

termtalk



- > GTCNI Annual Lecture
- > Nursery Conference
- > Good relations in Schools
- > Snapshot of Democracy DVD



Letter from the registrar

Welcome to this our last edition of **termtalk** in this school year. This edition continues with our tradition of showcasing not just the work of the Council, but also the work of those we consider partner agencies serving the needs of our children, such as the Community Relation's Council and the Stormont Education Service both of which feature in this edition.

The Council's Annual Lecture features prominently and I would encourage you to download the complete text from our ARRTS repository in order that you might fully appreciate Professor Gardner's arguments. We were particularly honoured that John, who is the President of BERA this year, undertook to deliver our fifth Annual Lecture.

In keeping with our philosophy of outreach the Council, in partnership with RTU, held the first ever province-wide conference of nursery principals and will extend the programme in the coming year to nursery units in primary schools.

On behalf of the Council I would like to take this opportunity to encourage you to vote in our upcoming election and also to wish you all a restful and reinvigorating break over the summer.

Eddie McArdle

Eddie McArdle
Registrar GTCNI

Would you like to share an education article with *termtalk* and the teaching profession?
email: termtalk@gtcni.org.uk

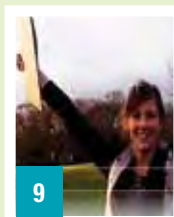
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General Teaching Council
for Northern Ireland

Don't miss your opportunity to vote

The GTCNI elections offer you the opportunity to make your voice heard.



All teachers will be acutely aware that the future direction of education policy needs to take cognisance of the 'voice of profession'. With the forthcoming election of teacher representatives to the Council, every registered teacher now has an opportunity to shape the future of education in Northern Ireland. This is an opportunity to make your voice heard. Shortly you will be receiving election statements from candidates standing in your category/constituency and the relevant ballot paper. You are strongly urged to vote to give the new Council the best possible mandate when it takes up its term of office this October. Working together, the Council and the profession can help shape the future direction of education policy in Northern Ireland.

Key dates to remember

Ballot papers distributed 24 May 2010

Ballot papers returned 11 June 2010

Election count 12 June 2010

Election results 14 June 2010

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Registration Update

The 2010/2011 registration fee collection is underway.

The 2010 fee of £44 was deducted from the April 2010 salaries, for all those teachers in permanent employment and for the majority of substitute supply teachers whose salaries were paid by the Department of Education.

A fee allowance payment of £44, paid by the Department of Education, was made at the same time. Data files containing details of all those teachers for whom a GTCNI 2010 Registration Fee was deducted, are being forwarded to the Council from the Department of Education and from each of the Voluntary Grammar Schools.

Once this information has been received, the Council updates

each of the corresponding teachers' records and issues a certificate of registration to each teacher, for the 2010/2011 Registration Year.

Further to the automatic deduction process, the Council will then, in June 2010, write to any remaining registered teachers to request payment of the Registration Fee. This usually affects those individuals who did not undertake paid work, as a teacher, during the month of April and some substitute supply teachers. Payment of an outstanding Registration Fee is very straight forward. If you

receive an invoice from the Council, it can now be paid online, by credit and debit card, or over the phone. Alternatively payment can still be made by cheque.

Any teacher making such a payment will be issued with a certificate of registration and a form enabling them to claim a fee allowance payment from the Department of Education.

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The GTCNI Annual Lecture for 2010

Realizing Our Potential

Professor John Gardner delivered the **GTCNI 5th Annual Lecture at St Mary's University College on 22 April**. In a wide-ranging and thought provoking lecture, Professor Gardner addressed the theme **Realizing Our Potential**. In this context, he referred to the capacity of our education system to ensure that we give every person, from child to adult, every opportunity and facility to **realize their potential** – to be the best that they can be and to succeed.

Referring to his wide international experience, Professor Gardner stated that concerned parents, concerned legislators and concerned educationalists world-wide, had the desire that every young person was able to thrive and flourish.

