

Printout

into 
Irish National Teachers' Organisation
Cumann Múinteoirí Éireann

September 2010

I.N.T.O.
Irish National Teachers' Organisation



Early Years

DE own goal?

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AUTUMN
Working with
the Seasons

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Katrina Godfrey, DE

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2.3% Salary Increase

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Want to be a School Representative?

INTO to offer support and training

The new school year is the time of year when INTO members in schools up and down the country elect an INTO School Representative as the contact person between INTO members and their local Branch.

The INTO is currently reviewing the issue of support and training for School Representatives and asked two Reps to give their views on the important role they play in the INTO.

“Last year I was asked to take over the role of INTO rep in my school. Unlike many other staff reps in various schools around the country, my name hadn’t been pulled out of a hat or it wasn’t a case of last in first nominated! I had no reservations about the job, it’s not very onerous or time consuming. I attend Branch meetings a few times a year, hand out the union magazine (which is what most people perceive to be the sole purpose of a school rep) and inform my colleagues of Branch meetings and encourage them to attend. I sometimes have queries from staff members on various issues, but I’m never phased by this as there are several points of information that I or they can tap into, such as the INTO website, INTO on Facebook, or for the technophobes you can always call the office. A school rep never lacks support from the union, if required.

Kate Rooney

“The importance of school reps in smaller rural schools cannot be underestimated. Such schools face isolation problems at the best of times and only through cooperative linkage can many issues come to light and be tackled. School reps play a crucial role not only in conveying union information but as a representative of the trade union in the staff room they are a sign that help is there if looked for. School reps are essential in providing the grassroots link not only between the staffroom and the upper levels of the INTO, but also between their school and a similar school a few miles away. Without that vital link both the Union and their teacher members are seriously disadvantaged.

Terry Lynch

TRAINING COURSE FOR SCHOOL REPS

Two Mondays,
6 and 13 December
2010 from 9.15am
For Information
Contact:
Brendan Harron,
tel.: 02890 381455,
Email: bharron@into.ie

Youth Task Force tackles participation

The INTO Task Force to encourage greater participation by younger members in the organisation held its second meeting recently. The task force is looking at a wide range of issues and activities in relation to participation.

Among the topics discussed at the recent meeting were links with student members in Colleges of Education, INTO advice and

support for newly qualified teachers, the structure of Branch meetings, and the role of INTO Staff Representatives. The Task Force will be reporting to Annual Congress next Easter but in the meantime has already made a number of suggestions to the CEC about participation which are being circulated to District Committee and Branch Secretaries.



Facing the challenge Carmel Flood (Longford), Una Herdman (Belfast) and Kate Rooney (Dublin) at the Task Force meeting.

INTO District I & II Golf Competition results

Omagh Golf Club
Thursday 1st July 2010

Members Gents

1st	Neill McGuigan	41pts
2nd	Chris White	38pts
3rd	Gerard Guy	34pts

Visitors Gents

1st	Danny Glacken	39pts
2nd	Mark McCullagh	36pts
3rd	Keith Sterrit	33pts

Members Ladies

1st	Josephine Murphy	33pts
2nd	Mary Coyle	33pts
3rd	Mary Hackett	27pts

Visitors Ladies

1st	Pauline Sloane	36pts
2nd	Phil McKenna	31pts
3rd	Vida Given	28pts

Longest Drive

Gents	Ladies
Neill McGuigan	Mary Hackett

Nearest the Pin

Gents	Ladies
Jarlath McElhome	Pauline Sloan

2.3% Salary Increase on 1 September

Teachers' salaries increased on all points of the scales and Teaching Allowances by 2.3% from 1 September 2010. The revised scales are included on Table 1. But the Con-Dem Coalition has frozen the salaries of teachers and all public sector workers for 2 years from 1 September 2011. The salary freeze will not pertain to incremental and ISR progression.

The pay freeze is part of a devastating attack on the salaries and jobs of public sector workers. To date Education Minister

Caitriona Ruane MLA has honoured her pledge to prioritise funding for front-line services in education. But with the Coalition demanding unprecedented departmental cuts of 25%, it is difficult to see how teachers and classroom assistant jobs can be protected. Over 4 years this policy would cut out half a billion pounds from the Department of Education's £2 billion budget.

Teachers should be alarmed at the effects of such draconian cuts not just on ed-

ucation but on the economy and society in Northern Ireland. INTO is strongly supporting the ICTU campaign against the cuts and the unfair ideology behind them.

A major demonstration is being organised for Belfast City Centre on Saturday 23rd October 2010. Note this date in your diary. Tell your family and friends. We must do all we can to prevent this crude and unnecessary devastation to our lives and livelihoods. [see pages 7 and 8 for more detail]

INTO supports NITC's agreed 2010 claim

The 4 key issues in the Teaching Council's claim are:

- (i) Agreed employer/teacher union advice on teacher cover;
- (ii) Progress on Planning, Preparation and Assessment [PPA] time;
- (iii) Principal administration time for nursery school principals;
- (iv) A guaranteed year's teaching for all Newly Qualified Teachers.

24-hour counselling service

From 1 April 2009 a centralised, independent counselling service has been made accessible to all teachers via a 24-hour confidential helpline. You can now access this service by ringing Careline on 050 012 7079.

