

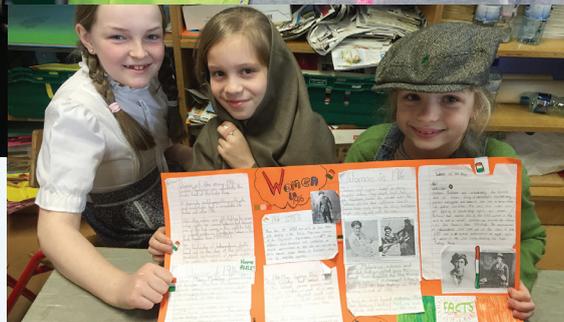
Educate Together

Education & Support



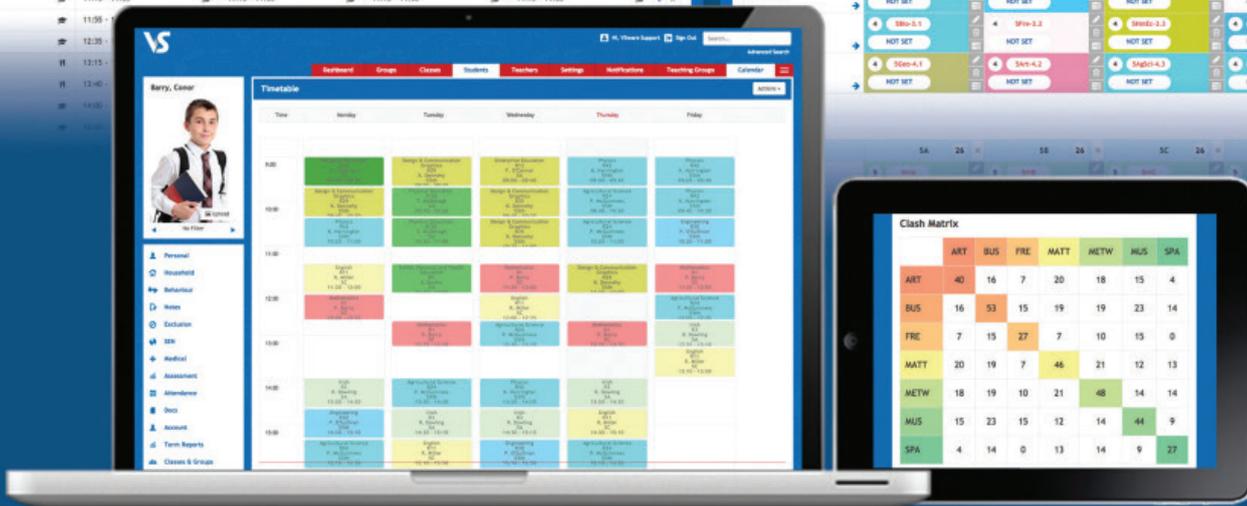
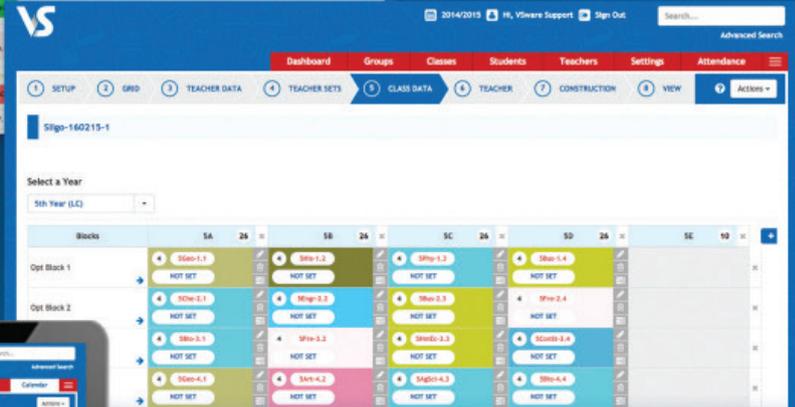
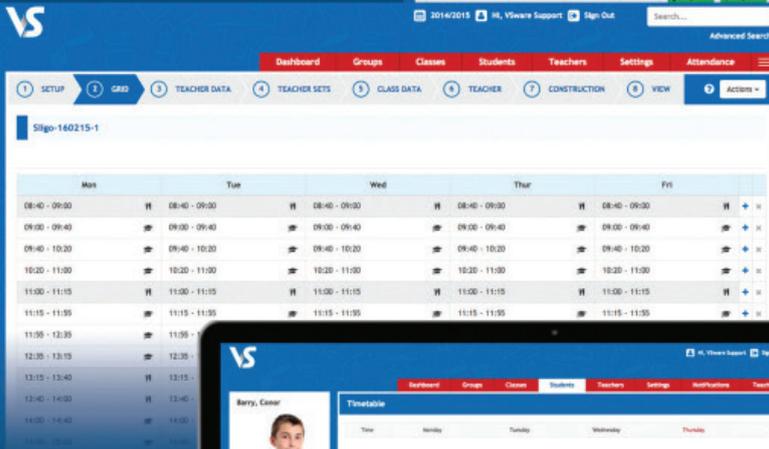
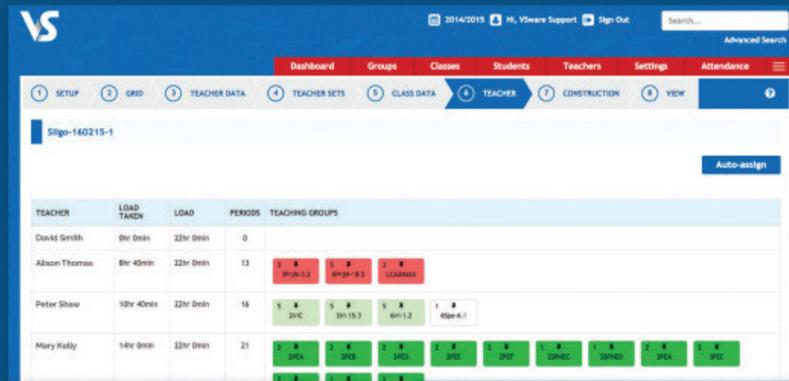
news

