition will run from Sunday, 31 August 2019 to Monday, 9 September 2019.

After the competition closes on Monday, 9 September 2019, an internal judging panel will choose three entries to be

shortlisted. The three shortlisted entries will each win a €150 One4All voucher. The shortlisted entries will then be shared on the INTO social media platforms and members will be asked to vote for an overall winner. The overall winner will receive a brand new iPad! Visit our website for more details and T&Cs.



GOAL Jersey Day

Join hundreds of schools nationwide and play your part in fighting global poverty by registering for GOAL Jersey Day.

Friday, October 11th.

Visit jerseyday.org
Email jerseyday@goal.ie
or Call 01280 9779

All proceeds will go directly to GOAL's work in the developing world.

jerseyday.org

Working together across the trade union movement

The Biennial Conference of the Irish Congress of Trade Unions took place early in July in Dublin, with the INTO sending a large delegation.

To rapturous applause, outgoing President Sheila Nunan reflected on trade union movement in recent years as unions have sought to tackle housing inequality, keep pace with the changing nature of work, bridge the gender pay gap and preserve collective bargaining. In defining the mission of the movement, Nunan quoted Irish President Michael D Higgins who said “Yours is a great tradition. Yours is a powerful emancipatory, genuinely progressive force, capable of engaging all challenges and bringing what is struggling to be born into being.”

As ICTU bid farewell to outgoing President Nunan, INTO was proud to retain the presidency for the coming years with INTO Northern Secretary Gerry Murphy elected to the prestigious post.

General Secretary John Boyle and Assistant General Secretary Deirdre O’Connor were elected to the executive council of the Irish Congress of Trade Unions.

INTO’s resolution on primary education was carried unanimously by delegates. The motion recognises the enormous value of primary education in laying the



Outgoing ICTU President Sheila Nunan, pictured with ICTU President, Gerry Murphy and the INTO delegation at the ICTU Biennial Conference

foundations of learning, and the internationally acknowledged high quality of the Irish primary education system. The motion demands a commitment from the Minister for Education and Skills and the Government to reduce primary school class sizes to the

EU average within the coming five years by way of annual revision of the staffing schedules. Furthermore, the motion demands preferential class size provisions for DEIS schools and the immediate restoration of capitation funding to pre-recession levels.

Free access to Teaching Council’s online library

The Teaching Council aims to promote a culture where research is encouraged and applied within the classroom setting. To assist in achieving this aim, the Council provides registered teachers with free access to an online library.

Through this library, teachers can easily access a wealth of educational research which is relevant to their classroom practice.

The online library provides access to:

1. Summaries of Irish research conducted by teachers and others which has been funded by the Teaching Council.
2. A host of open source repositories.
3. Research which has been commissioned by the Teaching Council to inform its various policies.
4. A choice of three databases funded by the Teaching Council:

- Education Source –an extensive collection of journals, articles, conference papers, etc. which has been specifically designed for education professionals, policy makers and students
- The eBook collection, including a number of books by Irish authors
- ERIC (Education Resource Information Centre), which provides access to journals included in the current index of journals in education

To access the library, visit the Teaching Council homepage www.teachingcouncil.ie. We have recently produced two short videos, which provide practical tips and guidance on how to access the library, and how to conduct an efficient search to help you find what you’re looking for.

A Fair Work Act would benefit all workers

John Douglas, General Secretary of Mandate Trade Union, discusses the importance of collective bargaining and a Fair Work Act.

Today, hundreds of thousands of workers across Ireland are denied their fundamental human right to collectively bargain. In the retail sector alone, management in Tesco Ireland, Dunnes Stores, Lidl, Aldi, TK Maxx, Ikea, Paddy Power, LloydsPharmacy, among others, refuse to allow their workers a voice at work. That's almost 30,000 workers being denied what the United Nations, the European Union and the International Labour Organisation (ILO) refer to as a basic human right.

Ireland avoided the implementation of collective bargaining was by instituting a 'voluntarist model'. In the past, most major employers did 'volunteer' to collectively bargain. However, in recent decades, many of those same employers have broken the social contract and now, not only refuse to collectively bargain, they also aggressively attempt to break trade unions with sophisticated union-busting practices, victimising workers for engaging with trade unions.

The deck of cards is stacked against workers. They are fighting with the biggest bully in the school yard with one hand tied behind their backs, and the government are facilitating the bullies by refusing to implement stronger trade union legislation.

In LloydsPharmacy (part of the McKesson Corporation) the company set up a yellow union (a worker organisation which is dominated or influenced by an employer) to block union organisation and then threw millions of euros at a so-called voluntary exit package in an attempt to clear out what remained of the union.

In Tesco, after a strike three years ago, two thousand striking workers were taken off union deductions at source; all union officials were and remain barred from all Tesco locations; all union and shop steward facilities have been withdrawn; collective agreements are ignored; over eighty union activists have been disciplined for taking strike action and another one hundred and eighty have had a cost of living increase worth more

than €1 million withheld for the last four years because they stood with their union.

This is the type of intimidation and victimisation common place in private sector workplaces when workers stand up and demand a union voice.

In Dunnes Stores, all union officials are barred from operating within their stores and all union materials are prohibited. In Aldi and Lidl the situation is the same.

This cannot go on. The denial of collective bargaining is one key reason why Ireland has among the highest prevalence of low pay in the OECD.

We need a Fair Work Act that will make it easier for workers to join trade unions, enable those unions to collectively bargain and make it easier for workers to withdraw their labour when necessary.

This kind of progressive legislation would ensure workers could win pay increases in highly profitable firms, which in turn would raise valuable revenue for

the state through extra taxation. This revenue could then be used to build more public housing, properly resource our hospitals and improve working conditions for public sector workers. It's in everyone's benefit to implement such legislation. However, as we have seen over the last 100 years or so, this type of legislation will not be handed over by a benevolent government. It must be won.

With that in mind, Mandate and a number of other trade unions, alongside the Irish Congress of Trade Unions, will be mobilising for the implementation of a Fair Work Act. We sincerely hope that our brothers and sisters in the teaching profession and those working in the public sector will join us in this battle. First up, Mandate hopes to organise a national protest for the Tesco workers in October. We look forward to seeing you all there.

JOHN DOUGLAS, General Secretary, Mandate Trade Union

Workers ... are fighting with the biggest bully in the school yard with one hand tied behind their backs



Droichead Applications

Applications for *Droichead* (the Professional Induction Framework for newly qualified teachers) will be accepted for 2019/20 from teachers registered under route 1 - primary or route 4- other, who have a condition of *Droichead* or probation attached to their registration and who are:

- employed in a school offering *Droichead* and
- in a full-time contract for the school year or
- on a job-share contract for the duration of the full academic year (including those employed as replacement teachers) or
- on a part-time contract of not less than half hours (12.5 hours) for the academic year

Applications should be submitted by 30 September 2019.

Please see the *Transitional Arrangements 2019/2020* for more

information. These will be available on the Teaching Council website shortly.



Focusing on your wellbeing

Many workplaces are placing employees' wellbeing and mental health at the top of their agendas. Schools are no different. Teachers play a vital role in supporting their students' wellbeing and helping them reach their potential, so it is important for teachers to prioritize their own health and wellbeing and to take care of themselves.

In collaboration with the INTO and others, the Teaching Council is launching a communications campaign on teachers' wellbeing called *Take Care of You/ Tabhair Aire Duit Féin*.

As part of this campaign, all registered teachers recently

received an email on teachers' wellbeing which included teacher testimonials on wellbeing, recordings from the Wellbeing for Teachers and Learners conference and links to the *Take Care of You/ Tabhair Aire Duit Féin* page on the Teaching Council website. This page lists several services which offer support to teachers across different areas of their lives – personal, professional and financial. Go to www.teachingcouncil.ie for more information.

A bi-lingual poster highlighting teachers' wellbeing is also being circulated to all schools this month so you should find this in your staffroom.

Ongoing RSE consultation

The National Council for Curriculum and Assessment (NCCA) carried out a review of relationships and sexuality education (RSE) between June 2018 and March 2019, at the request of former Minister for Education and Skills Richard Bruton TD. This review gathered the views of a wide range of stakeholders regarding RSE. The NCCA has now commenced

an online public consultation at <http://bit.ly/RSEconsultation>.

The NCCA would like teachers to consider the findings and the draft advice contained in the draft report and to submit your views.

The RSE online space at <http://bit.ly/ReviewofRSE> contains the published Draft Report on the Review of RSE, a

booklet providing a summary of the review, and formats for organisations and individuals to submit their views, as well as the material submitted to NCCA in relation to the review.

Submit your views online at <http://bit.ly/RSEconsultation>. The consultation will run until the end of October.



Membership Plus has gone digital

Your digital Membership Plus Card is now available

Your Membership Plus digital card is now live within the latest update of the Membership Plus app, making it even easier to redeem offers. Install or update the app now to enjoy your Membership Plus discounts with the digital card, even if you leave your plastic Membership Plus card at home.

Contact Membership Plus

If you need any help or would like to send us your feedback, suggestions or ideas, please email info@membershipplus.ie or call us on 048 9052 2098.

How to access your digital Membership Plus card

1. Update or install

- If you already have the Membership Plus app, make sure you are using the latest version. You will know you are on the latest version if there is no update showing on your app store.
- If you haven't got the Membership Plus app, then you can download it for free from the App Store (for iPhones) or Google Play (for Android phones).

For the app to fully function, please grant the app permission when requested – so it can show offers near you. With over 1,500 offers and discounts – this ensures that you see the most relevant offers first!

2. Register or log into the app

- If you have already registered your 2018-2020 INTO Membership Plus card (beginning MLS) then you can simply **login** using your registered email address and password.
- If you haven't previously registered, simply press the **Register** button and follow the simple onscreen instructions.

3. Continue saving with INTO Membership Plus

The majority of Membership Plus offers now accept the digital card (as well as the physical card), but please read the full offer page before you use each offer. If the offer you wish to use can be redeemed with your digital card, there will be a 'Use Now' button. Simply press this button and your digital card will appear, ready for you to present.

Save up to 50% across the country with Membership Plus

The Membership Plus Card gives you access to **over 1,500 offers and discounts** for you and your family to enjoy meaning there is something for everyone with **significant savings** in a short space of time.

You can enjoy great savings on **meals out** with family and friends, checking out the latest blockbuster **movies**, **keeping fit** at the gym, your weekly **grocery shop**, making memories with the **family**, getting away for a **hotel break**, enjoying some fresh air on the **golf course**, looking good in a **new outfit**, relaxing on the sofa with a **treat night takeaway** and so much more.

Getting to grips with Europe

Primary school pupils around the country are being challenged to get creative in how they learn and think about Europe through the Blue Star Programme, coordinated by European Movement Ireland.

The Blue Star Programme teaches primary school children about Europe through creative activities and projects that complement the national primary curriculum. Each participating class carries out projects on history, geography, the Institutions of the EU, culture, and creativity with a European twist.

Teachers and their classes have the flexibility to be creative and tailor their projects towards their own needs and interests. Classes have written and acted plays; prepared traditional meals from across Europe; and spoken to relatives in other EU countries over Skype, amongst many other creative activities. One class



recreated the painting of the Sistine Chapel by painting their classroom desks, while another sent care packages to refugees across Europe when learning about the migrant crisis. Teachers, parents, carers and the whole school are encouraged to get involved in these projects. In this way, the Blue Star Programme creates awareness of the EU that reaches far beyond the school walls and out into the wider community.

The programme aims to foster better understanding and knowledge of Europe

and how it affects the lives of Irish citizens among Irish primary pupils in a curriculum-friendly manner.

Primary schools interested in taking part in the Blue Star Programme 2019/20 should register by Friday, 23 September 2019. At the end of the year, schools are required to submit a Blue Star Programme report outlining how each of the key elements was explored. Schools are also encouraged to host an event for Europe Day on 9 May such as an art exhibition, parade or food fair. Each school's submission is assessed by the national coordinator. All schools that complete the Blue Star Programme are awarded certificates of achievement signed by the Minister of State for European Affairs and the Executive Director of European Movement Ireland. Further information about the programme can be found at www.bluestarprogramme.ie.



Would you like to teach your pupils to play chess but don't know where to start? Moves For Life have resources on their website www.movesforlife.ie to make teaching chess simple for teachers. Ahead of National Chess Month in November, many education centres across

the country are running evening workshops for teachers who have never played or taught chess before. If there isn't a workshop near you, email mfl@movesforlife.ie to avail of a webinar. The approach of the chess workshops is to play some fun games using only a

few chess pieces. Prizes for all schools participating in National Chess Month are being funded by Comhar Linn. Contact mfl@movesforlife.ie to participate in this year's NCM, which will run in November 2019.