Paid work while on career break

Clarification

Northern Ireland teachers on a career break in England, Scotland, Wales or the Republic of Ireland may take paid work, including teaching. Teaching on a career break within Northern Ireland requires the permission of your Board of Governors.

How to contact your INTO representatives ...

Northern Committee membership list

DISTRICT NAME	MOBILE	EMAIL
CEC 1 Mary Cahillane	075 22 100726	mcahillane@hotmail.com
CEC II Charlie Glenn	078 67 901283	cglenn52@hotmail.com
BFC Patrick McAllister	078 59 026005	pmcallister1234@msn.com
NEELB Mark McTaggart	075 05 113560	markmct@hotmail.com
NEELB Barney Magill	077 98 892451	bmagill6@hotmail.com
SEELB Kevin Smyth	028 90 201571	kevin.smyth1@ntlworld.com
SEELB John McNulty	079 29 783064	jmcanulty@tiscali.co.uk
BELB Eddie Keenan	078 54 518939	eddiekeen@hotmail.com
BELB Des McDonagh	079 52 205576	desmondcdonagh@hotmail.com
SELB Mary Dorman	028 87 741229	mmklsdorman@aol.com
SELB Cathy Crozier	077 63 197253	ccrozier@into.ie
SELB Jim Magee	028 30 268178	jmmagee1960@yahoo.com
WELB Rita Fox	077 99 711928	ritafox@btinternet.com
WELB Annmarie Conway	028 80 760996	aconwaydr@yahoo.co.uk

Main Pay Scale

Main Pay Scale Point

	£
M 1	21,588
M 2	23,295
M 3	25,168
M 4	27,104
M 5	29,240
M 6	31,552

Upper Pay Scale Point (UPS)

	£
UPS 1	34,181
UPS 2	35,447
UPS 3	36,756

TEACHING ALLOWANCES

Level of Teaching Allowance	Annual Allowance from 1 Sept 2010
TA 1	1,847
TA 2	3,731
TA 3	6,407
TA 4	8,826
TA 5	11,911

SPECIAL NEEDS ALLOWANCES

Level of Teaching Allowance	Annual Allowance from 1 Sept 2010
SEN 1	2,001
SEN 2	3,954

Pay Spine for the Leadership Group

Spine Point Annual Salary wef 1 Sept 2010

Spine Point	£
L 1	37,461
L 2	38,400
L 3	39,358
L 4	40,339
L 5	41,343
L 6	42,379
L 7	43,521
L 8	44,525
L 9	45,637
L 10	46,808
L 11	48,024
L 12	49,130
L 13	50,359
L 14	51,614
L 15	52,900
L 16	54,305
L 17	55,553
L 18	56,950
L 19	58,362
L 20	59,809
L 21	61,288
L 22	62,811
L 23	64,367
L 24	65,963
L 25	67,602
L 26	69,275
L 27	70,991
L 28	72,752
L 29	74,554
L 30	76,409
L 31	78,298
L 32	80,244
L 33	82,238
L 34	84,271
L 35	86,365
L 36	88,504
L 37	90,704
L 38	92,948
L 39	95,213
L 40	97,590
L 41	100,028
L 42	102,534
L 43	105,097



Frank Bunting, Northern Secretary

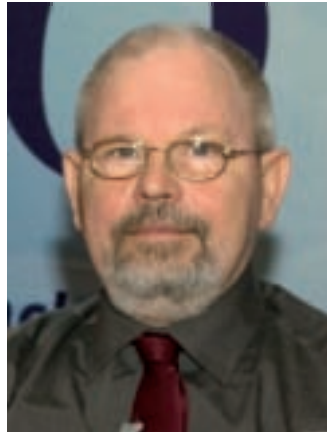
Experienced campaigner John McNulty appointed Chair of Northern Committee

Highly qualified new Chair has long track record in defence of teachers, children and education service

Proud of his history as a '60s socialist radical in the Civil Rights movement, John McNulty has lost little of his radicalism with age. This history has informed his long record of activism in INTO, a history informed by a sharp defence of the rights of teachers and children and an intolerance of official posturing and hypocrisy.

John has always been a campaigner, working as a school representative, branch secretary, member of the Northern committee and now Northern Chair. Often he has been a thorn in the side of successive Northern Secretaries and Frank Bunting is now fervently hoping that age and high office have softened him!

The new Chair's activism was not restrained within the confines of the union. He was



for a time a councillor on Belfast City council and active on a number of public bodies.

His involvement in education is informed by detailed knowledge. He holds an advanced degree in mathematics education, an MA in curriculum studies and a PhD examining concept

formation in children.

"I am very aware of the honour the union has bestowed on me and I intend to bring to my new position the high standards established by earlier Chairs", said John. "I am also

aware that we are entering very harsh times and understand that part of my role and the role of the union will be to speak out very forcefully in defence of teachers, children and the education service as a whole".



John McNulty, Chair, Meeting Mervyn Storey MLA, Assembly Education Chair, with NITC delegation

INTO veterans receive their just reward

CEC presentations express appreciation for untiring service



Charlie Glenn District II CEC Rep salutes Margaret Heaney for her distinguished service as District II Treasurer

A recent District II meeting saw presentations to Margaret Heaney and Tony Lappin, two long serving INTO representatives.