For Educate Together
teachers and boards
of management



Timetabling for Irish schools

Cloud based & fully integrated timetabling and student options tools built for Irish schools.



- All-in-one timetabling package
- No more integration of data
- Intuitive and attractive interface
- Cloud-based; access from anywhere

- Flexible printing options
- Irish-based timetabling support
- Built specifically for Irish schools
- Online support videos

RECRUITMENT NEWS

FOR POST-PRIMARY BODIES: Recruitment to Inspectorate of the Department of Education and Skills The Inspectorate of the Department of Education and Skills will be recruiting post-primary inspectors this summer. Competitions for the appointment of inspectors of Business, French, Geography, Guidance and Physical Education will be held by the Public Appointments Service prior to the summer vacation. If you are interested in these positions, log on to www.publicjobs.ie and register your interest so that you will receive notifications when applications opens. Closing date for receipt of applications is May 12.

FOR ANY OF THE PRIMARY BODIES: Recruitment to Inspectorate of the Department of Education and Skills The Inspectorate of the Department of Education and Skills will be recruiting primary inspectors this summer. Competitions for the appointment of inspectors will be held by the Public Appointments Service prior to the summer vacation. If you are interested in these positions, log on to www.publicjobs.ie and register your interest so that you will receive notifications when applications open. Closing date for receipt of applications is May 26.

Educate Together's Online Summer Course

It's that time of the year again!

This year, Educate Together is running one online summer course: 'Ethical Education in Educate Together Schools'.

This course was evaluated by the DES last year which found it to be 'very interesting and informative' whose 'course content reflected current emphasis on fostering well-being in schools'. Participants 'were provided with abundant examples of how the Learn Together Curriculum could link and integrate with the teaching of literacy, numeracy and other curricular areas...and were informed about a wide range of resources.'

Check out our website for further details. www.educatetogether.ie



SAVE THE DATE! Last year's Ethical Education Conference was a huge success with nearly 200 attendees. Feedback was very positive, with participants particularly noting the balance between practical ideas and approaches for the classroom and a more professionally-focused analysis of the nature of education and, given the 1916 theme, children's place in society generally. We're delighted to be running a second conference on Nov 25th / 26th 2016.