Picking up on the theme What is an education system for? Professor Gardner identified four aspirations that he hoped most educationalists would sign up to. He emphasised that a modern education system needs to ensure that every child should:

- be prepared for independent living;
- develop a healthy and positive disposition to life;
- contribute to their community and society; and
- be helped to develop their full potential.

Turning to specifics, Professor Gardner did not shy away from 'hard issues'. In relation to pupil performance he stated: "The fact that schools within the same catchment area, with the same range of pupils and social



backgrounds, can perform quite differently in the extent to which they enable their pupils to succeed; the causes of such disparities do not necessarily lie with the children or their parents, the time-honoured excuses for poor school performance."

In this context, Professor Gardner addressed the crucial area of school leadership. Referring to the Chief Inspector's reports over recent years, he argued that in some schools the quality of leadership and management needs to be improved stating that, "poor leadership has a litany of cascading effects. It can hinder improvement,



cause disaffection among pupils and teachers, depress pupil performance and undermine pupils' life-chances." However, Professor Gardner acknowledged that currently the breadth of responsibilities principals carry is huge and he emphasised that

research clearly identifies the overburdened role, poor support and lack of financial rewards as a key factor in making headship unattractive. Pointedly he concluded that something has to give!

Turning to another significant issue Professor Gardner emphasised that schools need to be happy places that promote pupils' learning. They need to be places that children and young people want to go to. Emphasising the United Nations Convention on the Rights of the Child (UNCRC), he called for meaningful participation for children and young people in the educative and schooling process. He also called for a greater and more profound professional dialogue which emphasises the importance of pupils' learning. This, he argued, was in contrast with the present emphasis on teaching. Picking up on target setting, Professor Gardner warned against potential dangers associated with its misuse. He suggested that if teachers and schools concentrate too much on achieving the targets, that is, the tools of improvement, they run the risk of losing sight of the purpose, and that has to be helping pupils to

learn and realize their potential. Professor Gardner concluded his lecture by addressing the issue of selection at 11.

Quite bluntly he stated: "How can all children realize their potential if we tell half of them at 11 years of age that they have already failed?" **gtcni**

“
How can all children realize their potential if we tell half of them at 11 years of age that they have already failed?
 ”

Prof John Gardner delivering his lecture on 'Realizing Our Potential' at the Annual Lecture at St Mary's University College, Belfast.



Above L-R. Claire Gardner, Sally McKee (Chair, GTCNI), Prof John Gardner (QUB), Dr Despina Galanouli (QUB), Prof Peter Finn (Principal, St Mary's University College, Belfast).

The full text of Professor Gardner's lecture is available via the Council's Research Repository ARRTS <http://arrts.gtcni.org.uk/gtcni/>

Celebrating Nursery School Principles & Practice

The Council's recent conference for nursery principals organised in partnership with the Regional Training Unit attracted a large audience. **Margaret Edgington, the keynote speaker**, outlines why we should celebrate the work of the nursery sector.



Nursery schools have a long, proud tradition in the UK and have influenced practice in many parts of the world. Key characteristics of nursery schools include their specialist staff team, led by a headteacher who is an expert in the education of young children.

They focus only on the needs of very young children and are not constrained by top down pressures. They are small in scale and offer a real sense of community inclusion to children and families. Sir Christopher Ball, when speaking about optimum size for a primary school, said that a school was too big if the headteacher did not know the name of every pupil. In nursery schools, headteachers pride themselves in knowing, not only the name of every child, but also the name of every parent.

Nursery schools have been pioneers of innovative early years' practice, which others can learn from. They are central to influencing quality across all sectors and should be seen as the early years education equivalent of the teaching hospital. Three broad principles/beliefs underpin the best nursery school practice.