Margaret, as well as giving distinguished service as a teacher and principal was the long time treasurer to District II and member of the INTO Accounts Committee.

Tony Lappin, former principal of St. Colman's Primary School Moira, was a popular member of the Union CEC for district II. Tony also serves on the General Teaching Council.



Charlie Glenn thanks predecessor District II CEC Rep Tony Lappin

Free INTO membership for all newly qualified teachers

Join now – pay nothing until September 2011

Tips for new members

Know Who To Contact

A key task for INTO is to represent its members and give them support when they need it. For this purpose, INTO has a network of representatives in schools and at local level who can give you advice and assistance should the need arise. Contact

details for your representatives are issued to you in your INTO Membership Pack. INTO has three full-time officials based in Northern Office who are available to give advice, representation and assistance on a wide range of issues.

INTO Website

For further details of INTO services, information and up-to-the-minute educational updates visit our website: www.into.ie

Northern Conference

Each year INTO organises Conference for our teacher members. This is interesting and enjoyable but more importantly makes the policy for the Union.

Get Involved!

By participating in union activities you can make your opinion count and influence INTO policy. It's your union – get involved – get your voice heard!

VERE FOSTER MEDAL WINNER 2010

Vere Foster was the first President of INTO. He used his personal fortune and the profits from his famous copybooks to advance education in Ireland and fund famine relief work. Each year, to commemorate Vere Foster's great work in education, INTO presents a solid gold Vere Foster Medal to the student in each teacher-training institute who has achieved the highest standard of practical teaching in their final year.

Ruth Canning, Stranmillis University College receiving her Vere Foster Medal from INTO Chair Kevin Smyth.



Above: Mary Cahillane, District 1 CEC Rep, with previous Vere Foster Medal Winner, St. Mary's University College



Photography by William Mateer, Templepatrick

Student Teachers, it's vital to register with GTC

It is important that all PGCE and final year BEd students, training in Northern Ireland and intending to teach in Northern Ireland for the first time, register with the General Teaching Council before commencing their first teaching post (including supply work). To obtain a Beginning Teacher Application form contact the Registration Team:

General Teaching Council for Northern Ireland
4th Floor
Albany House
73 - 75 Great Victoria Street
Belfast BT2 7AF
Tel: (028) 9033 3390
Fax: (028) 9034 8787

Substitute Teacher?

Don't Forget!
You must be on the
Northern Ireland
Substitute Register
(NISTR)

From 1 September 2006 only teachers registered on NISTR should be employed in schools. To find out more about joining the NISTR visit or telephone: 0289056 4000 Ext. 4427.

www.nistr.org.uk

Audit Office Report on Teacher Substitution Costs

The bean counters have gone daft again about teacher absence and the cost of substitution cover.¹ The Northern Ireland Audit Office report itself is unsatisfactory.

In the second paragraph of its introduction it refers to the establishment of the Education and Skills Authority, which does not yet exist. It uses and draws conclusions from DE data, which the Department itself acknowledges as inaccurate and misleading. Fundamentally it misunderstands the purpose of substitution cover.

Substitute Teachers are employed by schools to cover much more than sickness absence. They cover in-service teacher training for the Northern Ireland Curriculum and Assessment arrangements; maternity and adoption leave; educational visits; relief for teaching principals, vacant posts etc. So substitution is not as the bean counters imply a bad thing. It is an essential component of learning and teaching in schools. The English 'remodelling' bad practice using support staff as teacher cover also gets a run out. Support staff perform a vital role in schools but not as substitute teachers.

Is there a problem?

Average sickness levels for teachers in 2000/01 were 10.1 days per annum. 2004/5 was a good year with 7.52 days. The latest figures reveal a gradual improvement in most employing authorities except the largest – CCMS

with 8.82 and the Western ELB with 7.97. Overall cost of teacher absence was £38 million in 2000/01. This has increased to £66 million (though this figure may not take account of teacher pay rises and inflation over this period).

Shamelessly – like Huckleberry Finn's Mississippi potion pushers – the bean counters recommend English 'school remodelling'. They argue it will resolve problems with teacher cover, health and well being and stress! What they really mean is that it will cut your jobs.

Table 1

Average days per teacher as follows (financial years)

Employer	2008-9	2009-10	% +/-
BELB	7.68	6.02	-21.6
WELB	7.97	7.97	-
NEELB	6.93	6.40	-7.6
SEELB	6.94	6.03	-13.1
SELB	7.96	7.11	-10.7
CCMS	8.55	8.82	+3.2
Average	7.81	7.55	-3.3

Table 2

Agreed Attendance Procedure* Absence trigger points

- More than 6 days casual absence in any rolling 12 month period
- Continuous absence of 20 working days (or 4 weeks) or more
- Absence related to stress

¹ Northern Ireland Audit Office: *The Management of Substitution Cover for Teachers: Follow-up report.*

* Agreement: Teachers' Negotiating Committee TNC08/2.