RAISING THE STUDENT VOICE

Educate Together Ethical Education Conference
November 25-26 2016

This year's theme is 'Raising the Student Voice'. Already confirmed are Dr Niall Muldoon, the Ombudsman for Children and Prof. Laura Lundy from the Centre for Children's Rights in Queens, Belfast. And Simon Lewis, Carlow and Rozz Lewis, Portlaoise will once again facilitate a Teachmeet whereby teachers get to share classroom ideas and resources. This session was one of the highlights of last year's conference. Information will be sent out to all schools in the upcoming months.

Getting Smart with 1916

From Documentaries to Animations to eBooks!

James Hayden, Balbriggan ETNS

This year of all years, there is an expectation at our school for classes to produce something tangible, something that will last the test of time and something that will support learning for years to come. Why such expectations this year? Primarily to commemorate the centenary of the 1916 Rising. The Department of Education and Skills had set the standard by ensuring that all 3,200 primary schools received a visit from a member of the Defence Forces in preparation for Proclamation Day which took place on March 15th.

Each school was presented with a national flag and a copy of the proclamation. The whole country was buzzing and parents were excited to see what we might produce. The pressure was on. Myself, the other fifth class teacher (Cathal) and the resource teacher (Donal) wanted to create something special with the children - so we started putting our heads together.



As teachers, we contemplate as many different approaches and methodologies as possible until we find the style we feel has the greatest potential to engage all of our learners. We decided to create a video/documentary that would include all children in a cross-curricular collaboration project.

Our project would draw upon the natural connections between History, English, Gaeilge, SPHE, Geography, Art and Drama. There was only one sticking point.... I had no idea how to start, edit, or present video/documentaries!

I contacted a number of teaching colleagues and was advised to get in touch with Gavin from Get Smart Media. They had recently completed a wonderful nationwide collaboration video for the GAA and their services came highly recommended.

Get Smart were able to make recommendations based on what we wanted to achieve and how much time we had to achieve it. Gavin (our tutor) recommended the six week 'Introduction to Filmmaking' course as something that both the fifth classes and Donal's resource group would be able to achieve a lot with - he wasn't wrong! It created excellent group dynamics in the mainstream classes and Donal found great benefits from engaging the children in his resource group with exciting, flexible apps that he has been using in other subject areas since starting the project.

We went with the recommendation to have each group focus on part of the Rising; this would enable us to finish with a gala screening that would tell an in depth story of the Rising for the whole school. Each session was delivered in a fun and energetic manner with the added bonus of an online safety focus during session one. The children

were excited and energised to have access to such a powerful, fun, learning tool and were thoroughly engaged from start to finish. Gavin's step by step approach ensured that all individuals and all groups were empowered to achieve their very best.

The collaborative learning combined with the high motivation levels were the perfect recipe for happy learners and productive outcomes. The range of activities/challenges that Gavin set led to active participation by all the children. Each group encountered challenges that enabled different individuals to shine. The students were given space to respond to and question aspects of the project which ensured pupil led learning throughout. Some of the skills the students learned include:

- Storytelling through image sequencing
- Assembling images in iMovie
- Choosing and adding appropriate music
- Editing their work
- Adding narration
- Posting final edit

One of the highlights for us as teachers was observing the different groups working with the 'green screen'. This movie 'trick' enabled the children to be transported back in time to 1916; to the GPO; on board the Asgard; at a Cumann na mBan meeting and more. This really brought history alive for the children - putting themselves right at the centre of the action. This led to some wonderful creative writing and dramatic performances on camera.

Then it finally came...the time for our much earned gala screening!

In total there were 12 different viewpoints into the past. The screening day was an incredible experience for all students. Not only was the gala screening a great day itself, the collection of movies about the Rising that we now have is an invaluable resource for our school that can be passed down through the years to assist teaching and learning for years to come.

The buzz is back again this term at Balbriggan Educate Together - 4th and 6th class have started making 1916 eBooks and stop motion animations. Watch this space for now...

As for the three of us movie making teachers, our experience was incredible - the students produced such brilliant work and we have learned some amazing new skills and created some fantastic schemes of work that we will definitely be using again in future lessons - we would thoroughly recommend Get Smart Media to every school.



Teaching Development Education

Tadhg O'Connell
Celbridge Community School

My introduction to Development Education was through attendance at a World Wise Global Schools training event in September 2015. Initially, I had very little experience or knowledge of Development Education. This event afforded participants with an opportunity to be introduced to a number of different topics surrounding Development Education such as global development, Human Rights, exploring connections between young people in Ireland and the wider world.