St Aidan's, Enniscorthy are 'Big Grow' champions

The pupils from St Aidan's NS in Enniscorthy, Wexford were announced as 'Big Grow' champions 2019. Mr Foley's senior infant class attended the Bloom festival where they were presented with their award.

56,000 school children from schools nationwide took part in the seventh annual Big Grow initiative, which enables primary school children to grow their own food in their classrooms.

The teacher of the winning class, Mr Foley, said "The boys and girls in my senior infant class really engaged with this initiative, taking care of the plants, rushing in to make sure the soil was moist enough. They were demanding photos with their plants. You can tell, read or show a child where vegetables come from but growing it themselves is the only way to grasp the concept."

Since its inception in 2009, the Big Grow



campaign has facilitated 254,000 children in growing their own food through the supply of seeds, grow pots,

compost, and expert growing advice and tips.

To learn more about 'The Big Grow' see <https://innocentbiggrow.com>.

FÉILTE is coming to Galway

FÉILTE (the Teaching Council's annual Festival of Education in Learning and Teaching Excellence) is heading to NUI Galway, in the city of tribes on 27 and 28 September.

The festival will open with an exclusive event on Friday evening for 200 teachers – a barbeque and opportunity to share stories with renowned education researcher, Professor Andy Hargreaves, in the SULT bar in NUIG.

Your ticket for FÉILTE allows you to enter a draw to attend the barbeque and networking event. The event will be followed by Teachers Got Talent, hosted by former Eurovision winner Paul Harrington.

FÉILTE celebrates the wonderful work that teachers do every day in their classrooms and provides teachers with the opportunity to collaborate and share this work with each other and the wider public.

Arrive early on Saturday morning to enjoy a free, healthy breakfast at BreakfastMeet, engage in mindfulness, enjoy the teacher-led showcases, or attend a food demonstration. Andy Hargreaves will deliver the opening keynote address in conversation with Aoibhinn Ní Shuilleabháin.

The theme for this year's FÉILTE is 'Education 360: Learning from Others'.

The popular workshops, TeachMeet and ResearchMeet, will return this year. Additionally, StudentMeet will see a panel of principals and newly qualified teachers (NQTs) offering advice to student teachers. School leaders can gather at LeadershipMeet, facilitated by the Centre

for School Leadership, and attendees can find out the stories behind the showcases at 'Showcasers' Stories'.

The panel discussion on 'Leaders in the Community' will feature guests such as Pat McDonagh, entrepreneur and owner of Supermacs, Ciara Griffin, a teacher and captain of the ladies Irish rugby team, Seán Ó Domhnaill, former GAA player and Éimhín Craddock, leader of the Drummadore Drummers and teacher.

Throughout the day, guests will be entertained by FÉILTE Fringe music and

dance events.

The festival will close with a keynote panel discussion on inclusive education, led by Katherine O'Leary, who has many roles – dairy farmer, mother, journalist and a home economics teacher in a special school in Cork. She will be joined by the Ombudsman for Children Niall Muldoon, along with other voices in inclusive education.

Apply for your ticket now at www.teachingcouncil.ie. Spaces are limited and it is first-come, first-served.



Revolutionising education through play and voice

Mary Immaculate College (MIC) will host 'Revolutionising Education through Play and Voice', major international education conference exploring play and voice in education, on 5 October at its Limerick Campus.

Organised by a team from MIC, Queen's University Belfast (QUB) and University College Cork (UCC), the conference will focus on the potential for 'play' and 'voice' to revolutionise education settings from early childhood to post-primary level.

Confirmed keynote speakers include Professor Laura Lundy (QUB), Dr David Whitebread (formerly of

Cambridge University) and Adam Harris (AsIam.ie). A number of parallel sessions will also run throughout the day.

The event will close with a performance by the choir from Corpus Christi Primary School, Moyross, Limerick, who will perform their magical rendition of The Cranberries' song 'Dreams', followed by a celebration marking five years of CERAMIC (Centre for Early Childhood Research at Mary Immaculate College).

Early bird tickets now available priced at €65. For more information and to book your place, go to <http://bit.ly/MICPlayConference>.

Five flags fly at St Patrick's NS



In June, St Patrick's NS, Cloonlyon, Co Mayo was awarded five flags for achievements in five different areas. The school was awarded the Active Flag for the third time and the Amber Flag for the second time. It was also awarded a flag for its continuing participation in the Junior Entrepreneurship Programme. For the first time, it has been awarded a Blue Star Flag for exploring the cultures of other EU nations and how the EU works. Finally, it was awarded the 5 Star GAA Flag for implementing a programme teaching GAA skills and promoting physical

activity and fun for all.

The school and its pupils are justifiably proud that the hard work has paid off. However, they are keen to stress that the process is really enjoyable. Lots of pupils get opportunities to work on committees, making decisions that affect the school community. Others love the artwork aspects; from designing posters that promote mental health awareness to creating the Acropolis of Athens using clay. New initiatives also include the running club, in which the children have run almost 3,000 miles combined

since last September.

Cloonlyon NS was delighted to welcome back two of its past pupils to help raise the flags. Patrick Goldrick, who recently played for the Mayo U-20's football team and Niall Fleming who lines out as goalkeeper for the Mayo U-17 hurlers, assisted with the celebrations. The event was also used to mark the launch of our annual active school week with a very exciting air guitar competition!

LORRAINE MICHAEL, St Patrick's NS, Cloonlyon, Co Mayo.

Clonmel retirees honoured by mayor



Mayoral reception in Clonmel town hall for the INTO Clonmel branch retirees. Pictured are (front row): Fidelma Collins, branch chairperson; Councillor Michael Murphy, Mayor Richie Molloy, and Aidan Gaughran, branch secretary. Back row: Mary Stafford, Anne Walshe, Josephine Chamney, Antoinette Delahunty, Brendan Horan, CEC representative, District 11; Joan Holland, Catherine Power, Breda Sheehan, Anna Long, and Sinead De Faoite.

Retirements

Pictures from branch and district functions to honour retiring members



Youghal

Left to right: Éadaoin O'Neill, branch secretary; Jean Uí Mhurchú; Mary Magner, INTO Vice President, Mary O'Dea and Anne Beecher, branch chairperson, along with current and retired members.



Raphoe Convoys

Back row L to R: Áine McGinley, CEC representative; Lisa O'Donnell, Education Committee; Eileen Mc Laughlin; Brid Devenney; Kathleen Coyle; John Boyle, INTO General Secretary. Front row L to R: Evelyn Devenney, Irene Campbell, Gwen Peoples.



Letterkenny

Back row L to R: Odhrán McGowan, branch secretary; John Boyle, INTO General Secretary; Áine McGinley, CEC representative; Rory Reynolds, chairperson; Deborah Horkan, branch organiser; Annraoi Cheevers, PDC representative and Doreen Sheridan, Equality Committee. Front row L to R: Joanne McLaughlin, Margaret Kennedy, Angela Keane, Cliona Murphy, Philomena Breslin and Emer Kelly.



Raphoe Convoys

Back row L to R: Tommy Grealley, CEC representative; Noel Lohan, outgoing branch secretary; Regina Power, chairperson and Jennifer Fox, branch secretary. Front row L to R: Retirees Marian Mulvey; Claire O'Brien; Joe Killen, INTO President 2018/19; Deirdre Boyle and Aingeal Bean Uí Cheithearnaigh.



Cavan

Left to right: Fidelma Sheridan, chairperson; Kevin Foley; Catherine Flanagan, CEC representative and Áine Finnegan, branch secretary.



District 9

District 9 retirees pictured with some District 9 members and branch officers, along with Carmel Hume, CEC representative and Fergal Brougham, INTO President.

Farewell from Anne

As she retires as head of the INTO's Legal and Industrial Relations section, Anne McElduff pays tribute to the people she has worked with through the years.

As she retires as head of the INTO's Legal and Industrial Relations department, Anne McElduff, Assistant General Secretary and the longest serving INTO official, paid tribute to the people she has worked with through the years.

Speaking at Annual Congress 2019, Anne said that she felt very privileged to have had the benefit of a great career as a primary teacher and official with the INTO. Anne thanked the principals and teachers she had met and worked with throughout the years including INTO branch and district officers, the officers of the principals' fora and participants at seminars, conferences and courses.

Anne also paid tribute to the stakeholders in education including the management bodies, officials of the Department of Education and Skills and the officers and members of the Teaching Council, acknowledging that whilst there



is/can be an adversarial element to interactions at times, engagement was always constructive and conducted in a

she described as an outstanding bunch of hard-working people.

Lastly, Anne thanked her colleagues in INTO Head Office, past and present, for their support, good humour and team spirit.

She concluded by wishing each and every INTO member the very best going forward and stated that she will always be rooting for the INTO.

The General Secretary John Boyle, on behalf of INTO, has thanked Anne for her work and expertise on behalf of INTO members and has wished her the very best in her future endeavours.

professional manner on behalf of INTO members – on an individual level or collectively.

In particular, Anne paid tribute to INTO presidents and vice presidents and the members of the Central Executive Committee – past and present – who



New appointments in INTO Head Office



Ashling Lynch has been appointed as an official to the Conditions of Employment section in the INTO

A graduate of UCD, Ashling is originally from Meath, and has spent nine years working in INTO Head Office.

She has a breadth of experience across the office, including IT, Finance, Communications, and most recently in Conditions of Employment, advising members on their leave, staffing, and other terms and conditions, and supporting the work of the Equality Committee.

Aoife Mullen takes up the position of official in the Education section of the INTO. Aoife graduated from St Patrick's College in 2011.

A native of Dundalk, Aoife taught in Scoil Mhúire na Trócaire, Ardee, Co Louth. She has been secretary of the Ardee branch. Language is an area of personal interest, in particular Gaelige.

Aoife joined the head office staff in 2017 as an intern. Where she has worked in both the Conditions of Employment and Legal and Industrial Relations sections of INTO. In 2019 she completed a certificate in Employment Law from Dundalk Institute of Technology.



Understanding your payslip

Salary for primary teachers is paid fortnightly by the Department of Education and Skills. On your payslip you will see two columns – gross pay on the left and deductions from your gross pay on the right. Your net (take home) pay will be written in the bottom right-hand corner of your payslip.

Depending on your employment, you will either be paid a daily substitute rate or a fortnightly salary, which will be calculated by dividing your incremental point by 26.09 (i.e. the exact number of fortnightly salary payments per annum). Your incremental point is recorded on the top right-hand corner of your payslip.

What is deducted from my salary? Tax

This is the 'Pay As You Earn' (PAYE) income tax paid by you to Revenue. Tax credits reduce the amount of tax you pay. You can register with myAccount at <http://bit.ly/ROSMYAccount> to manage or claim tax credits.

Employees PRSI

Pay Related Social Insurance (PRSI) contributions go to the Social Insurance Fund (SIF) which helps to pay for social welfare benefits.

Universal Social Charge

This is a tax on income that replaced the income levy and the health levy since 1

January 2011. It is payable if your gross income exceeds €13,000 per year. The current rates and thresholds can be found at <http://bit.ly/UniversalSocialCharge>

Additional Superannuation Contribution (ASC)

This contribution has replaced pension-related deduction (PRD) since 1 January 2019.

Pension – grouped

Teachers in the pre-2004 or 2004–2012 pension schemes should see their pension contribution shown in this way. It is calculated at 5% of your gross salary if paying Class D PRSI or 1.5% of your gross salary and 3.5% of your gross salary, less twice the state contributory pension rate, if paying Class A PRSI.

Single Pens. Sch 1

Teachers in the Single Pension Scheme should see their pension contribution shown as two deductions. The first deduction is calculated as 3.5% of net pensionable remuneration. Net pensionable remuneration is a teacher's gross salary minus twice the value of the state pension.

Single Pens. Sch 2

This second deduction is calculated as 3% of a teacher's gross salary. You can find out more about the Single Pension Scheme at

<https://singlepensionscheme.gov.ie/formembers/>

1.5% Sp. & Ch. Pen

This deduction is in respect of the Spouses' and Children's Scheme. This scheme allows part of a teacher's pension to be transferred to their spouse and/or children in the event of their death in service or while in receipt of pension. It is calculated at 1.5% of gross salary. Teachers in the Single Pension Scheme will not see this as a separate deduction as their contribution as this deduction is incorporated into the Single Pens Sch 2 deduction.