Likely implications for Teachers

- ✂ More Management action on sickness absence
- ✂ Threat to jobs from School Workforce Review

Likely implications for Principals

- ✂ Pressure to apply agreed Attendance Procedure
- ✂ More managerialism

INTO Comment

The Teachers' Attendance Procedure is a sensitive industrial relations tool. The Employing Authorities should be ashamed so few principals have received training on it. Likewise knee-jerk responses, like the recent CCMS letter to Chairs of Governors and principals are very unhelpful.

Teachers know that one maternity leave or seriously ill teacher in a medium size school can greatly skew attendance figures. There is no crude one size fits all approach. To pretend there is creates unnecessary resentment at such insensitivity.

Teachers' maternity [and paternity] leave arrangements are woefully inadequate and an insult to the women who predominate in the teaching workforce. And the employers' response to the 1993 claim for a proper welfare service trundles on 17 years later. Yes this is the real disgrace.

"CCMS kneejerk response unhelpful"



Donal Flanagan, Chief Executive
CCMS



24-hour Teachers' Careline

Staffcare, the independent, confidential counselling service is now available to all teachers free of charge.

For advice or referral contact the 24-hour Careline at: **0500 127079**

- ✂ You will be listened to ✂ A meeting will be arranged with a counsellor, if appropriate ✂
- ✂ You will be given a code number to protect your confidentiality ✂ Your employing authority will never know your name ✂

Work-life balance ... and a glass of champagne

Katrina Godfrey, Head of DE Resource Allocation Division, states her views on life's major and minor essentials

Q What is your earliest memory?

A Hiding under a table in a pink polka dot frock and shiny patent shoes at my first or second birthday party (don't ask!)

Q What living person do you most admire and why?

A I admire Hillary Clinton for her determination to succeed and her ability to recover from set backs and to continue to pursue her own aspirations. I also admire anyone who is able to strike a great work life balance – progressing their own career aspirations and doing a great job but not ever at the expense of their families and other interests.

Q What is the trait you most deplore in yourself?

A I can be a bit bossy and far too well organised at times!

Q What is the trait you most deplore in others?

A Rudeness.

Q Who was your favourite teacher and why?

A I loved school – probably because I had so many excellent teachers. Sr Adrienne, my primary school principal, provided so much encouragement and fed my childhood passion for reading with an endless supply of books. At post-primary school, I had an absolutely fantastic French teacher (Mme McReynolds) who taught me from 1st year through to A level. When I see that wonderful strapline that they use in England – You never forget a good teacher – they are the ones that come to mind.

Q Aside from property, what is the most expensive thing you have bought?

A Like so many mums, I don't tend

to buy expensive things for myself (although my husband has bought me some beautiful jewellery over the years). My one extravagance at present is my gym membership because I don't make nearly enough use of it (my weekly swim is probably the most expensive swim in Belfast!).

Q What is your most treasured possession?

A I'm not really very sentimental about possessions – people are far more important so I'd have to say that it would be my husband and children.

Q Where would you like to live?

A If I had to live in a city, I'd pick Vancouver. If I could escape to the country, it would be somewhere close to Montefalco in Umbria.

Q What makes you unhappy?

A Seeing people suffer and die from entirely preventable illnesses or diseases – whether that's at home or abroad.

Q What do you dislike about your appearance?

A Lots of things – but I don't dislike them enough to worry about them (or to consider doing anything too radical about them!)

Q What is your guiltiest pleasure?

A Vanilla fudge (the sugary stuff, not the band) or a nice glass of champagne. (Or both)

Q If you could bring something extinct back to life - what would you choose?

A Spangles – particularly the Old English ones!

Q Who would play you in the film of your life?

A Melanie Griffith – she shares the same birthday as me (although I hasten to add that she's almost 10 years older than I am!) and Working Girl is one of my favourite movies. And she hasn't been in anything decent in ages so might just be interested!

Q What is your most unappealing habit?

A Correcting grammar and punctuation mistakes in other people's writing.

Q What is the worst thing anyone's said to you?

A Someone once asked me when my baby was due – about 2 months after she'd arrived. That really hurt!

Q What living person do you most despise and why?

A Gosh that's awfully strong – there are some traits in some people that I certainly don't like but I don't despise anyone.

Q What words and phrases do you most overuse?

A My kids have just pointed these out – apparently they are: "that's right" and "worst case scenario".

Q What is the worst job you have done?

A I was a chambermaid at a large hotel when I was 16 – I lasted one day! Cleaning bathrooms was so not for me.

Q If you could edit your past what would you change?

A I wish I'd learned a musical instrument when I was younger. My two girls are learning the piano and it has reminded me what a wonderful skill it is to be able to lift an instrument and make beautiful music with it.

Q How would you like to be remembered?

A As somebody who didn't sit back and wait for others to act first but got stuck in.

«You never forget a good teacher...»

HOW **CUTS** IMPACT ON EDUCATION

SCIENCE ARTS
STANDARDS TEACH SYLLABUS
SUMS SPECIAL NEEDS
LIFE SCHOOLING
NURSERY W&A
SKILLS
UNIVERSITIES

JOIN THE PEOPLE•JOBS•SERVICES CAMPAIGN
www.ictupeoplejobsandservices.org

Sponsored by the Northern Ireland Teachers' Council

Sacrificing our children is poor economy

This coalition government doesn't pull any punches. It admits that cuts in public finance will put **tens of thousands on the dole and see massive cuts in our public services**. They say it has to be done – that we need a leaner and fitter economy and that the private sector will fill the gaps.