Participation in WorldWise Global Schools training engendered in me a sense of fascination and excitement coupled with a degree of trepidation. Namely, how difficult would it be to incorporate Development Education into my classes? Secondly, was there a definable benefit to be accrued by adopting this material in my practice as a teacher?

These fears were immediately allayed. I discovered that my colleagues and I were already, unwittingly in many instances, encompassing a substantial degree of Development Education material in our lessons. Moreover, opportunities to incorporate aspects of Development Education that might previously have been missed were now integrated into lessons through slight adjustments to our teaching pedagogy.

I teach Technology and Technical Graphics. To date, I have experienced varying levels of

success in applying Development Education in my respective subject areas. Technical Graphics is proving particularly challenging in this respect as I currently only teach first year students. However, I have a number of ideas which I feel can be adopted to enhance a student's experience of engaging with the curriculum as the age profile of the students in the school grows. Solidworks, for example, can be readily associated with sustainability as a student may seek to decrease an objects carbon footprint when in the manufacturing stage. Links to Development Education can also be made to a variety of aspects of the Technology curriculum.

An example of how I integrated Development Education in Technology was to assign a project involving the construction of a lamp with my first year group. Students were required to use materials which I provided along with any materials they could find as scrap at home. This got students thinking outside the parameters of a normal Technology project as schools often provide almost all materials. The result of this is that there is little to no impact on student learning, should students for instance waste pieces by not using the material efficiently. However in this case students had to acquire, plan, reduce, reuse and be creative to design a suitable lamp which they would then ultimately make and assess. My main focus from a Development Education perspective in relation to this project was to ensure that students became more aware of the limitations that are placed on individuals in other countries and education systems when faced with limited resources. The students were not only made aware, but also had to act. They made calculated decisions to ensure that the least amount of material was wasted. When discussing the project with students afterwards one particular student mentioned how knowing they could only use their own materials meant they worked much more carefully and opened their eyes about different items around their own homes that could be used.



Student Liyana Muhammed Tariq Zafri with teacher Ciara Byrne from Kishoge Community College



Student Julia Sivakova with teacher Aine Devlin from Celbridge Community School



Student Abbie Finn with teacher Hayley McCann from Hansfield ETSS

This is just a simple example of how Development Education can be brought into our subjects and schools and allows for an insight into certain areas where it can develop students learning and enhance students' intercultural and ethical awareness. The changes we as teachers need to make are minute however the benefits for our students are immense. An analysis of the potential benefits of Development Education has led me to contemplate our education system in general and the true meaning of holistic education in particular. I firmly believe that exposure to, and genuine engagement with Development Education is central to ensuring that students are exposed to an

all-inclusive educational experience. In Celbridge Community School a student's educational experience is centred on not just engaging with material but more importantly, learning how to learn, building resilience, resourcefulness, reflectiveness and reciprocity. This platform for learning essentially means that our students are perfectly positioned to incorporate their learning to curricular material in conjunction with practical application in their daily lives. Our success in bringing development education into our school was recognised recently by WorldWise Global Schools which awarded Celbridge Community School a Diplomatic Passport.

Note: Students and teachers from Ballymakenny College were unable to attend on the day.

Workshop on LGBT Issues

Paul Knox, a teacher in Castaheany ETNS is organising a workshop on addressing LGBT issues in schools. This workshop will take place here in the National Office from 4.00 - 6.00 on Thurs May 12th.

Tea / coffee will be available on arrival.

To register for this workshop, please contact resources@educatetogether.ie



Hansfield ETSS Celebrating History

On 7 March 2015 students and teachers from Hansfield Educate Together Secondary School attended Croke Park for a flag presentation as part of the 2016 Centenary Programme. Students Aoife Coppinger, Hamzah Zahoor and Brandon Kennedy, along with teachers Ann Ryan and Dan O’Grady, joined over 6000 secondary school students at the event where President Michael D. Higgins led the celebration.

In his keynote speech, President Higgins reflected on the events of the Easter Rising and the significance of the Irish flag:

Just before Pearse started reading out this Proclamation, a green, white and orange banner – the Irish Tricolour – had been hoisted by the insurgents onto the roof of the GPO, alongside another large green flag inscribed with the words “Irish Republic”. It is testament to the enormous success of the Easter Rising in capturing the imagination of the Irish people that the Tricolour flag which, at the time, was little known even among the rebels, rapidly became accepted as the unquestioned symbol of the Irish independence movement.