INTO

Your INTO subscription is 0.75% of salary and academic allowances, capped at that percentage of point 11 of the post 1 January 2011 payscale.

Other deductions

Individual teachers may have other deductions such as VHI, Cornmarket Salary Protection Scheme, Comhar Linn Credit Union, or the purchase of notional service.

If you feel that there are any errors with your incremental point or general pay, you should contact Primary Payroll at the Department of Education and Skills by emailing primtch_payroll@education.gov.ie, making sure to quote your pay roll number.

Buying additional pension benefits

New process in place for career average scheme

There are currently three different pension schemes for teachers, with several differences between them. The greatest difference is the very different structure of the scheme for people who entered the public service from 1 January 2013. Instead of pension being based on final salary, in the new scheme (Single Public Service Pension Scheme) it is based on career average earnings.

Who is in the (career average pension) Single Scheme?

Members of the Single Scheme are

- Those who entered the public service from 1 January 2013 onwards and
- Members of older pension schemes who have been out of service for six months or more and subsequently resume service ('out of service' does not include approved leave such as career break).

What is new in the Single Scheme this school year?

From 1 October 2019, members have the option to purchase or transfer additional pension benefits. Buying service was known in earlier schemes as 'purchase of notional service' but, because length of service is not a factor in Single Scheme calculations, it is referred to as 'purchase of retirement benefits' in the career average scheme.

The purchase facility is intended to allow members who may not have a long

teaching career, including those who join in mid-career, to boost their retirement benefits.

The transfer facility is to allow members who have pension benefits from a previous career to transfer these into the Single Scheme.

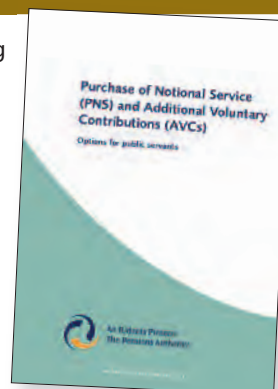
How to purchase benefits?

There are rules about the purchase of benefits set out in the detailed *Department of Public Expenditure and Reform Circular 0015/2019*. The rules include:

- the scheme member must have the potential to complete a period of nine years as a member of the Single Scheme;
- purchase agreements are to operate on a twelve-month basis; and
- benefits may be purchased by way of a lump sum payment only.

The detailed circular gives examples of the cost of purchase of benefits. This is based on the actuarially-calculated cost to the State of paying out the additional benefits on retirement.

In several places, the DPER Circular recommends that decisions on purchase/transfer be taken with the assistance of independent professional advice; the INTO endorses this view.



Purchasing service/benefits or AVCs – which is best for me?

The Pensions Authority booklet *Purchase of Notional Service and Additional Voluntary Contributions; Options for Public Servants* (available here <http://bit.ly/Purchaseofbenefits>) discusses options for the purchase of service and additional voluntary contributions (AVCs). The nine-

page booklet sets out the advantages and disadvantages of either option and recommends the seeking of independent financial advice in making the best choice.

Many of the principles set out in this short booklet apply also to Single Scheme members although the purchase of "service" is not strictly relevant in the career average scheme (see above).

Inquiries about the purchase of notional service or pension benefit should be made to the Department of Education and Skills' Pension Section while queries about AVCs should be directed to Cornmarket brokers who administer a scheme for INTO members which includes a deduction at source facility. Members should be aware that personal circumstances are an important factor in deciding on the best option and that professional financial advice can be of benefit.

MONEY MATTERS



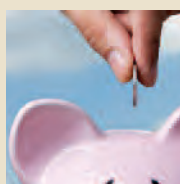
Considering a mortgage?

Top tips to get financially ready

The start of a new school year is the ideal opportunity to take a look at your finances and set money goals for the year ahead. In particular, some of you may be starting a permanent contract and looking to your own personal goal of buying a home.

The first step is important to get your finances in order so you can demonstrate to lenders that you have been managing your finances effectively for some time before you apply for your mortgage. Making an appointment with a mortgage advisor before you start to save can help you ensure that you understand the process and the steps you need to take to get mortgage ready.

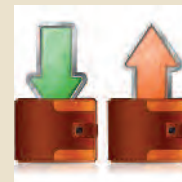
We also have lots of information and a step-by-step guide to buying a house, available on our website, ccpc.ie. Here are some suggestions on where to start:



Get your finances in order

Before you apply for a mortgage or even begin looking at properties, you should first start saving for a deposit. Along with helping you build up a lump sum for your deposit, this will also help

you have a savings record to demonstrate that you can afford to make mortgage repayments in the future. To do this, getting to grips with your finances is a must.



Financial overview

Taking a snapshot of your finances will give you a realistic picture of how much you can afford to save and where you can cut

back. You can download our financial checklist on www.ccpc.ie, to guide you.

1. Know your income. Draw up a list of all the money you have coming in including salaries, social welfare, and any other income.
2. Examine your outgoings such as rent and bills, like electricity and phone. See if you can save by switching utilities or bundling your TV, broadband, and phone.
3. Track your spending to work out the cost of your everyday outgoings. Your bank statements are a good indicator of this.
4. Tackle your debts before you start to save. Start with any high-interest loans including credit cards and focus on clearing these first. If you start saving first and don't focus on

paying off your debts, you may save your deposit faster but your debts may reduce your ability to get mortgage approval. Use the credit card tool on www.ccpc.ie to compare how long it will take you to clear your debt on your current card versus other providers. Consider switching if you find a better rate.



How much do you need to save?

The deposit you need will depend on how much you want to borrow and whether you are borrowing on your own or with someone else.

If you are a first-time buyer a 90% limit will usually apply to the mortgage you can get meaning you will need a minimum deposit of 10%. If you are not a first-time buyer, you can borrow up to 80% of the value of the property. There are also limits based on your income, for example, some lenders will lend you a multiple of your annual income. Others will try to make sure that your monthly mortgage repayment doesn't go above a certain percentage of your take-home income or that you have a certain amount of money to live on each month after all your commitments are met.

There are tools available on ccpc.ie that can help you work out how much you can afford to borrow as well as allow easy comparison of the rates available from all lenders in the Irish market.

When working out your savings target remember to also budget for additional costs involved, such as legal and valuation fees, insurances as well as the expense of furnishing your new home. Your target should stretch beyond the minimum deposit you need.



Keeping on track

Now that you have a clearer understanding of your finances and know how much you need to save, make a plan to save a minimum amount each month.

- Create a 12-month plan. Some months can be more costly than others, such as the month when your motor insurance

is due, preparing a 12-month plan in advance will help structure your finances and ensure that each month you are reaching your savings target.

- Set up a savings account to start building your deposit. Also, consider setting up a standing order to transfer money into your savings account on the day you are paid.
- Most lenders require a savings record of six months. This means you will need to demonstrate that you can pay back the mortgage plus an additional amount every month for six months. This additional amount is to ensure that should interest rates increase you will still be able to meet your repayments.
- Try to avoid using your credit card or overdraft during this time. If you find that you are using your credit card or overdraft to get by, you may need to adjust your savings amount.
- Treat your savings like a mandatory deduction, and plan your monthly spend based on your wages less this savings amount.



Getting mortgage ready

Applying for a mortgage

Before you start looking at properties try to get 'approval in principle' from a lender so you have an idea of the amount you can borrow. It may also be an advantage to have this when it comes to making an offer on a property, as in some cases sellers will want a potential buyer to have mortgage approval before accepting their offer.

- You can apply for a mortgage by:
- Applying directly to a lender such as a bank or credit union or local authority and looking after the application process yourself.
 - Using a mortgage broker who will deal with lenders on your behalf and advise

you during the process. At the beginning, it is important to ask the broker for their 'terms of business', what they charge and how many lenders they represent.

If you apply directly

Take some time to compare the current rates on offer from all the mortgage providers in the market. You can use our comparison tool to see the rates available from the main lenders in the market based on the amount you want to borrow and the value of the property.

When comparing mortgage providers be careful about special offers such as cashback from the lender, paying all, or part, of your legal and/or valuation fees. These offers are attractive in the short term but they might not make financial sense in the long term as that particular mortgage could end up costing you more over the life of the loan due to a higher interest rate.

For more information on getting mortgage ready, to work out how much you can afford to borrow, our step-by-step guide to buying a house and our mortgage comparison tools, see www.ccpc.ie.

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



Coimisiún um Iomaíocht agus Cosaint Tomhaltóirí

Competition and Consumer Protection Commission

ConsumerHelp.ie

1890 432 432

Back to business for Cumann na mBunscol



The INTO/GAA Respect Exhibition Games, still known to many as the 'Mini Sevens,' were in full swing this summer. Primary school pupils from around the country showcased their sporting talent at half time on All Ireland semi-final and final days.

As part of the Young Whistlers Scheme, which gives children the opportunity to learn about refereeing and the rules of

GAA, every match day, two primary school pupils refereed the games.

The INTO has sponsored the Cumann na mBunscol games since 1987 and the INTO was represented at each of the games.

The Coiste Náisiúnta of Cumann na mBunscol met on 27 July to make plans for the new school year. Committees throughout the country also met in July

and August to organise leagues and ensure everything is in order for the new season which commences in early September.

Teachers and all followers of Gaelic Games can follow the activities of Cumann na mBunscol on Twitter @cnmbnaisiunta or at <http://cnmbnaisiunta.com>.

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



Anne Horan, INTO CEC representative District 13, back row on left pictured along with GAA President John Horan and Mairead O'Callaghan, Uachtarán Cumann na mBuscol



INTO President Fergal Brougham with the Young Whistlers who were involved on the day of the All Ireland Hurling Final



Young Whistlers with GAA President John Horan



Four Presidents (Fergal Brougham, INTO President; Kathleen Wood, President Camogie Association; Mairead O'Callaghan, Uachtarán Cumann na mBuscol and John Horan, GAA President) pictured with children who took part in the INTO GAA Respect Games on All Ireland Hurling Final Day



Holly O'Shea and her twin sister Lauren, from Herbertstown NS, pictured in Croke Park with John Horan, GAA President

Budget 2020

Campaigning for your future

The INTO is your trade union. The monthly 'Your INTO' column aims to show you how you can get more involved. This month we look at the INTO Budget campaign.

The INTO leads and participates in campaigns on issues that matter to our members. Over the years, INTO campaigns have helped to reduce class sizes and improve employment conditions and rights for teachers. Progress is sometimes incremental, but the active involvement of INTO members helps to make sure that the issues that matter stay to the forefront and that the things that need to change, do.

Why should you get involved?

Many INTO campaigns start from the voice of a single member at their local meeting. A concern for one member is often a concern for many other members too. Local branches submit motions on the issues that matter to teachers in their area to INTO's Annual Congress, which is where INTO priorities are set.

Budget 2020

In the lead-up to Budget 2020, INTO had identified three priority areas that we want the government to address in the budget. These are:

Reduce Class Sizes

Irish primary school teachers continue to teach larger classes than their colleagues

in other countries. The average class size in Irish primary schools remains at 25, the highest in the Eurozone. The EU average is 20 pupils per class. A planned reduction, starting in 2020, is vital.

Support School Leaders

Workload burdens on principals are making school leadership impossible. We need at least one leadership and management day per week for teaching principals and a restoration of promoted posts.

Both Budget 2018 and Budget 2019 failed to build on restoration of middle management posts, started in Budget 2017. Over 5,000 posts were lost during the recession and these must be restored.

Increase funding for schools

Capitation grants for schools were cut during the recession. A survey undertaken by the Catholic Primary School Management Association (CPSMA) found that parents pay €46 million to support basic school funding every year. The cut from €200 to €179 per pupil since 2010 has turned teachers and parents into fundraisers. Capitation grants need to return to at least €200 per pupil per year.

What can you do?

- Familiarise yourself with INTO's key priorities and ask politicians in your area to support them.
- Let your pupils' parents and others know about the key issues for teachers. The support of the wider public is essential.
- Join your local INTO lobbying team. Every district has designated lobbyists to meet with politicians ahead of the budget. Ask your local branch how you can get involved.
- Get involved on social media. If you're active on social media, connect with INTO and share campaign news and material.
- Let INTO know if you, or someone you know, would be willing to talk about your experiences, if you are directly affected by any of the campaign issues. Maybe you have an exceptionally large class, or regularly host fundraisers in your school to meet basic needs. Our case is stronger when we have strong stories to tell. Email editor@into.ie.

Budget 2020 – INTO's key demands



Safety online – the five rules approach

There is no doubt that the internet has revolutionised how we learn and feel and changed the ways we build and maintain relationships. This is particularly true for younger generations that are increasingly living their lives through the internet.