There are plenty of economic experts to give them the lie. They say that the cuts will start a **spiral of depression that will impoverish us all**.

If the Government proceeds with the level of cuts it has promised then our **children and young people will suffer**. Unemployment in the family will impact on their quality of life their own mental health.

The outcome will be that we are robbed of the knowledge and skills needed for a **prosperous and civilised** society. Young people will suffer again as school provision and youth services are affected. Pupils will face **larger classes** and there will be **fewer support services** available to those who need that little bit of extra help.

CLASS SIZE

The cuts mean we will see more and more pupils **crammed** into classrooms, with **fewer** resources available to them in terms of computers, books and equipment.

EARLY YEARS

The better start a child gets through early years' education, the better that child's chances will be. Early detection of reading and language problems can be dealt with through additional support, giving the child a better chance of succeeding as s/he moves up the school. **All this is under threat**.

SPECIAL SUPPORT SERVICES

Education cuts will reduce the level of support available for pupils who have **special educational needs**. The loss of classroom assistance will set special needs pupils back immeasurably.

Standards in education

The Government claims to wish to raise standards but **how can this happen if the resources** – both human and physical – **are not there to do it?**

Already we are seeing the knock-on effects of cuts in **university places**. Young people who want to study for a degree are being denied the opportunity to do so and they are then applying for places in the Further Education sector. This means **fewer places** for other young people.

SCHOOL BUILDINGS

The state of some of our school premises in terms of maintenance is atrocious and will get worse when action is not taken to **repair and rebuild** the schools that need it. How many children should be injured in the name of 'efficiency'?

YOUTH SERVICES

As the education budget reduces there will be pressure to cut back on the range of activities for young people. Many teenagers are helped to gain social skills and avoid being drawn into **anti-social behaviour**.

LIFE-LONG CHANCES

And the cuts won't stop at the school gates. Adult education will also be slashed which will steal away second chances for many people and will undermine our skills base.

►► **We are told there is only one way to resolve our financial difficulties – we believe that there IS an alternative which is better and fairer. Make sure YOUR voice is heard – future generations will thank you for protecting their education and careers.**

WHAT YOU CAN DO

Join us in our campaign against these vicious cuts in public services and make sure you do your utmost to protect your family and community.

You can help by:

- Endorsing the trade union alternative to programme of cuts
- Write to your MP, MLA and local councillor asking them to endorse the trade union alternative to the cuts
- Encourage your friends, family and neighbours to do the same
- Support the trade union public demonstrations against the cuts
- Support your local communities' struggles to protect local services



**SAFEGUARD
OUR FUTURE
TOGETHER**

**Wednesday
SEPT 29**

Rallies at City Hall, Belfast and
Guildhall, L'Derry - 12.30pm

**Saturday
OCT 23**

1pm march & 2pm rally at
City Hall, Belfast

**PEOPLE·JOBS·SERVICES
CAMPAIGN**

LATEST INFO GO TO: www.ictupeoplejobsandservices.org

NIC-ICTU Tel: 028 90247940

Helena helps make a difference

Local Teacher Helena McSorley, from Beragh Co. Tyrone, has just returned from a life-changing trip to India as part of the Global Schoolroom programme. Helena, who teaches at Holy Family Primary School in Belfast, was selected from hundreds of applicants to fly to the Assam region in India, in an effort to help raise the teaching standards at the Don Bosco School in Silchar. She spent 4 weeks in Silchar from 1st July to 30th July 2010. Her first 2 weeks were spent delivering part of the accredited Diploma in Teacher Education and the remaining 2 weeks observing the teachers in their classrooms.

"This entire experience has made me a better teacher. It has given me a far greater appreciation of what we have and has made me realise that it is not about the whiteboards or fancy teaching aids, it's about being able to teach effectively without these luxuries." said Helena. *"Using my own experiences was extremely effective in highlighting issues that arise in the classroom and helped us show these teach-*



Helena with a colleague at the Don Bosco School, Silchar, India

ers how to overcome them."

A number of teachers will be selected from Northern Ireland for the 2011 intake. Those selected will work with Indian and Ugandan teachers for 4 weeks in July 2011 delivering the Global Schoolroom Programme. The tutors' work will include formal contact time made up of lectures, seminars, workshops and classroom observation. Also included will be the setting of autonomous learning tasks for the Indian Teachers for periods in between formal contact time.

Global Schoolroom is sponsored by teacher insurance specialist, Adelaide Insurance Services Ltd and sister company Cornmarket Group Financial Services Ltd and supported by the Association of Secondary Teachers Ireland (ASTI), the Teachers Union of Ireland (TUI) and Irish National Teachers' Organisation (INTO).

When Helena was asked if she thought this initiative was worthwhile and if she would return, her reply was simple; *"Yes! I loved the experience!"*

Teachers in the Global Schoolroom

Global Schoolroom enables UK and Republic of Ireland teachers to share their educational experiences with teachers in the Developing World and vice versa with the goal of raising educational standards so helping to eradicate poverty. Now in partnership with University College Dublin, Global Schoolroom offers an accredited Diploma in Teacher Education to teachers in the Developing World who complete the programme. 35 teachers from Ireland and the UK will travel with Global Schoolroom to deliver the 2011 programme in 10 centres in North East India and 2 in Uganda over the summer.