President Higgins outlined how the Irish flag was modeled on the French Tricolour and how this design “places Ireland firmly in the great tradition of independent European republics.”

The celebration on March 7 was significant as the Irish flag was first raised on this date in 1848 at 33 The Mall in Waterford at the Wolf Tone Club by Thomas Francis Meagher, Irish



Students: Hamzah Zahoor, Aoife Coppinger, Brandon Kennedy at the event in Croke Park

Patriot, US Army General and Governor of Montana. The Thomas Meagher Foundation provided a handmade tricolour and a copy of the Proclamation which were formally presented to students by Officers of the Defence Forces.

Inspired by the events and President Higgins call to imagine the Ireland of the future, Hansfield ETSS’s Student Council led a whole school event on Proclamation Day. As part of this event Student Council members, Ci Qing Tai, Claire O’Carroll, Hamzah Zahoor, Katri Korte McGrath, Tom Hyland, Aoife Coppinger and Brandon Kennedy, read Hansfield ETSS’s Proclamation for a New Generation.

The event also showcased students’ learning and featured presentations from students on Easter 1916, including a Lego movie and a short play. Artworks including portraits of all the Volunteers were displayed around the room for the occasion.

Continuing the 1916 theme, two students from Hansfield ETSS entered the Libraries and Post Primary Schools 1916 Poetry Competition. This competition is a partnership between the DES, the Local Authority Library Services and Libraries Development, Local Government Management Agency. It invited post primary students to submit a poem on the topic 'Your Ireland'. First year student, Sara Ali's poem "My Ireland" and second year student, Zoe Gifford's poem "For Freedom" were selected to go forward to the county final. Sara and Ali received gift vouchers and high commendation from their teacher Ann Ryan who was delighted to see the students participate in the competition.

For Freedom

This is pain, this is fear
 If I survive this day,
 I must survive the next
 And though the wounds will heal,
 The scars will still remain,
 And even though this hurts me
 I will fight on
 Because though this is pain,
 And though this is fear
 This is also a war that I must fight
 For my country
 And for my freedom

Zoe Gifford, 2nd Year student
Hansfield Educate Together Secondary School

My Ireland

I remember waving goodbye to Sudan, my home of many years.

And as we were on the plane, I imagined being one with the reddish sands
 And peaky mountains.

Stepping into my new surroundings,
 I felt the difference.
 The air was humid, as it had recently rained.

There was a quick greeting, as we had to catch a bus,
 I liked seeing the cows grazing and the grass looked soft,
 But my favourite thing was to look at the people as we passed.

People walked along the streets with coats on,
 Carrying children or just on the phone,
 I imagined in my head who they were,
 And where they were going.

Our new home felt different to the one I had left.

It felt spacious and wonderful.

Looking at this new home made me sad,
 I remembered playing with my cousins outside on our porch,
 And getting sweets from the shop near us.

It made me remember the times I had in the room I shared
 With my mum and my siblings,
 The happy memories of playing around the house,

And just living in a place I knew well.

School in Ireland was different,
 The teachers were wonderful,
 And so were my classmates.

Nine years later I live in Dublin,
 History is my favourite subject
 I love learning about Ireland's past
 My favourite is the Easter Rising.

My home country is still Sudan
 But I think Ireland's my home.

Sara Ali, 1st Year student
Hansfield Educate Together Secondary School

RCT (Relevant Contracts Tax) and VAT (Value Added Tax)

There's no real way to make RCT or VAT something that most people would want to read about. But if your school is planning on doing any construction, big or small, work, it's something that the principal and board of management need to know about. The Revenue Commissioners recently gave a very useful presentation on RCT and VAT, and we thought we'd pass on some of what we learned.

Who needs to know about RCT

As Boards of Management of schools are established under the Education Act 1998, and funded mainly out of public funds, they are considered to be a "Principal Contractor" for RCT. This applies not just to work that is funded by the DES (e.g. Summer Works Grant), but also to work that is funded by non-government sources (e.g. fundraising, voluntary contribution, etc.). Once your school is a Principal Contractor, RCT applies to all construction work.