The internet has brought new opportunities but also new risks. Among the opportunities identified in *Kids Online: Opportunities and Risks for Children* (edited by Sonia Livingstone and Leslie Haddon) are:

1. Access to educational resources (e.g., study materials, contact with people that share the same interests) that can trigger self-initiated or collaborative learning.
2. Participation and civic engagement (e.g., getting involved in online volunteer groups on climate change).
3. Creativity (e.g., writing blogs).
4. Identity development and social connection (e.g., experimenting with different interests, meeting new friends on social networks).

Internet risks, on the other hand, can range from online aggressions (e.g., cyberbullying), pornography and harming sexual content (e.g., grooming) to commercial exploitation (tracking or harvesting personal information) and threat to values, such as racist or biased information and advice (e.g., on drugs or other illegal activities).

Teachers play a crucial role in supporting children to identify and cope with internet risks. However, because the content of the internet is constantly changing, (for example, the rising popularity of Instagram compared to Facebook) it is difficult to find consistent practical advice. So what can teachers do?

Zeeko has been working with over 700 Irish schools over the last four years

to raise awareness about internet safety issues as well as to provide research-based advice to teachers, pupils, and their families. Zeeko runs surveys on children's online behaviours through online questionnaires and provides schools with a detailed report on the findings which inform schools about online behavioural trends.

Zeeko have devised *the five rules approach* to help teach pupils to safely benefit from the internet:

1. T-shirt rule: children should understand that it is important to protect their personal data when posting content or using online accounts. Teach your pupils they should not post anything online that they would not wear on their t-shirt.
2. Chatbudi rule is aimed at fostering active mediation, namely regulating children's usage of the internet and digital media. Active mediation means:
 - a) engaging with children in conversations about what they do online;
 - b) fostering the co-use of devices for internet navigation, e.g. sharing a tablet to do online activities together;
 - c) dedicating time to explain the opportunities and risks that can be found online.

Research showed that adults'

adopting active mediation styles foster children's critical skills development and parent-child communication.

3. 5 to 1 rule refers to screen time. As recommended by the American Academy of Paediatrics (AAP) children should spend a balanced amount of time online. Teach your pupils that they should spend five hours offline for each hour spent online. Explore activities to do online and offline here: www.safesearchkids.com
4. Real versus virtual friends is about the risk derived from children's engagement in online conversations with strangers and agree to meet them in person:
 - a) Talk to them about catfishing, namely when someone pretends to be someone else online.
 - b) Remind them that they cannot trust someone they only met on the internet.
 - c) Encourage them to 'take action' if they feel uncomfortable or concerned, e.g. talking to (you, parents, coach, counsellor).
5. Stop-block-tell rule refers to cyberbullying. Zeeko research found that 13% of sixth class pupils reported being cyberbullied. Engage children in conversations about online aggressions and experiences from the perspectives of victims, aggressors, and bystanders. Tell them they should immediately STOP talking to aggressors, BLOCK them, and TELL an adult. Zeeko's website has some tips on this: <https://zeeko.ie/videogallery/>.

Dr MARINA EVERRI, head of research at Zeeko.
Find more information at www.zeeko.ie.





Engaging with Nature

Paddy Madden shares his hopes that the next primary curriculum will give nature a central role.

The present primary curriculum is under review by the NCCA with the objective of redeveloping it. Some of the new priorities identified are life skills through a broad curriculum, communication, wellbeing, literacy and numeracy, motivation and engagement and identity and belonging.

Can engagement with nature on a regular basis address these priorities? Research demonstrates that it can and that an holistic approach to engagement with nature can help develop children's mental and physical health, enrich their spiritual, aesthetic and cultural appreciation and awareness, support their creativity, increase their STEM skills and generate in them a sense of place, caring qualities and a love of nature which will motivate them to preserve and conserve it in the future.

With stories and conjectures of extinction and annihilation of nature constantly hitting the headlines, never before was a period in history demanding more meaningful input from educators to their students on nature awareness, appreciation and education. There is a danger that these stories of doom and gloom will cause students to feel so overwhelmed that they will lose hope for the future of the earth and, feeling completely disempowered, do nothing. This condition known as 'ecophobia' is defined in *Collin's English Dictionary* as 'a fear of one's home surroundings'. The word was coined by the American environmentalist, David Sobel, who suggested that the antidote to this fear was the cultivation of an emotional bond with nature which would inspire learners to protect it.

How then can this affective domain of learning in nature education be progressed in an Irish context? At present, nature education is mostly presented to pupils through the science and geography syllabi. Arguably, nature-based learning (NBL) should be more embedded across all subjects so that children in primary school are immersed in nature engagement throughout the school day. It could also be argued that engagement with the natural environment should be a stand-alone subject within the curriculum because of its importance for human development and the future of the planet.

The five priorities identified by the NCCA for the redeveloped curriculum offer hope for a new approach to nature in primary school. I will briefly address some of these priorities and their implications for nature engagement.

For example, in the priority area life skills through a broad curriculum, school gardening, noticing nature through constant immersion in it especially in an outdoor context, and the cooking of organic vegetables could be pursued.

In the priority area, wellbeing, I hope that engagement with nature will be at its core. Caitríona Kelly, a horticultural therapist with the gardening organisation Grow it Yourself (GIY) has identified ten ways that school gardens can promote wellbeing. These are: physical exercise (increased serotonin), meaningful activity (creating by sowing), learning new things (new gardening knowledge leads to happiness), mindfulness (focussing on the gardening task), hope (growing is all about hope), giving (sharing produce), social (communion with other growers),

achievement (growth of self-esteem from success with seeds), fresh air and sunlight (emotional wellbeing), contact with soil (inhalation of microbes boost serotonin levels). Walking in natural environments promotes wellbeing too so hopefully the redeveloped curriculum will place a major emphasis on outdoor learning. Nature-friendly school grounds are also necessary for promoting wellbeing and hopefully, before the curriculum is launched, the DES will prioritise these in every school.

The priority area identity and belonging can definitely link to engagement with the local natural environment. David Sobel in his 2004 book, *Place-Based Education: Connecting Classroom and Community* summed up this approach to education succinctly: 'this approach to education increases academic achievement, helps students develop stronger ties to their community, enhances students' appreciation for the natural world, and creates a heightened commitment to serving as active, contributing citizens'.

Finally, I have recently completed a doctorate on *Exploring the state and status of nature awareness, appreciation, and education in the Irish primary system*. This research can be accessed on www.rian.ie. Type 'Patrick Madden' into the search box.

DR PADDY MADDEN is a Heritage in School specialist and has been involved with this initiative since its inception in 1999. He is the author of *Go Wild at School* and presents a monthly two-hour course to teachers on nature-based learning (NBL) in the Village Centre, Ardclough, Co Kildare. The Heritage in Schools Scheme is coordinated by the Heritage Council. To find out more and book a visit from a heritage expert visit www.heritageinschools.ie.

Playful learning in infant classes

In the coming weeks, you'll receive a copy of the *Primary Language Curriculum/Curaclam Teanga na Bunscoile* (PLC/CTB). The PLC/CTB highlights the importance of play and playful learning and teaching in infant classes by identifying 'appropriately playful learning experiences' as the desirable context for young children's learning. This is in keeping with the rest of the primary curriculum. For example, the *Mathematics Teacher Guidelines* refers to '[t]he importance for young children of play and exploration with ... sand, water, bricks or blocks ...'; the geography curriculum connects play with mapping skills and a sense of place; and learning about energy and forces through play is referenced in the science curriculum. As a new school year begins, here are some key messages that can support you and your school in providing playful experiences for children as they learn across the curriculum including the PLC/CTB.

Children learn through play and hands-on experiences throughout the school day



Play should not be seen as a stand-alone activity. Play and playfulness are characteristics of

teaching and learning that should be evident in all lessons in infant classrooms. Examples of playfulness are easily recognisable, from learning about syllabification through clapping out the rhythms of nursery rhymes and songs to learning about ordinal number through human number lines. Play with modelling clay, junk

art, dress-up in the home corner and other open-ended materials helps children be active in their learning, supporting their independence and creativity.

Recognise and value all interactions with and between children because what children say and do carries great significance and meaning



One of the great benefits of play in the primary classroom is the opportunity for extended interactions

between and among the children, and between the teacher and the children. This is why play is such an important contributor to the development of children's oral language and literacy. Play is not a frivolous pastime. What children say and do during play is a significant window into their learning and development. Close observation/listening by the teacher is central to assessing and appreciating the learning that is taking place.

Play is valued, respected and supported by the whole school community



While learning and teaching through play is mainly associated with infant classes, the PLC/CTB refers to

'engaging' experiences for children from first to sixth classes. Many of the characteristics of play, such as motivation, interaction and hands-on experiences are equally relevant for the provision of engaging experiences for all children. Play and playful learning and teaching will be most effective when the whole school community supports, understands and encourages this approach.

There is a balance between child-led and adult-led playful learning experiences, as well as time for adult/child playing and learning together



Playful approaches generally happen in three different ways: play that is completely directed by the

child/children; playful activities that are planned and led by the teacher; and times when the teacher and the children share play activity. In the context of the PLC/CTB, these are all opportunities to experience and use their developing oral language and literacy in an integrated way. When children play, particularly when they are in charge of their play, they will bring reading and writing into the scenario if the opportunity is provided. For example, the teacher can have a discussion with the children in advance about the things they need for their play, such as a magazine, a measuring tape, or a notebook and pen. This raises the children's awareness of the uses and usefulness of reading and writing in everyday life. Teachers who can join the children's play as a player have the chance to model real-world literacy by, for example, writing shopping lists or prescriptions as part of the play scenario, and using particular words and phrases in their conversations in the play.

Conclusion

Young children learn through play and playful experiences and such experiences are central to the *Primary Language Curriculum/Curaclam Teanga na Bunscoile* and the primary curriculum as a whole. Ensuring that young children continue to have enriching, engaging, challenging fun as they learn and develop will continue to be central to curriculum development in the coming years. For further information, go to www.curriculumonline.ie/Primary

The NCCA Early Childhood and Primary Team.

Including all pupils in physical education

All children should be engaged in active quality physical education (PE) lessons focusing on learning with the head (knowledge), heart (self-esteem, social skills), and hands (physical skills) (Vasily 2015) and related to the objectives of the *Primary School Curriculum Physical Education*.

The Irish Primary Physical Education Association (IPPEA), will present a series of articles in support of all children's learning in PE, with a focus on children with additional needs (AN). Additional needs refer to those children with particular learning needs arising from a range of differences including cognitive, motor and physical, sensory, communicative and/or behavioural. The term AN may be best understood as Special Educational Needs (SEN). Each article will focus on a different additional need in PE. A constant feature of the articles will be practical teaching actions and links to videos and other resources. In general, there is no right or wrong with inclusion. What's important is what is best for the child for them to participate to their fullest in any PE lesson.

Preparing for Inclusive PE lessons

The following checklist may be useful in planning your PE programme for the year.

- ☛ Is your PE programme quality, does your school get the 'green light'? The following link is an easy guide: <http://bit.ly/IPPEAQualityPE>.
- ☛ Have you designed a plan for the year including a broad range of content drawn from the different strands of the PE curriculum? All children's development flourishes through a broad range of PE experiences.
- ☛ Who is teaching the PE lesson? The

class teacher is the constant in the child's school day. You know how each child learns. If external providers (e.g. coaches) are supporting the PE programme, remember that 'the coach should support the role of the teacher in the implementation of a programme which will benefit the individual child and the class' (*Physical Education Teacher Guidelines*, p.27, 1999). Useful guidelines for working together with external providers can be found at <http://bit.ly/IPPEAExternalProvider>.

- ☛ Do you use the Inclusion Continuum as a tool in determining how a lesson might be designed? Options include:
 - Open – all children do the same activity with no adaptations
 - Modified – all children do the same activity but your Teaching style, Rules, Equipment or Environment (area) (see TREE box) are adapted to promote the inclusion of all regardless of their abilities
 - Parallel – all children aim to achieve the lesson objective, but they do so at their own pace and level by participating in groups based on their abilities
 - Reverse integration – children without an additional need are included in adapted activities together with children with additional needs, e.g. badminton using a balloon, goalball
 - Separate – a child practices a skill individually to progress to the point where full participation with the class group is possible. Sometimes the child may prefer to practise an activity with the support of an SNA or buddy.

See The Inclusion Club website episode 12: *Introduction to the TREE Framework*

<http://bit.ly/TREEFramework>.