1. Each child is a unique individual with many strengths and capabilities

Nursery school teams ensure that every child and family experiences positive transitions which focus on them as individuals and help them feel safe and secure. High value is placed on emotional well-being and there is a strong emphasis on the development of positive attitudes and dispositions, ensuring that all children have high self-esteem and become life-long learners. This is achieved by ensuring that practice is developmentally appropriate, builds on what children already know and can do, and recognises the normal differences (of life experience, rate of development and personality) between individual children at this stage of their lives. Boys' need for a more active approach to learning is well catered for by the strong outdoor curriculum, which motivates them to access resources (such as books and mark-making materials) they would shy away from indoors. In using the outdoors, children are also able to learn in adventurous ways which teach them to assess risk and know their own strengths and limitations.

2. The environment and ethos is inclusive and promotes high expectations of independence, choice, responsibility and learning

In nursery schools all families and children are enabled to participate fully and no-one is excluded. Headteachers go that extra mile to reach out to the most needy to ensure they feel included and can participate. They admit children with a range of special needs, with provision and approaches being appropriately adapted so all needs are catered for. The environment, indoors and outside, is organised so that it is accessible to children and offers a range of meaningful, active contexts for learning which connect with prior real experience. These contexts include role-play and real life experiences such as gardening, where labelling the seeds planted provides an irresistible context for mark-making. Children are encouraged to initiate their own learning within a framework of high expectations for behaviour – including the expectation that they will take responsibility for tidying away. Nursery school teams take a 'can do' approach and expect



Leadership for learning may be a particularly important offering by maintained nursery schools." (p.23) English nursery schools, which have taken on additional outreach work with parents and with staff in other settings, nearly always have a headteacher with little or no teaching responsibility and a deputy or senior teacher to provide support. Some have additional staff to take on work within the community. In Northern Ireland, this is not the case. There is a wealth of expertise within the nursery schools and there is certainly potential for these schools to take a more prominent role in modelling best practice with others. However, if this is to happen, the unanimous calls

children to be competent learners. They do not say things like 'our children wouldn't be able to do that.' To support learning, adults employ a range of interactive strategies – particularly to help children negotiate with each other and to encourage 'sustained-shared thinking'.

3. Specialist teams work and learn together to ensure that all children reach their full potential

All of the above practices depend on well-qualified staff teams who:

- develop strong partnerships with parents and other practitioners who know the child;
- use their good knowledge of child development and how children learn as well as of curriculum content – using observation based assessment to identify and plan for individual needs; and
- reflect, evaluate and engage with professional development activities together.