Report of Certification Officer on INTO finances

Under current legislation the Union must publish to each member the following details:

"In accordance with the provisions of Article 11 of the Industrial Relations (NI) Order 1992, as amended, hereafter referred to as "the 1992 Order", the following statement in relation to the financial year of the Union ended 31st December 2009 is herewith provided to members of the Irish National Teachers' Organisation hereafter referred to as "the Union".

1. Total income and expenditure

The total Income Expenditure of the Union in the financial year ended 31st December, 2009 as included in the annual Return to the Certification Officer.

Members' Subscriptions	Other Income	Total Income	Total Expenditure
£11,173,976	£1,339,838	£12,513,814	£12,338,050

2. Political Fund Account

The Union does not maintain a Political Fund Account in Northern Ireland and accordingly, a nil return was included in the Annual Return to the Certification Officer.

3. Analysis of General Secretary's salary and benefits

The salary paid to the General Secretary was £157,262. Also included in the Annual Return to the Certification Officer is the Employer's National Insurance contribu-

tions amounting to £66,906. Pension contributions cost £75,486.

No salary was paid to or any benefits provided for the President of the Union or any member of the Unions Central Executive Committee.

4. Independent auditors report to members of the Irish National Teachers' Organisation

We have audited the financial statements of the Irish National Teachers' Organisation for the year ended 31st December 2009 which comprise the Consolidated Income and Expenditure Account, the Consolidated Statement of Total Recognised Gains and Losses, the Consolidated Balance Sheet, the Consolidated Accumulated Funds Account, the Consolidated Funds Income and Expenditure Accounts, the Northern Ireland: Income and Expenditure Account, Balance Sheet, Accumulated Funds Account, Funds Income and Expenditure Account, the Statement of Accounting Policies and the related notes 1 to 20. These financial statements have been prepared under the accounting policies set out in the Statement of Accounting Policies.

Opinion

In our opinion the financial statements give a true and fair view, in accordance with Generally Accepted Accounting Practice in Ireland, of the state of the affairs of the Organisation as at 31 December 2009 and of the surplus for the year then ended;

Deloitte and Touche
Chartered Accountants and Registered Auditors
Earlsfort Terrace, Dublin 2

Rights of members of union

The rights of Members of the Union outlined below is reproduced exactly as required by Article 8 of the 1995 Order, which inserts an additional Article 11A in Article 11 of the Industrial Relations (Northern Ireland) Order 1992 as follows.

"A member who is concerned that some irregularity may be occurring, or has occurred, in the conduct of the financial affairs of the Union may take steps with a view to investigating further, obtaining clarification and, if necessary, securing regularisation of that conduct".

The member may raise any such concern with such one or more of the following as it seems appropriate to raise it with officials of the Union, the trustees of the property of the Union, the auditor or auditors of the Union, the Certification Officer for Northern Ireland (who is an independent officer appointed by the Department of Economic Development) and the police.

"Where a member believes that the financial affairs of the Union have been or are being conducted in breach of the law or in breach of the rules of the Union and contemplates bringing civil proceedings against the Union or responsible officials or trustees, he should consider obtaining independent legal advice".

Ulster Museum's education programme wins UK award

Bringing heritage to life for 22,000 school children and teachers since October 2009

The Ulster Museum has achieved the prestigious Sandford Award for Museum and Heritage education – the UK-wide accreditation scheme is awarded to museums which achieve excellence in the provision of heritage education programmes. The judges praised museum staff for bringing heritage to life and helping children understand the power of art to express ideas, emotions and concepts.

Since reopening in October 2009, almost 22,000 school children have participated in organised learning programmes, while many thousands of others have benefited from self-guided tours with teachers and families.

Lead Judge of the Sandford Awards scheme, Gareth Fitzpatrick, praised the work of the museum; "The Ulster Museum offers a programme for schools which is accessible, welcoming and places the collection at the heart of all school activities. Central to their schools' programmes is a commitment to helping children explore and making them feel confident about their ideas about our common heritage and the past. The programmes are developed to encourage learning, how to look and enjoy what they see".



Pupils from St Patrick's Primary School and Stranmillis Primary School learn about the Irish Deer at the Ulster Museum. The Ulster Museum recently achieved a prestigious Sandford Award for Museum and Heritage education

“A programme for schools which is accessible, welcoming and places the collection at the heart of all school activities”

Megan Thompson (11) from Straid Primary School enjoys one of the Discovery Areas at the Ulster Museum.



The Ulster Museum is currently taking bookings for the 2010/2011 academic year. Staff can be contacted on 028 9044 0100 for further information on the various programmes available.