The TREE model may help frame your planning and selection of PE experiences with an emphasis on inclusion particularly when you are teaching children with additional needs. The model prompts consideration of:

- **Teaching Style:** Adapting communication modes
- **Rules:** Simplifying the rules
- **Equipment:** Modifying the equipment used
- **Environment:** Adjusting where the activities take place and how they are structured

Source: Australian Sports Commission. Disability Education Programme

Teaching Action

Beginning today, take one significant step. If you have a child with additional needs talk to the child/parent/SNA/physiotherapist/occupational therapist. Gather as much information as possible about the capabilities of the child related to PE. What has the child been 'doing'? What more might the child be able to do? What support might be needed?

The next article will apply the TREE model to specific PE activities with a focus on intellectual capabilities.

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



Being Mindful

Kay Murphy explains how to make mindfulness part of your daily routine.

Now that we are back in school, it is a good idea to prioritise our own wellbeing and get the new school year off to a healthy start. The first mindful skill I am sharing can be done at any time of the day and may be needed often as we settle back to school.



STOP

Stop is an easy to remember four-step mindfulness practice.

Stop whatever you are doing.

Take a moment to just sit or stand with awareness, concentrate on the breath allowing the mind and body to settle.

Observe thoughts, noticing strong thinking patterns trying to pull you into action. Notice the body and try to get an overall sense of how you are really feeling at this moment. Can you identify any emotional states? If not, just continue to be an observer of your internal world.

Before **Proceeding**, bring your attention back to the breath, get ready to transition to your normal mode of being, perhaps with a new sense of clarity and calm.

Reflection

As reflective practitioners, let's add another element while we familiarise ourselves with this mindful practice. Each time you practice STOP, make a mental

note of your learning. Better still, grab a journal and record your insights – go wild with drawings, ideas, and notes.

You have now begun your own wellbeing journal which will be useful to come back to as you incorporate your own wellness goals from the very beginning of the new academic year.

Mindfulness and wellbeing classrooms

The acronym STOP is a simple mindfulness skill which with practice you can pass onto your students.

1. Teach the STOP mindfulness practice twice a day, before circle time and home time perhaps. Sharing information about its benefits and why you use it will motivate your pupils to learn from you.
2. Integrate the STOP mindfulness practice into the whole school culture at assembly. Use a visible display board, agree on the language used and be sure to congratulate pupils who use it and are then ready to proceed with learning.
3. Create calm down jars/bottles, keep the jars in class, pretty soon

your pupils will self-regulate by reaching for their calm jar. Just shaking it and watching the glitter settle is grounding. These bottles are great for children with sensory needs and useful after emotionally upsetting situations.

4. Use the learning to build empathy within the classroom. We are all familiar with overwhelmed 'shaken up' feelings and we all appreciate taking a breather to pause and begin again.

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. Email: kay@afameofmind.ie Web: www.afameofmind.ie

We are all familiar with overwhelmed 'shaken up' feelings and we all appreciate taking a breather to pause and begin again.



Make your own calm down jar

We made this simple calm down jar (left) by using a plastic bottle, water, glitter stars and then glued the cover (this is a must).

This clip has easy to follow steps to get you started <http://bit.ly/CalmDownJar>.



digital learning actions for the new school year

A big thank you to the teachers who completed our online and face-to-face summer courses in July and August. The engagement levels and the ideas and plans for digital learning shared by course participants were of a very high standard yet again this year.

To help you with your own digital learning journey, we have compiled ten popular actions that course participants told us they are planning to take in September 2019:



1 Ask the principal to put digital learning on the staff meeting agenda

A regular slot for digital learning on the staff meeting agenda is an effective way of prioritising and supporting digital learning in a school.



2 Play a 'good practice video' at the next staff meeting

These videos can be a good stimulus for planning for digital learning. They are available under Good Practice on the www.pdst.ie website and also linked to the statements of the Digital Learning Framework on the www.dlplanning.ie website.



3 Formally share ideas from the summer course with colleagues

Many teachers plan to deliver a Croke Park hour session to share what they learnt on their summer course. Online course participants created a course summary



4 Explore the Digital Learning Planning website

Many schools have already engaged with the *Digital Learning Framework* as part of their Digital Learning Planning. The new DL Planning website brings the *Digital Learning Framework* to life. See www.dlplanning.ie.



5 Apply for PDST in-school support for digital technologies

Apply for support from a digital technologies advisor from PDST in your own school, customised to your own needs. Find out more here <https://pdst.ie/schoolsupport>.



6 Sign up for Safer Internet Day 2020

Make online safety a priority for your school this year by getting involved in Safer Internet Day on 11 February 2020. Learn more about how to get involved, find ideas for fun activities and events, and lots of free resources at www.webwise.ie/saferinternetday.



7 Show colleagues the Webwise HTML Heroes resource

Introduce online safety into the classroom with HTML Heroes.

Comprised of eight lessons, and three specially designed animations, this new interactive resource is a great way to

introduce internet safety to primary school students. It is free for all schools to access at www.webwise.ie/html-heroes.



8 Explore Scoilnet's collections

Scoilnet contains over 21,000 free curriculum-focused resources. Take a look at their 'collections' to help you teach thematically. www.scoilnet.ie/go-to-primary/themepages/.



9 Introduce colleagues to World Book Online

World Book Online is available anywhere in Ireland via the home page on the Scoilnet website. Many teachers on our courses plan to use it with pupils as a safe source for researching topics, both within the school and for homework.



10 Sign up for an online or face-to-face course on digital technologies

Check out our online course schedule on <https://teachercpd.ie>. Alternatively, avail of one of the many options for face-to-face training on digital technologies that are available via your local education centre www.ateci.ie.

The very best of luck planning your digital learning actions in this new school year!

MADELEINE MURRAY, national coordinator, CPD Design

PDST TECHNOLOGY
IN EDUCATION

Supporting pupils with

Vision impairment (VI) is a low incidence disability and as such most teachers, throughout their careers, often do not meet or work with pupils who are blind or visually impaired. Teachers who are presented with a pupil with a vision impairment can experience a sense of isolation, as neither they nor their colleagues will have received specialist preparation, in their initial teacher training or in continuous professional development, to meet the needs of pupils with this complex disability. There is a broad range of eye conditions that result in significantly reduced vision and a high level of diversity among pupils with vision impairment. However, common to all young people is the desire to belong and to be included in peer activity.

The impact of sight loss upon a child's quality of life and learning is profound, denying him/her the opportunity to explore the environment in the fast and efficient way that sighted children do: learning to name, categorise and discuss objects by just glancing at them; the ability to initiate play and socialisation with peers; the opportunity to interpret non-verbal communication which is frequently used as a substitute for language e.g. gestures and facial expressions, body posture, stance, proximity to the listener, eye movements, dress and appearance. The incidental learning which occurs through our peripheral vision, when we notice activities happening around us which we

The support offered by teachers working in the Visiting Teacher Service focuses on environmental and societal factors that can be altered to ensure full engagement of pupils with vision impairment in school life.

are not directly attending to, is not available to young people who are blind or visually impaired.

The Visiting Teacher Service, for students who are blind or vision impaired, provides a dedicated service for school management, teachers, pupils, families and SNAs to support pupils with VI in the following ways: raising awareness and understanding, among staff and pupils, of the impact of VI on the social, emotional and academic life of young people; direct teaching of pupils with VI, for example in braille, social skills, independent mobility and assistive technology; collaborative preparation and planning with

class/resource teachers and SNAs to ensure that the curriculum is differentiated from being presented in a predominately visual mode, (interactive whiteboard, textbooks, wall displays etc.), to being accessible through alternative senses e.g. through aural and tactile means.

Pupils with vision impairment may present as if all is well because, in instances where the sight loss is present from birth, they will not be aware that they are seeing things differently from others or they will simply not want to draw attention to themselves. The support offered by teachers working in



vision impairment

the Visiting Teacher Service focuses on environmental and societal factors that can be altered to ensure full engagement of pupils with VI in school life.



Recommendations and advice offered by the Visiting Teacher Service include the following, which apply in varying degrees, for different pupils:

Classroom arrangement

- Seat the pupil appropriately in the classroom e.g. if sight loss is greater in the right eye seat the pupil to the right of the room so that he/she may use the left eye to scan the room, interact with peers or look at the whiteboard.
- Make sure lighting is suitable i.e. bright but without glare for pupils with photophobia (light sensitivity), e.g. use of blinds that allow in light but keep out the glare.
- If possible, ensure the light is coming from behind or from the side of the pupil.
- Familiar and ordered working environment. The pupil needs to be informed if the furniture is moved.
- Pupil's work area needs to be large enough to accommodate bulky texts, a laptop, specialized equipment, etc.

Learning materials

- Worksheets should be enlarged to suit the pupil's required print size. Printed worksheets are easier for the pupil to read rather than one in the teacher's handwriting.
- Keep transcription from the board to a minimum, it will take the pupil with VI longer to transcribe than his/her peers.
- Whiteboards and glossy covers on charts are prone to glare.
- On a whiteboard, dark colours are preferable. Change the marker when it starts to fade.
- Where photocopies are being used, give the pupil the clearest copy, go over it with a black pen and enlarge, if necessary.
- Always ensure good contrast and uncluttered pages of work. Be aware when textbooks have too much information, or when the colour contrast is poor, that it may be difficult for the pupil to seek specific pieces of

information within the text or picture.

- More time for 'hands-on' experience. (To compensate for lack of incidental learning from the environment and inability to learn by imitation.)
- Use of models and tactile images if concrete experiences are unavailable.

Practical considerations

- Allow the pupil to move around the class, if necessary, for visual information on such things as displays, etc. This soon becomes routine to the pupil and everyone else.
- Don't be alarmed if the pupil holds books, etc. very close to their face. They know at what distance it is easiest to see. The use of a bookstand may be useful.
- When the class is watching slides or television, allow the pupil to sit as close as necessary.
- Good listening conditions are important as the pupil with VI is frequently totally dependent on auditory clues for their learning.
- To compensate for the loss of visual clues such as facial expression and body language the teacher should speak clearly using a varied tone and volume to convey mood and meaning.
- When addressing a pupil with a visual impairment in class it is good practice, to begin with the pupil's name – otherwise the pupil may not know to whom the teacher is talking.
- Let the pupil know if you need to move or leave or need to end a conversation.
- Greater demands in terms of listening, concentration and memory leads to fatigue, including visual fatigue, for the pupil.

Participation and socialisation

- Encourage the pupil to join in all activities in the school. In PE they should be encouraged to participate in all sports. Ensure that the pupil is close to the instructor when giving visual instructions.
- Encourage friendships and buddy arrangements and be alert to adults becoming overprotective.
- Try to create a balance between the support needed to ensure access to the curriculum and the pupil's need for independence to develop socially.

Teaching matters

- Reduce the number of examples given to the pupil with VI, provided that with fewer examples the concept has been learned.
- Don't reduce your expectations of the pupil but be aware that they may need extra time to complete assignments.
- Provide verbal explanations using more descriptive words than usual and be more specific.
- Give an overview of the topic at the start of the lesson.
- Planning and collaboration between the class, resource teacher and SNA is key so that materials needed are prepared/adapted well in advance of lessons in the appropriate format (e.g. large print/Braille/on laptop, etc.).
- Resource support can be used to assist the pupil in catching up with necessary work.

With appropriate support and understanding sight loss is not a barrier to full inclusion and attainment.

KATHLEEN CARROLL worked as a visiting teacher for pupils with vision impairment in Counties Tipperary and Waterford and is retiring from this post in September of this year. She is currently part of the research team in UCD, for the longitudinal study 'Children's School Lives'.

Planning and collaboration between the class, resource teacher and SNA is key so that materials needed are prepared/adapted well in advance of lessons in the appropriate format (e.g. large print/Braille/on laptop, etc.).

Primary Language Curriculum

Curaclam Teanga na Bunscoile

The primary curriculum is changing, with language being the first part to be reviewed and redeveloped. This month, your school will receive copies of the new *Primary Language Curriculum/Curaclam Teanga na Bunscoile* (PLC/CTB) for stages 1 to 4 (junior infants to sixth class). This curriculum builds on the PLC/CTB for stages 1 and 2 (junior infants to second class) and now replaces the curriculum books disseminated to schools in 2016. The new curriculum supports every child's language learning in English and Irish in English-medium schools, Gaeltacht schools, Gaelscoileanna, and special schools.