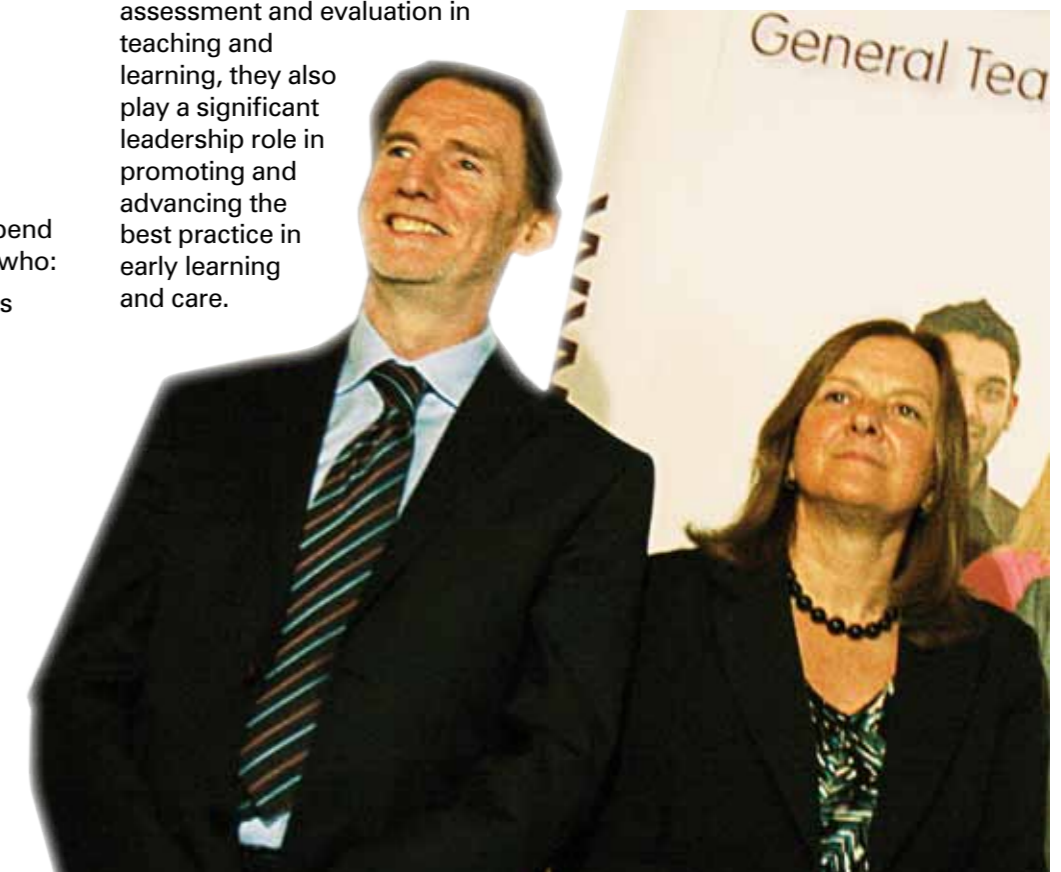
Early Education, in its recent report on English

nursery schools (Nursery Schools Now, 2009) concluded:

"Not only do maintained nursery schools have an amassed experience and understanding of child development, curriculum, planning, pedagogy, formative assessment and evaluation in teaching and learning, they also play a significant leadership role in promoting and advancing the best practice in early learning and care.

from the conference discussion groups, for more principal release time, should not be ignored. **gtcni**

Below Dr Tom Hesketh (Director, RTU) and Margaret Edgington (Speaker) look to the future of nursery education.



ICT Conference


The ICT for Education Conference 2010 is being held on Friday 4th June at the Hilton hotel, Belfast. It will address the issues facing those responsible for using ICT to achieve the highest educational standards. It will also look at how successful schools use ICT within an educational framework. For further information visit www.ictforeducation.co.uk 



Northern Ireland Biology Olympiad



Dr O'Kane congratulated Emma O'Deorain, St Cecilia's College.

Emma O'Deorain a Year 13 pupil from St Cecilia's College, Derry has won joint first place in the first ever Northern Ireland Biology Olympiad which was hosted at the University of Ulster in February 2010, securing a place in the South Korean final in July 2010. 

ICEP Europe



The Advanced Diploma in Professional Development (Adv Dip PD) Inclusive Education. A collaborative online course offered by Queens University Belfast in conjunction with ICEP Europe - is due to commence in September 2010 and applications are being accepted until 25th June. For further information, contact 0208 354 7592, email info@icepe.eu or visit www.icepe.co.uk

Dyslexia: Making the Most of your Child's Potential by ICEP Europe was launched on 10th May 2010 as a new online course for parents of children with dyslexia. Parents can enrol at any time. To find out more visit www.icepe.co.uk or contact 0208 354 7592 for further information. 



Internet Safety

NI Direct has developed internet safety advice for young people and parents with the 'Click clever, click safe' code. The code wants young people to do 3 simple things:

- Zip it;
- Block it; and
- Flag it.