Working In Tandem With The Seasons

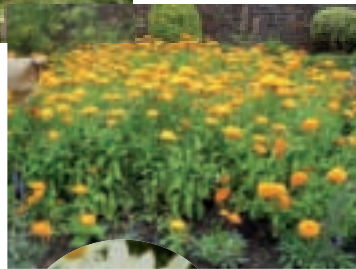
Paddy Madden's first in a series of articles with SESE tips for throughout the year

Autumn

OUTDOOR



1 Sow hardy annuals such as candytuft, Californian poppies and marigolds in a well-raked sunny bed. Also sow the cornfield annuals such as cornflowers, poppies and corn marigolds in a similar bed. Sow wildflower seeds such as oxeye daisy in trays or a small wildflower meadow. See www.blackrockec.ie



2 Mulch vegetable beds. Put plenty of compost or manure on top of vegetable beds and cover with black polythene. Worms will work on this over the winter. See 'Make your bed and grow in it', *InTouch*, November 2007 on how to construct bed. Go to www.into.ie and click on *InTouch Archive*.

3 Alternatively sow a green manure crop such as broad beans in vacant vegetable beds. Dig this in when spring comes.

4 If wheat is available sow this in a bed. A useful activity if the children are studying the first farmers in Ireland.



Cornfield plot, St. Thomas's Sen. National School, Jobstown

Design for the Daffodil Maze



5 Sow bulbs. Make a daffodil maze. Lay out a 20m rope in a spiral pattern on a grassy area leaving a 120 cm gap between coils. Lay out another rope 25m long parallel with the first one about 25 cm from it in a spiral pattern as well. (This maze will be c.5m in diameter). Dig a trench about twice the depth of bulbs in the 25cm gap between ropes. Lay the bulbs side by side along the trench and cover with soil. The maze will be spectacular in spring.

Strand Units covered this month: Plant and Animal Life; Materials and Change; Environmental Awareness; Science and the Environment; Caring for the Environment.



PADDY MADDEN lectures in SESE in Coláiste Mhuire, Marino. These nature and gardening activities are based on very successful workshops which he organised in Marino from September 2009 to June 2010. The objective of the course was to connect teachers and their pupils with the world around them on a seasonal basis. 18 practising teachers participated on one Monday each month from 4-6pm. The course will commence again this year in the Blackrock Education Centre on the 27th of September from 4-6pm. Enquiries to catherine@blackrockec.ie

INDOOR

1 Make a caterpillar viewer using the caterpillars of the Large Cabbage-White Butterfly. See www.blackrockec.ie



*Above: Caterpillar viewer.
Right: Compost Column*

2 Grow hyacinth bulbs in a container of water. Cut a circular hole around the top of a 1.5 litre clear plastic bottle. Position the hyacinth and fill with water to within 5mm of the bulb. Leave in a cool, dark place such as a cupboard. (Leave the door slightly ajar for ventilation). When the stem is c.5cm tall remove from cupboard and place in a shady part of room. Gradually, bring it towards the light. Eventually, place it on a sunny windowsill. Observe the growth of root, stem and flowers. After flowering, plant it outside.

3 Grow daffodil bulbs using pebbles and water. Fill a dish with clean pebbles and a few pieces of charcoal to keep the water fresh. Place 'Paperwhite' narcissi bulbs snugly on top. Fill the dish with water so that it just touches the base of the bulbs. Place on a windowsill and keep the water topped up.

4 Study the process of composting by using clear 2 litre plastic bottles. Make a compost column from 4 similar empty 2 litre clear plastic bottles.



See www.saps.plantsci.cam.ac.uk for detailed instructions on making them. Fill with organic material such as tea-bags, apple cores, egg shells, pencil shavings, banana skins etc. and let the children observe how quickly decomposition takes place. Set up a fair test with 4 columns: Fill one with orange skins, one with tea-bags, one with apple cores and one with carrot skins. Get predictions from the children and draw up a chart to record results over 4 weeks. Challenge them to come up with more fair tests using the compost columns.

5 Study the life-cycle of the wasp. Emphasise their usefulness: they feed their grubs with harmful aphids and caterpillars and pollinate flowers.

6 Sow shamrock seeds. See www.raringtogrow.com



Pupil assessment – INTO's principles recognised in DE model

Commitment given to assessment training

Assessment is akin to going back to school in September – we may not like it but it has got to be done. For some time INTO has argued for a system of assessment that is meaningful to parents and pupils and does not cause additional stress for teachers. INTO is not against assessment but we are against high stake tests which are used to select pupils or to create league tables of schools.

Following discussion with DE officials to find an acceptable approach to assessing the new curriculum, INTO has set out principles of assessment to be incorporated into any new system. Among these is the central role of the teacher in assessment; the need to ensure that the outcomes are valued by teachers pupils and parents; and that the process is work proofed to ensure that it does not take valuable time away from teaching.

In recent discussions the Department has set out an integrated model of assessment which recognises the professionalism of teachers and the place of assessment within the teacher competency framework. The Department also acknowledges that assessment should be straightforward and fit for purpose in a way that does not divert time and resources from teaching. This approach is most welcome.

Assessment a priority

A commitment has been given that training in assessment will be a DE priority in the coming years. It is proposed to extend the implementation date until the 2012/13 school year to facilitate a more thorough programme of training. Again this is welcome news but the training offered must be meaningful and relevant. We will no longer tolerate a situation where teachers go along to training that doesn't meet their needs or training that pressurises them to modify what they know to be perfectly good teaching methods merely for the sake of change.