Changes since 2016

Teacher involvement in curriculum development is integral to the work of the National Council for Curriculum and Assessment (NCCA). Since 2016, the Council has continued to work with schools as they became familiar with and started to implement the PLC/CTB. Through this work, teachers shared their successes and challenges with the curriculum for stages 1 and 2. This feedback has helped shape several significant enhancements to the layout and presentation of the curriculum, as well as refining the curriculum for stages 1 and 2 and developing the curriculum for stages 3 and 4 (third to sixth class).

A slimmer document

The PLC/CTB is now a slimmer document presenting the learning outcomes for all four stages (junior infants to sixth class) in each of the three strands—oral language/teanga ó bhéal, reading/léitheoireacht, writing/scribhneoireacht. Presenting the outcomes for the four stages side-by-side helps to show continuity and progression in children's learning in the two languages.

Progression continua

The draft milestone known as 'Early A' is now fully integrated into the progression continua. The continua have been relocated in the online *Primary Language Toolkit* (www.curriculumonline.ie/primary) where you can print them as PDFs or work with them online. In response to feedback, the curriculum clarifies that teachers are not expected to assess the progress of

individual children using the continua. Rather they are a practical resource for differentiation as teachers work with children of a wide range of abilities across the different language contexts.

Classroom practice

Teachers requested additional guidance on approaches to language learning such as supporting second language learning, digital literacy, cross-curricular literacy, linguistic diversity, and play. Further support relating to these can be found in the curriculum document in Section 6, *The Primary Language Curriculum in Practice*, and within the *Primary Language Toolkit*.

Primary Language Toolkit

The Primary Language Toolkit (www.curriculumonline.ie/primary) has been redeveloped to support teachers in using the curriculum's learning outcomes to plan rich language learning experiences for children. Here you'll find support materials, examples of children's learning, and the continua. As you begin to use the website, you'll see that all materials supporting a particular learning outcome are presented with that outcome. For example, when working with the learning outcome for 'categorisation' in the oral language strand, the examples of children's learning, the support materials and the progression steps associated with that outcome appear alongside it.



Figure 1: Oral language, categorisation (L1)

A range of support materials provide practical suggestions for teachers. Examples of newly published support material include *Supporting Children's Development of Language Awareness* and *A Structured Approach to Public Speaking*. Another significant enhancement has



been the redevelopment of the examples. Feedback from teachers highlighted the need for support in using the learning outcomes to plan activities and experiences to help every child make progress. The new examples focus on learning outcomes and include teachers describing how they planned, taught and assessed the learning.

The toolkit will be added to overtime, and in response to feedback from teachers.

Professional Development and Support

It takes time and support for curriculum change to become embedded in classroom practice. The Professional Development Service for Teachers (PDST) in collaboration with the National Council for Special Education (NCSE) will provide a three-year programme of support for schools from 2019/20 to 2021/22. This includes whole-staff seminars for all schools in this school term followed by sustained in-school support provided on a phased basis from term 2 in 2019/2020.

There will also be webinars, and seminars for school leaders focused on leading curriculum change for the PLC/CTB.

The NCCA thanks all teachers and school leaders who took time to share their experiences of working with the PLC/CTB for stages 1 and 2, and who contributed to the development of the curriculum for stages 3 and 4.

The NCCA Early Childhood and Primary Team.



The GPO and the Irish Rebellion

In 1916, Ireland had no Taoiseach or Dáil. Since the Act of Union in 1801, all the important decisions for the people of Ireland were made in London. When World War 1 began in 1914, some Irish people thought that this was the best time to fight for Ireland's independence. In May 1915, a military council was set up to organise a rebellion.

It might seem strange to choose a post office as a venue for a rebellion but, before smartphones and the internet, the General Post Office was the communications hub of Ireland. The rebels ensured that by taking the GPO they caught the attention of the not only the British but the world, while also cutting off their main communication to Ireland.

Just before noon on Easter Monday, 24 April 1916, Patrick Pearse and James Connolly led approximately 150 men and women from Liberty Hall to the GPO. The rebels charged into the GPO. There were several customers in the building going about their business and many left quickly once they saw the barricades being erected, the windows being smashed and guns on display. One of the first prisoners to be taken was an off-duty soldier who, after being searched for arms, was tied up and imprisoned in a

Another reason the rebels chose the GPO was its thick granite walls. This ensured they would be safe from gun fire

telephone kiosk. Upon taking over the GPO, the rebels raised two flags over the building – a tri-colour and a green flag with the words “Irish Republic” on it. From the front of the GPO, Patrick Pearse read the Irish Proclamation which declared Ireland to be a Republic.

The 1916 Easter Rising lasted until Saturday, 29 April when Patrick Pearse surrendered. Men, women and even children had fought for the rebels with some running with messages to the rebel leaders all over Dublin. Over 480 people were killed during the rising, including 40 children. There were 16 executions as a result of the 1916 Easter Rising, including all seven signatories of the Proclamation. Many buildings in Dublin city centre were badly damaged during the week-long fighting, including the GPO which did not open again until 1929.

Not everyone was happy that there had been a rebellion. Many families had loved ones fighting in World War 1 and thought a war at home was too much to bear. Others thought that the loss of life and damage to buildings was too big a price to pay. However, after the execution of the leaders of the rising, people started to change their minds and felt that Ireland would be better off with its own

Did you know that the Irish flag was designed by Thomas F. Meagher in 1848. It symbolises peace between the nationalist and unionist people



government. In 1918, a general election saw a sweep of Sinn Féin candidates gain seats in the British Parliament. These newly elected officials refused to sit in the British Parliament and instead set up Dáil Eireann in Dublin in an attempt to build an alternative government in Ireland. It would take many more years of fighting and negotiations to settle on the future of Ireland's government but it was in the GPO in Easter 1916 that it all began.

Constance Markievicz, a leader of the rebels, was the first woman to be elected to Westminster Parliament in 1918

GPO themed activities – whose side are you on?

It's a few days after the rebellion, Dublin is in ruins and the leaders are on trial. Was the rebellion a good idea? Write a letter to your friend telling them all about it.

JEAN WALLACE, Shannon Heritage. To arrange a visit to the GPO Witness History Museum contact education@shannonheritage.com or call 061 711222. See www.gpowitnesshistory.ie.

Subject
SESE (History)

Strand
Politics, conflict and society

Strand Unit
1916 and the foundation of the state

Do you need to get your Irish

Marino Institute of Education guides you through the two options available to complete the Cáilíocht sa Ghaeilge

Why do people do the 'Cáilíocht sa Ghaeilge'?

The Cáilíocht sa Ghaeilge (Irish Language Requirement) provides an opportunity for teachers who obtained their primary teaching qualification outside of the State and who have an identified curriculum shortfall in Irish, to make good that shortfall.

Bíonn ar bhunmhúinteoirí a fhaigheann a gcuid oiliúna lasmuigh den Stát an Cháilíocht sa Ghaeilge a bhaint amach le lán-aitheantas a fháil mar bhunmhúinteoirí sa tír seo.

What choice is there?

There are two ways to complete the Irish language requirement. Applicants can choose Scrúdú le hAghaidh Cáilíochta sa Ghaeilge (SCG – competency exams) or Oiriúnú le hAghaidh Cáilíochta sa Ghaeilge (OCG – period of adaptation and assessment).

Tá dhá bhealach ann chun tabhairt faoin gCáilíocht sa Ghaeilge. Is féidir le hiarrthóirí an Scrúdú le hAghaidh Cáilíochta sa Ghaeilge (SCG - Scrúduithe Inniúlachta) a roghnú nó is féidir leo Oiriúnú le hAghaidh Cáilíochta sa Ghaeilge (OCG - Tréimhse Oiriúnaithe agus Measúnuithe) a roghnú.

What are the differences between the SCG and the OCG?

There are important differences between the SCG and OCG. Applicants should carefully examine the information and instructions on www.ilrweb.ie. One significant difference between SCG and OCG is that OCG candidates must spend a minimum of 120 school days teaching as a mainstream class teacher in one or more schools. That requirement does not apply to the SCG. To help you choose the best option for you, the main features of both the SCG and OCG are in the grid below.

Tá difríochtaí tábhachtacha idir an SCG agus OCG. Moltar d'íarrthóirí féachaint go cúramach ar an eolas agus ar an treoir a chuirtear ar fáil ar an suíomh idirlín www.ilrweb.ie. Is féidir leis na difríochtaí idir an SCG agus OCG tionchar a imirt ar rogha an iarrthóra. Chun cabhrú leat an bealach is oiriúnaí duit féin a roghnú, tugtar na príomhghnéithe den SCG agus d'OCG i ngreille chomparáideach thíos.

How do I register for the S.C.G or OCG?

Candidates wishing to undertake the SCG examinations or OCG assessments during the 2019-2020 academic year must register with the Cáilíocht sa Ghaeilge

Office in Marino Institute of Education by 31 October 2019 (registration forms are available on www.ilrweb.ie). Early registration is advised. Registration allows a candidate to register for the Cáilíocht sa Ghaeilge, provides access to materials and elements of online learning and also allows a candidate to provide school details which the Cáilíocht sa Ghaeilge Office will require in order to co-ordinate the school-based practical aspects.

Where can I get information about Cáilíocht sa Ghaeilge courses?

Candidates, when registering, may also indicate their interest in undertaking an optional face-to-face course. Subject to sufficient demand, courses for the SCG/OCG are provided, where possible, through the Education Centre network. Course materials have been designed by Roinn na Gaeilge, Marino Institute of Education, and tutors have received training from Roinn na Gaeilge, Marino. Where possible, it is recommended that candidates undertake a suitable course. Courses also offer regular and consistent contact with tutors and other candidates. Fees for these courses are payable directly to the Education Centre.

Staitisticí: An Cháilíocht sa Ghaeilge

Líon na nIarrthóirí a bhain pas (40%) nó os a chionn amach um Cháisc 2019

An Scrúdú le hAghaidh Cáilíochta sa Ghaeilge (SCG)		Oiriúnú le hAghaidh Cáilíochta sa Ghaeilge (OCG)	
Páipéar 1	53 (77%)	Múineadh na Gaeilge	85 (98%)
Páipéar 2	50 (91%)	An Triail Scríofa	70 (86%)
An Triail Chluastuisceana	46 (82%)	An Triail Chluastuisceana	78 (100%)
An Scrúdú i Labhairt na Gaeilge	47 (78%)	An Triail i Labhairt na Gaeilge	53 (72%)

Céard is féidir liom a dhéanamh chun feabhas a chur ar mo chuid Gaeilge?

- Bain úsáid as na leabhair agus as an ábhar foghlama oifigiúil a chuireann Institiúid Oideachais Marino ar fáil d'íarrthóirí.
- Bí dearfach i gcónaí i leith na Gaeilge. Bí oscailte don Ghaeilge. Cuir fáilte roimpi agus labhair í mar theanga i do scoil agus le do chairde.
- Faigh cabhair ó theagascóir Gaeilge.
- Roghnaigh féachaint ar TG4 anois agus arís. Faigh Raidió na Gaeltachta agus éist leis ag am nuachta.
- Téigh go dtí siopa leabhar agus ceannaigh leabhar Gaeilge a thaitneodh leat.
- Bí ag cur le do stór focal i gcónaí. Ná bíodh eagla ort ceist a chur ar chara leat.
- Faigh Gaeilge ar an idirlíon. Léigh an nuacht ar <http://www.tuairisc.ie>. Úsáid <http://www.tearma.ie> agus <http://www.foclóir.ie> chun an Ghaeilge ar fhocail a fháil.
- Cuir téacs nó ríomhphost chuig do chara i nGaeilge.
- Roghnaigh cártaí beannachta Gaeilge, uaireanta.
- Bí fiosrach faoin nGaeilge i do thimpeallacht. An bhfuil a fhios agat céard as a dtagann an logainm sin?
- Sa Ghaeltacht, labhair Gaeilge le do chairde, le do theagascóir, le bean is fear an tí.
- Ní stopann tú riamh den fhoghlaim. Bí i gcónaí ag iarraidh barr feabhais a chur ar do Ghaeilge. Bíodh an Ghaeilge mar chompanach agat i do shaol i gcónaí.

qualification?