Where does the VAT come in?

Construction is liable for what's called "reverse charge" VAT. Normally, if you buy something (whether it's a service or a product), you pay both the price/charge AND the VAT. For instance, if you buy something for €100 excluding VAT, and the VAT is 23%, you'll pay €123 (price inclusive of VAT) for whatever it is you're buying. In turn, the seller keeps the €100, and pays the €23 to the government when they make their VAT return. It's different with construction. If you're a principal contractor, you pay the ex-VAT amount (€100) to the seller (builder, sub-

contractor, whatever), and you pay the €23 to the government, on your VAT return. Which means, of course, that you must be registered for VAT.

ROS (Revenue Online Service)

You're probably already registered for ROS, for the PAYE/PRSI you pay in relation to staff employed in the school. RCT uses ROS for notifications (Contract, Payment) and deductions. You'll need to register with ROS as a Principal Contractor.

Notifications

Contract Notification: This is where you notify Revenue of the contract. The notification has to include specific information, details of which are available in the Revenue Guidelines, available here: www.revenue.ie/en/tax/rct/guidance-contract-notification.pdf Once the Contract Notification has been sent in (through ROS), you'll get back a Contract ID, and a Site Identification Number. These make sure that works are 'attached' to the correct contract/site. No payment should be made to a sub-contractor unless the contract has been notified

Payment Notification (PN): This is where you notify Revenue before making a payment. This is really important, because Revenue can't issue the next bit, the Deduction Authorisation, until the PN has been received. Without the Deduction Authorisation, you won't know how much to deduct from the payment.

Deduction Authorisation: This tells you how much you're to deduct from the payment. If

Electricity Contract with Electric Ireland 51 Educate Together schools have been offered an electricity contract with Electric Ireland from the Office of Government Procurement (OGP). The Contracts were sent out in December and January, with a reminder March from Electric Ireland. The School Procurement Unit (SPU) have asked us to remind schools to return the Contracts as soon as possible. So please check your busy in-tray, and if there's a Contract there, please return it as soon as you can.

you make the payment without knowing this, and you don't take enough, the school could end up having to pay it, in addition to a fairly hefty penalty (up to 35% of the total cost of the work done). That's a LOT of fundraising.

Note: It's up to the principal contractor (you!) to make sure you know who the sub-contractor is, and to get a VAT invoice/ document (written!) from them. Even if the VAT is zero.

VAT Reverse Charge

You'll need to register for VAT. Unfortunately, this doesn't mean that the school will be able to reclaim VAT. It's not always easy to know how much VAT should be charged, sometimes it's zero, sometimes 13.5%, sometimes 23%. If you're not sure, contact your local tax inspector (see next paragraph for contact details). It's important that your contract clearly sets out all the works being done, products being bought, etc., as that's the starting point for the Revenue in working out the VAT rate.

What if we make a complete mess of it?

There is a very limited space in which to fix things. As soon as you realise something hasn't been done, or hasn't been done properly, contact your local tax inspector. You'll find contact details for them here: <http://www.revenue.ie/en/contact/#>

They can work with you to fix whatever's gone wrong, and help you put systems in place to make sure it doesn't happen in future contracts. I asked when was too late to contact the tax inspector: "When s/he contacts you!". Make sure you contact them first. There are so many checks and balances in the system, and so much is now online, that any school not in compliance will hit the Revenue's radar, sooner or later.

The three main things I took from the presentation are:

1. If in doubt, contact your local tax inspector. They're there to help.
2. Make sure your contract is clear on what is being bought/paid for.
3. Make sure you have sufficient information to identify the sub-contractor (including contact details, contract, and VAT invoice).

Board of Management Training (Primary)

We've one more training session before the end of the school year: Financial Management, on the 28th May 2016, in Dublin. To book your place on this training, please email James at james.mcglynn@educatetogether.ie

We had also arranged training on Recruitment and Appointment of staff, but we've postponed this, as the module is currently under review, with the various changes that have taken place around recruitment and appointment. We will let schools know as soon as a new date has been arranged.

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| Financial Management | <p>Collective responsibility of the Board of all financial matters</p> <p>Roles and responsibilities of the Treasurer</p> <p>Establishing good accounting practices</p> | Members of Boards of Management of Primary Schools | Dublin 28 May 2016 |
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