*Kevin Smyth,
Ex-Chair
Northern
Committee*

INCAS – graphic format not required

There is some good news on Incas. As a response to representations from the teachers' unions, CCEA is proposing that schools should not be required to report information in graphical format and that schools should have flexibility to report in writing to parents in a format they consider appropriate.

Information on these changes should be in schools early in the Autumn term.

What changes are to come in Special Education?

Special Educational Needs– An overview of recent developments in Education Policy, Law and Practice in Scotland and England. SENAC/QUB Conference report by Mary Dorman

The conference, arranged by SENAC (Special Educational Needs Advice Centre) in conjunction with QUB Law School was attended by a wide range of stakeholders – ETI, ELB officers, parents, support groups and unions.

The conference aim was to highlight how changes had been introduced and managed in England and Scotland.

Iain Nesbit a SEN law specialist spoke about how the changes from a record of need to a coordinated support plan had thrown up unexpected issues e.g. if the health authority could not provide a therapy then the education board had to provide the therapy and as that meant just one agency was involved then no co-ordinated support plan was required.

Less than 1% of pupils have a CSP.

Frances Ross-Watt spoke about the barriers to inclusion that had been overcome in primary schools when all staff embraced the concept of inclusion and understood that the children had a right to access education in a meaningful way.

Brian Lamb spoke about the Lamb enquiry which sought to build the confidence and levels of engagement with parents. He highlighted the emphasis on data collection. He indicated the Progression Guidance 2009-2010 enabled more specific measurements of progression for pupils with additional needs. He acknowledged that many of his proposals have been dropped by the Con-Dem Coalition.



Mary Dorman, Northern Committee

Department favours cheaper, less effective, early years provision

Concerns over policy paper of Early Years (0-6) Strategy Consultation

Alarm bells are ringing about the Department's policy paper on Early Years. Suspicion has long lingered that the Department was moving in favour of cheaper but less effective Early Years' provision for children. The documented uneven educational provision of pre-school playgroups and their opportunistic advocate Siobhan Fitzpatrick is played down. Fitzpatrick is on recent record deprecating politicians who ... 'tend to concentrate on formal educational establishments such as schools, colleges and universities ...' before subsiding into blather about voluntarism.

Professional training means quality service

DE notes 'some variations' in the effectiveness of statutory and non-statutory provision. Where there are professional trained teachers – in nursery schools and units – the Chief Inspector's Report 2006-2008 identified the 'highest and most consistent quality ... where over half of the provision is judged to be outstanding'

The conclusions of the Consultation do not to build on the established strengths

of the statutory sector. Instead there is to be no new money but DE will consider changes:

1. 'to the funding mechanisms ... between statutory and non-statutory provision ... taking account of resource constraints' and
2. '... the raising over time of qualification levels of staff in the non-statutory pre-school settings and in Sure Start provision.'

Overall a bad development which must be resisted.

INTO members should download the consultation response from the DE website

the M&S Food Hall but it is thin gruel for an Early Years policy.

Pre School Enrolments

	2004/05	2008/09
Number of Children in Voluntary or Private	5939	6825
Nursery School Distribution		
Full Time	3800	2321
Part Time	6121	3997
Total	1872	5869
Nursery Units		
Full Time	3916	3979
Part Time	7895	4338
Total	3873	8211
Reception Classes	883	612

Source ETI

ETI Review of Overall Educational Provision in Nursery Units 2008

The outcome of inspections across the sector indicate clearly that the quality of provision and standards achieved by the children are in the main good or very good

ETI reports outstanding achievements of statutory nursery and primary nursery unit sector

Case Study 1 St Martin's Nursery School, Turf Lodge, West Belfast

Situated in Turf Lodge, an area of West Belfast which suffered intensely during 'the troubles' but which is now enjoying the benefits of peace. It is a bright, cheerful nursery, tucked in behind the local primary school. Inside is decorated with children's work, and outside the staff have created a Fairy Glen for the children to play in.

In the recent inspection report, ETI commented: 'In the areas inspected, the quality of education and pastoral care, provided by this nursery school is outstanding. The nursery has demonstrated its capacity for sustained self-improvement.'

Key Strengths

- ✦ The excellent ethos.
- ✦ The high quality learning



Dedicated and Hard Working Principal, Ann Kearney

environment both indoors and outdoors.

- ✦ The professional skills and expertise of all the staff in monitoring the children's care, development and learning.
- ✦ The excellent opportunities to promote learning in all areas of the pre-school curriculum.
- ✦ The excellent leadership of the Principal and Vice-Principal

Principal Ann Kearney said:

'We do a lot of work on developing social and emotional intelligence and we work a lot with parents. We get fantastic support from the local community and our Chair of Governors.'

Case Study 2

Christ the Redeemer Nursery Unit, Lagmore, Lisburn

Some ETI comments

✦ ... the outstanding quality of the leadership provided by the Principal, Sinead Beare and Vice-Principal, Paddy McCabe who empower all of the staff to carry out their roles and responsibilities to a high standard.

✦ There is a friendly, caring ethos in the nursery unit based on excellent working relationships at all levels. The quality of interaction between the staff and children is consistently of a high standard and on occasion outstanding.

✦ The teacher, Kathleen Brown, in charge demonstrates very good leadership and fosters a reflective approach to the work of the dedicated staff team. The quality of education is outstanding.



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