An Cháilíocht sa Ghaeilge 2019/2020 calendar

September - October	Registration for the Irish Language Requirement with An Cháilíocht sa Ghaeilge Office, Marino Institute of Education. Forms available www.ilrweb.ie
31 October	An Cháilíocht sa Ghaeilge registration deadline
October/November/December	Term 1 of SCG-OCG courses in Education Centres (approx. 10 weeks, courses are optional and subject to sufficient demand)
13 January – 14 February	Practical Element(s) – Classroom Assessment
January, February, March	Term 2 of SCG/OCG courses in Education Centres (approx. 10 weeks, courses are optional and subject to sufficient demand)
14, 15 & 16 April	SCG Examinations & OCG Assessments take place at Marino Institute of Education
20 & 21 August	SCG Repeat Examinations & OCG Repeat Assessments take place at Marino Institute of Education

Differences between the SCG and the OCG

	SCG An Scrúdú le hAghaidh Cáilíochta sa Ghaeilge (Scrúduithe Inniúlachta)	OCG Oiriúnú le hAghaidh Cáilíochta sa Ghaeilge (Tréimhse Oiriúnaithe agus Measúnaithe)
Modules to complete/Modúil le baint amach	Four independent modules. Four independent exams. (Applicants can take one module or any combination of modules in a school year)	Four independent modules. Four independent assessments (Applicants can take one module or any combination of modules in a school year)
Module 1/Modúl 1	Paper 1 (General language exam and classroom assessment of practical ways to teach Irish)	Written test (General language assessment)
Module 2/Modúl 2	Paper 2 (Exam on a choice of prescribed prose and poetry and classroom assessment of practical teaching of language and culture)	Aural Test (Format: Multiple choice questions)
Module 3/Modúl 3	Aural Test (Format: written answers)	Spoken Irish test (Picture to discuss and general interview)
Module 4/Modúl 4	Exam in spoken Irish (Passage to read and general interview)	Teaching Irish (Assessment in the classroom)
Pass mark/Pasmharc	40% in every module	40% in every module
School visit/Cuairt Scoile	One school visit in January/February to examine the practical elements of Paper 1 and/or Paper 2.	Two school visits in January/February to assess the teaching of Irish
Classroom Requirements/Riachtanais Ranga	The applicant must be able to use a mainstream class to undertake the practical elements of Paper 1 and Paper 2	The applicant must be working as a mainstream class teacher. A candidate must satisfy a Specific Adaptation Period Practice Requirement – minimum of 120 school days and Irish taught each day as a mainstream class subject.
Gaeltacht requirement/Socrúchán Gaeltachta	The applicant must attend a recognised SCG Gaeltacht Course. Applicants are encouraged to complete the Gaeltacht course before undertaking the spoken Irish exam.	The applicant must attend a recognised SCG Gaeltacht Course. Applicants are encouraged to complete the Gaeltacht course before undertaking the spoken Irish exam.

For more information about the SCG and OCG:

Teil: 01 853 5134 Ríomhphost: scginfo@mie.ie agus ocginfo@mie.ie Gréasán: www.ilrweb.ie

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

An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta



Bunaíodh an Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta (COGG) in 2002 le tacaíocht a chur ar fáil do scoileanna Gaeltachta agus lán-Ghaeilge agus do theagasc na Gaeilge i scoileanna uile na tíre. Bunaíodh í chun

- comhairle a chur ar fáil don Aire Oideachais agus Scileanna agus don CNCM
- acmhainní teagaisc a sholáthar
- seirbhísí taca a chur ar fáil
- taighde a thacú agus a mhaoiniú

Díreofar san alt seo ar sholáthar acmhainní teagaisc.

Naonúr atá ag obair ar fhoireann COGG.

Maoiníonn COGG áiseanna foghlama agus teagaisc. Déanann COGG meas ar riachtanais an chórais le fáil amach cad iad na háiseanna nach bhfuil ar fáil agus comhoibríonn sí le foilsitheoirí oideachasúla le leaganacha Gaeilge de théacsleabhair agus d'áiseanna eile a chur ar fáil. Bíonn comhthionscadail idir lámha go leanúnach ag COGG le CCEA agus leis an Áisaonad i dTuaisceart Éireann, chomh maith leis an nGúm.

Tá Bunachar Sonraí ag COGG ar a suíomh idirlín agus cuireann sé síos ar bhreis is 4,000 áis teagaisc atá ar fáil do theagasc trí Ghaeilge agus do theagasc na Gaeilge www.cogg.ie

Tá cur síos freisin ar na háiseanna sin sna *Leabhráin Áiseanna Oscail agus Léigh, Bunscoil – Liosta Iomlán Teagaisc agus Iarbhunscoil – Liosta Iomlán Teagaisc* agus déantar uasdátú orthu seo go rialta, is féidir teacht orthu ag www.cogg.ie/eolaire-aiseanna-teagaisc/.

Tá Taispeántas Taistil i veain atá maoinithe ag COGG, veain a thugann cuairt ar scoileanna ar fud na tíre, agus tá

sampla d'fhorhmór na n-áiseanna teagaisc sa veain seo.

Is liosta le háireamh iad na háiseanna atá ar fáil saor in aisce ar shuíomh COGG.

Tá sraith ghleite póstaer dírithe ar chruinneas Gaeilge agus bunaithe ar na botúin is coitianta a dhéanann daltaí agus is féidir iad a íoslódáil ón suíomh www.cogg.ie/postaeir-ar-na-botuin-is-coitianta/. Tá siad maisithe le cartúin a léiríonn brí na teanga atá faoi chaibidil. Tá nótaí don mhúinteoir ag bun gach póstaer le nodanna maidir le rialacha gramadaí ar choir áird a dhíriú orthu. Is dara teanga í an Ghaeilge d'fhorhmór na bpáistí agus cabhraíonn scafláil i bhfoirm leideanna pictiúrtha agus prionta sa timpeallacht leis an tuisceint.

Tá sraith iontach eile de 50 póstaer ildaite tarraingteach a dearadh i gcomhar le *Foinse* ar fáil saor in aisce ar www.cogg.ie/sraith-postaeir/. Tá rogha leathan téamaí ann agus bheadh siad an-úsáideach chun an Ghaeilge a theagasc tríd an gCur Chuige Cumarsáideach mar atá molta sa churaclam. Éascaíonn siad deiseanna chun ionchur, cleachtadh agus daingniú teanga a dhéanamh sna tréimhsí ceachta ar leith. Chomh maith le heiseamláirí teanga agus foclóra, tá seanfhocal léirithe ar gach póstaer, rud a chabhróidh go mór le múineadh, cleachtadh agus forbairt na Gaeilge.

Is é *Spreag an Ghaeilge le Spreaoi* an foilseachán is mó éileamh ag COGG. Pacáiste teagaisc chun an Ghaeilge a fhorbairt, a spreagadh agus a shaihbriú is ea í. Is cúis áthais dúinn go mbeidh an dara heagrán á fhoilsiú go luath, eagrán atá uasdátaithe agus ag teacht le *Curaclam Teanga na Bunscoile*. Tá teanga ar leith a bhaineann le cumarsáid i

dtimpeallacht na scoile leagtha amach sa leabhrán le ceachtanna chun an teanga sin a mhúineadh trí mheán cluichí. Is féidir an áis seo a íoslódáil freisin.

Sheol an tAire Joe McHugh TD tionscnamh le déanaí a bhaineann úsáid as corpoideachas chun tacú le foghlaim na Gaeilge. Is bealach éifeachtach í an Fhoghlaim Chomhtháite Ábhair agus Teanga (FCÁT) le teagmháil na bpáistí leis an nGaeilge a mhéadú trí fhíor-chomhthéacsanna a chruthú ina mbeidh an teanga á húsáid acu. D'fhéadfaí úsáid tairbheach a bhaint as *Spreag an Ghaeilge le Spreaoi* chun tacú le cur i bhfeidhm FCÁT leis an teanga a chleachtadh agus a chothú. Tá nasc ar www.cogg.ie chuig gearrthóga físe na gcluichí cloís a bhaineann leis an bpacáiste.

Treoir nua maidir le múineadh na gramadaí atá san áis *Bain Súp As*. Tá moltaí ann don mhúinteoir, in éineacht le sraith ceachtanna, gníomhaíochtaí agus cluichí a fhorbróidh feasacht na bpáistí ar fhoirm na teanga le cruinneas teanga a shealbhú. www.cogg.ie/bain-sup-as/.

Is fiú, chomh maith, cuairt a thabhairt ar www.aisaonad.org, www.leighleat.ie, www.seideansi.ie, agus www.ccea.org.uk/curriculum/gaeloideachas le raon leathan áiseanna tacaíochta don Ghaeilge a fháil saor in aisce.

Níl anseo ach blaiseadh den raon leathan áiseanna atá maoinithe ag COGG. Déan teagmháil le mair@cogg.ie le breis eolais nó comhairle maidir le háiseanna ar bith a fháil.

Lean COGG ar Twitter [@AisTeagaiscCogg](https://twitter.com/AisTeagaiscCogg) agus [@CoggOid](https://twitter.com/CoggOid)

MÁIRE NIC AN RÍ, oifigeach bunscoile, COGG.

Reviews

Dynamically Different Classrooms

Dynamically Different Classrooms co-authored by Claire Gadsby and Jan Evans, will help teachers to think, to reflect and perhaps even change the way we teach in our classrooms.

In the opening chapters, the authors discuss the meaning of dynamically different before presenting how a dynamically different classroom might look. They share 148 high impact techniques proven to support and engage children's long-term learning and progress. The book will help children to become autonomous and actively engaged learners and to apply their learning through well constructed displays. This book has genuinely transformed my practice, I no longer create displays prior to learning: the display is our learning.

The publication is extremely well presented with photographs, probing questions and numerous case studies involving children from many different age groups. All teaching and learning



strategies are listed at the end of the book and page references are also included, which I know will greatly assist teachers for their subject planning and review. The publication, while UK school based, is recommended by the authors for teachers, trainees, teaching assistants and senior leaders at both primary and secondary schools.

Crown House Publishing. ISBN: 978-1781-3529-77 Cost: £19.99stg.

Reviewed by MÍCHEÁL KILCRANN, Dublin 15.

Race The Atlantic Wind

In the centenary year of the first transatlantic flight, Oisín McGann brings you a historical fiction tribute to Alcock, Brown and all those early aviators who dared to dream and push the boundaries of exploration and human ingenuity.

The story is set in the years following the Great War. Cities have been devastated, economies have collapsed and populations have been decimated due to the war and the Spanish flu outbreak. With such anguish and deprivation, it seems imperative that people need a story to inspire and galvanise them. The race to fly the Atlantic would do just that.

This is a very well-written, exciting and detailed story from McGann. It is obvious he wanted to do the story justice and has done his research to ensure the story is as accurate as possible.

As a teacher, I would find this a superb novel to use in the classroom. Links can be made with the curriculum, through all the SESE subjects. Whether you would look to further explore the history of aviation exploration, investigate Bernoulli's Principle with paper aeroplanes in science, or map the journeys of the competitors in the transatlantic race and show meteorological factors that would affect such a flight in geography. There is a wide scope to integrate this novel into your classroom and it is a story they will definitely enjoy!

O'Brien. ISBN: 978-178-8491-440
Cost: €8.99

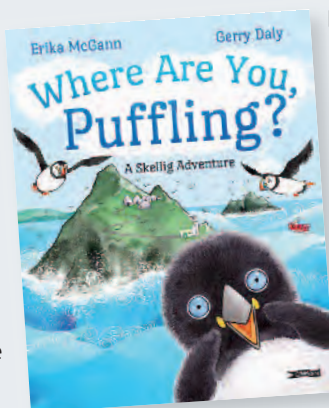
Reviewed by GARY TROY, Dublin 7.



Where Are You, Puffling?

Where Are You Puffling? is the story of a young puffin who is separated from her parents. Magnificently illustrated by Gerry Daly, the story comes from his late uncle Sean Daly. Sean was inspired to create this story for his grandchildren after visiting Skellig Michael. The story is retold by author Erika McGann.

Set in Skellig Michael, the story follows an adventurous puffling who wanders from her parents' supervision. The story carries a powerful message that children will be able to connect with. Although the puffin is separated from her parents, she helps animals along the way which helps her parents get closer to finding her. Her parents then spot



her on a boat heading out to sea. However, since Puffling is unable to fly, the animals of Skellig Michael come together to try to help Puffling, just like she helped them.

The overall message of this story promotes acts of kindness. I commend Erika McGann for her brilliant adaption of Sean's story, and Gerry Daly for his beautiful illustrations which make this book so enjoyable to read. This book is suited for three

to eight year olds.

O'Brien. ISBN: 978-1-78849-050-4.
Cost: €12.99.

Reviewed by CALUM AGNEW, Duleek, Co Meath.

Finishing Touches

Noticeboard



Save the Date! Mary I reunion

Mary Immaculate College's Annual Reunion will take place on Saturday, 5 October from 2.30pm. This reunion is aimed at graduates of the classes of 1949, 1954, 1959, 1964, 1969, 1974, 1979, 1984, 1989, 1994, 1999, 2004, 2009 and 2014.

For further information, please email alumni@mic.ul.ie



Music is fun!

A one-day course on the singing-based *Music is Fun* programme will take place in the Notre Dame Global Gateway, 58 Merrion Square, Dublin 2 on Saturday 28 September (10am to 3pm). The programme is based on the Kodály concept of music education and will be delivered by Sr Karol O'Connell.

Content covers junior and senior classes and is suitable for primary teachers of all abilities.

The cost is €25 for the day. To register, email hannahsnowe@gmail.com



UN End Poverty Day

Thursday 17 October 2019 is UN End Poverty Day. Why not get your pupils participating in this worldwide event to help eradicate poverty?

Here's what your classes can do:

1. Make 'footsteps' (Be creative).
2. Write your messages on them.
3. Display

Use #FootstepsToEndPoverty to share your work on social media. More info from: www.into.ie (Global Citizenship School)

This year's theme celebrates the 70th anniversary of the Convention on the Rights of the Child.



Kindling the Flame

Kindling The Flame: 150 Years of the INTO chronicles and marks the life of the INTO since its formal beginnings in 1868. Books are available to buy from INTO Head Office, the cost is €20. Contact Georgina Glackin at 01 8047745.



Teachers' Musical Society

Another exciting year at Teachers' Musical Society is about to start. We will be staging 'Sister Act' in DCU St. Patrick's Campus from 10-14 March 2020. We will be hosting an information night on Monday, 16 September at 7.30pm in the Teachers' Club, Parnell Square, where you can meet the production team and receive audition information. If you can't make the information night but would still like to join the society you can get in touch by emailing teachers.ms@gmail.com.

We will also be holding our annual dance workshops in the Teachers' Club, Parnell Square on Tuesday 10 September, Wednesday 18 September and Wednesday 25 September 2019, from 7.30-9pm. These cost €10 per class or all three for €25. The dance workshops are open to both members and non-members and are always lots of fun so we look forward to seeing lots of old and new faces there.



Call for volunteers

Sambodhi Home for the Disabled in Sri Lanka, is looking for volunteers for the summer and Easter breaks.

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: nadiaoshea@gmail.com

For more information,, interested volunteers can visit www.sambodhihome.com.



Host a coffee morning for hospice

Ireland's Biggest Coffee Morning for Hospice Together with Bewley's, will return for it's 27th year on Thursday, 19 September. Mayo Roscommon Hospice is calling on schools in the two counties to host a coffee morning to help raise vital funds for their local hospice and homecare services.

You can register at www.hospicecoffeemorning.ie or by calling 1890 998 995. Schools willing to host a coffee morning in Mayo and/or Roscommon can also call Mayo Roscommon Hospice on 093-9388666 to register. Hosts are provided with a Coffee Morning Pack containing Bewley's coffee, posters and invitations free of charge.



Carysfort 1979 Reunion

Saturday, 19 October 2019. Tullamore Court Hotel
Contact carysfort79@gmail.com

Where Teachers Borrow



Comhar Linn
INTO Credit Union

f @ comharlinnintocu.ie

Comhar Linn Draw Winners

June Draw

Car – Toyota Yaris Hybrid

Ann Dennehy, Co. Cork.

Cash €2,000

Grainne Ni Shuilleabhain, Co. Cork.



Cash €1000 plus two

All Ireland Hurling final tickets

Barbara Shalloo, Co. Clare.

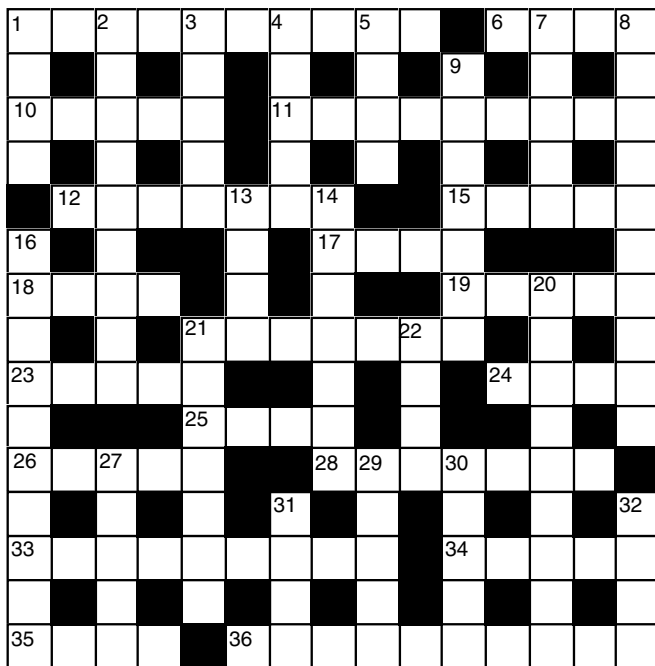
Mary Gavigan, Co. Wexford.

Cash €1,000

Stephen Lavin, Co. Limerick.

COMHAR LINN CROSSWORD NO. 200

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 27 September. Photocopied crosswords are not accepted.



ACROSS

- Scientists use it to look at new comic prose. (10)
- Nips back for a jaunt. (4)
- Somehow, Edouard was meant to be a great painter. (5)
- Some emigrant brats used to break down doors. (9-4)
- See 7 down.
- Nice surprise provided by the Mad 'Atter. (5)
- Eyot seen initially in some locations? Exactly. (4)
- The space invader swallows eleven on the way out. (4)
- Royal part of Oranmore, Galway. (5)
- Be told a number that will give you courage. (7)
- Discrimination is identified at some point in a British gallery. (5)
- Den's rewritten the objectives. (4)
- See 11 across.
- Grand Irish oil – right for a tooth. (5)
- The lawyer has Peter confused with a piece of regalia. (7)
- Tarnation – upset director! (9)
- Provide food from a crate. (5)
- Little Edward, the whirlpool man. (4)
- CC. (3,7)

DOWN

- The heroine of La Boheme is a grand one ... a grand one, entirely! (4)
- It takes an indeterminately long time to secure tin production. (9)
- It's readily available where you'll see H or C! (2,3)
- 4 & 16d. cc. (5,10)
- Part of a citrus fruit found between Colliery G and Mine I? (4)
- 7 & 12a. The police are most interested in finding one (a composite, more likely). (5,7)
- In which the moon and stars learn to shine? (5,5)
- Where the reader stood with the novice before the recent break-up. (7)
- On our stamps it is written, "Point to anger". (4)
- Gls rest, upset with a feline female. (7)
- See 4 down.
- The Great Nore can be a provider of electricity. (9)
- Fishy item of female jewellery. (7)
- A pound between cardinals provides liquidity for Hamburg. (4)
- Some Zulu ridicule is sensational! (5)
- Find many reluctant to make material. (5)
- Gym-lessons can create a nut. (5)
- Six Cardinals? What a vista! (4)
- Opening getting risky in Dublin? You fill it in! (4)

NAME:

ADDRESS:

INTO Membership No.

To read the Crossword Competition Terms & Conditions and INTO's Data Privacy Policy please visit www.into.ie/ROI/Benefits/Competitions

In Touch Crossword No. 198, April winners are: Niamh Egan, Raheny and Brigid Murphy Cork City.

In Touch No. 199 Solutions: Across 1. Pam 3. The Carnival of the Animals 8. Ounces 9. Class act 11. Split 13. Bluff 15. Nostril 20. Papal 21. Hoist 23. Grand 24. Huguenot 25. Bureau 26. Silver medal 27. Ten **Down** 1. Photo finish 2. Manatees 3. Theme 4. Coconut 5. Nests 6. Viable 7. Lot 12. Toss and turn 13. Blimp 14. Final 17. Adjacent 18. Epistle 19. Virgil 22. There 23. Gruel 24. His.

InTouch Crossword No. 199, June winners are: Aisling Hopkins, Ballina, Co. Mayo and Carmel Tyers, Waterfall near Cork.

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



CBI recommended read – September

The last zoo

Written by Sam Gayton.

Andersen Press, 2019. ISBN 9781783447701. 320pp. Cost:£6.99.

This year the Children's Books Ireland's Recommended Reads guide, which has been sent to every school in Ireland, includes a specially curated section on the theme of the environment – protecting it, celebrating it and embracing it. Many young people are very tuned in to the acuteness of the climate emergency, a crisis they haven't caused but are left to deal with. It's unfair, it's global and it's scary. To help children of all ages on their journey to environmental awareness and, maybe, activism, we have gathered a collection of forty-eight brilliant books published in the last five years. The Last Zoo is one of this year's editor's choices.



In an only-slightly-skewed alternate near future, where misguided scientists have detonated a reality bomb, Pia lives on an ocean-bound ark filled with musical hippos, unicorns, hummingdragons, genies, ghosts and, most importantly, angels. A strange situation, to be sure, but things get even weirder when the angels go missing. Can Pia solve the mystery of their disappearance and avoid potential catastrophe because everything around her seems to be ending: her friendships, her childhood, and maybe even the world itself? This is a funny, moving and timely book, dealing with our world's biggest problem, climate change, in an inspiring and hopeful way. (Ages 9–11, 12–14).


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.






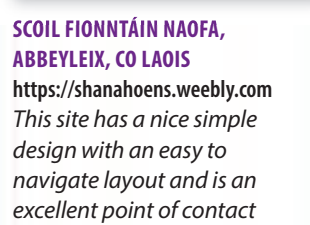
Star site

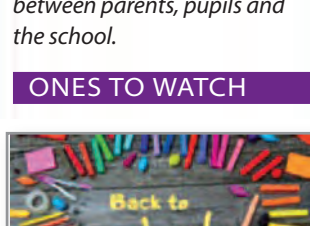



Top 10

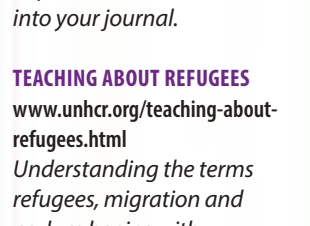
The most clicked resources at the start of this month

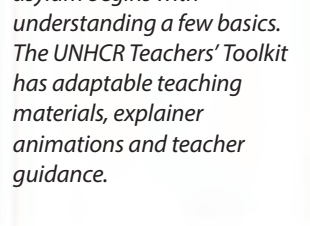
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1 KITCHEN CHEMISTRY
www.sciencehooks.scoilnet.ie/primary
 Includes a teacher resource pack and six videos.
- 


2 MARINE INSTITUTE LESSON PLANS WITH A CREATIVE TWIST
<http://bit.ly/ForasNaMaraLessonPlans>
 A variety of lesson plans relating to marine science for junior infants to sixth class.
- 

3 LOLLIPOP STICK SHAPES – PDST
<http://bit.ly/LollipopStickShapes>
 A fun challenge for pupils to create as many 2D shapes as they can.
- 

4 STEM THEMepage
www.scoilnet.ie/index.php?id=1423
 A list of popular STEM repositories located in one place.
- 

5 THREADS
www.scoilnet.ie/threads
 An online space for pupils to store and share their oral history projects.
- 

6 ORAL LANGUAGE THEMepage
www.scoilnet.ie/index.php?id=1061
 Includes speaking and discussion prompts, vocabulary lists and more.
- 


7 BIA THEMepage
<http://bit.ly/BIAThemepage>
 Collection of resources on the theme of food.
- 

8 GOOGLE TREKS
www.google.ie/maps/about/treks/#/grid
 Travel to amazing sites from the comfort of your own classroom.
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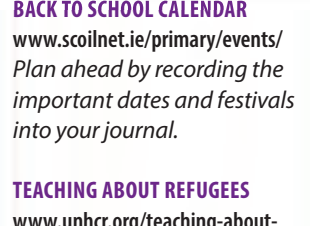
9 MULTIPLICATION
<http://bit.ly/ScoilnetMultiplication>
 Have fun with multiplying with this teacher-created resource pack.
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10 CÉ MÉ FÉIN?
<http://bit.ly/CéMéFéin>
 An Irish worksheet that gets pupils to introduce themselves.

ONES TO WATCH



BACK TO SCHOOL CALENDAR
www.scoilnet.ie/primary/events/
 Plan ahead by recording the important dates and festivals into your journal.



TEACHING ABOUT REFUGEES
www.unhcr.org/teaching-about-refugees.html
 Understanding the terms refugees, migration and asylum begins with understanding a few basics. The UNHCR Teachers' Toolkit has adaptable teaching materials, explainer animations and teacher guidance.