To find out more visit www.nidirect.gov.uk/clicksafe 

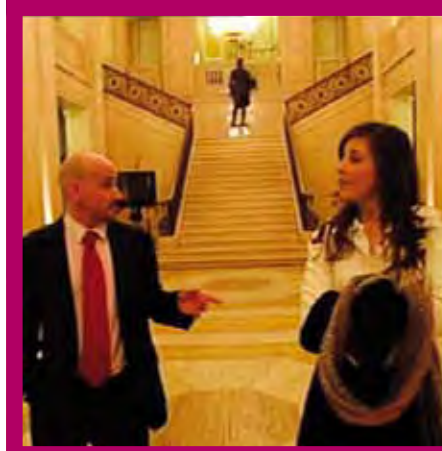
Northern Ireland Assembly launches new DVD: "A Snapshot of Democracy"

On 8 June the **Education Service of the Northern Ireland Assembly** will launch a new DVD which aims to demystify the world of politics. The DVD will **encourage young people** to see how decisions made in Parliament Buildings have an impact on their own lives.

The launch event, to be held at Parliament Buildings, is part of the Education Service's Conference for Teachers of Key Stage 3 and 4. This Conference is an opportunity to find out about new teaching resources and the work of the education services at the Northern Ireland Assembly and Westminster.


The DVD entitled *A Snapshot of Democracy* is a free resource aimed at post-primary pupils and has been designed to support the Northern Ireland Curriculum in the area of Learning for Life and Work, specifically democracy and active participation.

The DVD is presented in four 'bite-size' chapters, opening with an introduction to democracy, then moving on to explore how the Assembly works, both in scrutinising (check and monitor) Northern Ireland Departments and making laws, and how to get involved. The star of the DVD



is 16 year old Carla. We see the Assembly through her eyes as she asks questions about how the democratic institutions operate in Northern Ireland. Carla enquires about issues like democracy, free speech, committees, the Executive, Ministers, getting involved with MLAs and their roles.

The film is the result of collaboration between the Education Service and Assembly Broadcasting (Pi Communications) and is scripted in child friendly language, designed to be accessible to young people. Each chapter lasts approximately 10 minutes and is complemented by a resource pack with practical ideas for classroom activities.

Every post-primary school in Northern Ireland will receive a copy of the DVD and the resource will also be available on the Education Service website at: <http://education.niassembly.gov.uk> 



For more information
call the Education Service
on

028 9052 1857 or email

education.service@niassembly.gov.uk

Schools and Good Community Relations

The **Community Relations Council** in partnership with the **Equality Commission** has recently launched the **Good Relations Forum Challenge Paper**.

The objective of this publication is to help schools and the wider education service develop a strategy to meet the needs of the 21st Century.

The key recommendations set out in the document include:

- that good relations become a compulsory part of the schools curriculum;
- that local schools are encouraged to work together more, particularly on a cross-community basis, using existing educational reforms and programmes; and
- that schools engage with and work more with local communities.

The Challenge Paper also highlights a number of ways that schools can get involved including:

- encouraging local community groups and people from all backgrounds and cultures to use school facilities;
- sharing and publicising successful good relations work; and
- providing schools experience in different school sectors for student teachers.

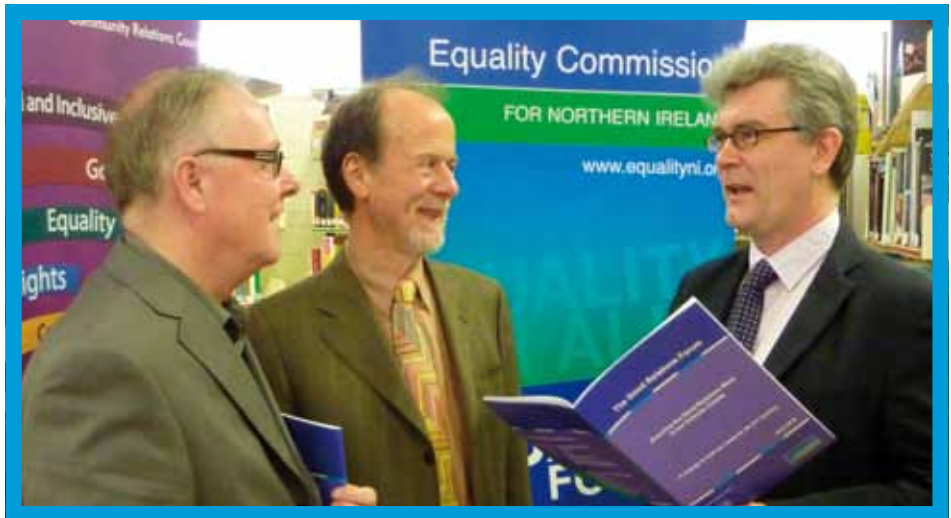
Speaking at the launch Bob Collins, the Chief Commissioner of the Equality Commission commented:

“Our society is still struggling to be free of the legacy of the past. We owe it to future generations not to return to those dark days. We need to focus on what we can do to build a more cohesive, shared and integrated society. Schools have an important role to play.

They can give young people the skills to resist sectarianism and racism that unfortunately still exist in our society. We therefore believe that teaching and practising good relations in our schools is something that can no longer be avoided or seen as optional.”



Above L-R. Denis Rooney (Chair, International Fund for Ireland), Bob Collins (Chief Commissioner, Equality Commission), Duncan Morrow (Chief Executive, Community Relations Council), John Graham (Principal, Belfast Model School for Girls), Tony McCusker (Chair, Community Relations Council).




Above L-R. Tony McCusker (Chair, Community Relations Council), Bob Collins (Chief Commissioner, Equality Commission) and Professor Tony Gallagher (Head of School of Education, QUB).

In his foreword to the publication Sir George Bain wrote:

“Schooling can help to counteract the negative views – hate, bigotry and prejudice – that exist in our society, and promote the healing of community divisions.”

The paper challenges the public sector and the community to

take a new look at how schools and the communities they serve can be supported to reach out across the community divide to make good community relations a reality, to collaborate more, to share resources and to embed the teaching of good relations in schools. 

The full document is available on www.equalityni.org/ or www.nicrc.org.uk or in hard copy from the Equality Commission 028 9050 0600 or the Community Relations Council 028 9022 7500

CLICK: a regular feature book-marking educational resource and information websites: this term's clicks bring together research into teaching and learning in schools.

According to recent local visitor Professor Michael Fullan (www.michaelfullan.ca), while classroom practice can lead our understanding of effectiveness, action research consolidates and explains it.

Starting locally, the General Teaching Council's own **ARRTS** (Access to Research Resources for Teachers Space) links local research evidence which can help teachers promote evidence-informed practice and decision-making. <http://arrts.gtcni.org.uk>

Other GTCs have similar sites to browse:
England: www.gtc.org.uk/teachers/rtf – spanning more than 50 classroom topics.

Scotland: www.gtc.org.uk/Research_/Research.aspx

And from the National College (formerly NCSL), **Teacher Research** supports teachers conducting educational research within their everyday classroom. www.teacherresearch.net/

The **Education Evidence Portal** is a multi-agency search site to make evidence on education and children's services accessible from a range of reputable sources using a single search.

www.eep.ac.uk/dnn2/Home/tabid/36/Default.aspx

(hint: look under *Links to eep organizations* for a longer list)

Veritable cornucopias of research findings "*trilled by practitioners and 'ready for action' in everyday work*" are found at the **Teaching and Learning Research Programme** www.tlrp.org/index.html

And, one click from the classroom, at the Teacher Training Resource Bank www.ttrb.ac.uk where they are grouped by curriculum subjects, key stages, aspects of learning and teaching and whole-school improvement.

A quick name-check: CERUK – Current Educational Research in the UK www.ceruk.ac.uk/

Regard - the **ESRC's** research database www.esrcsocietytoday.ac.uk/ESRCInfoCentre/

NFER - National Foundation for Educational Research www.nfer.ac.uk/

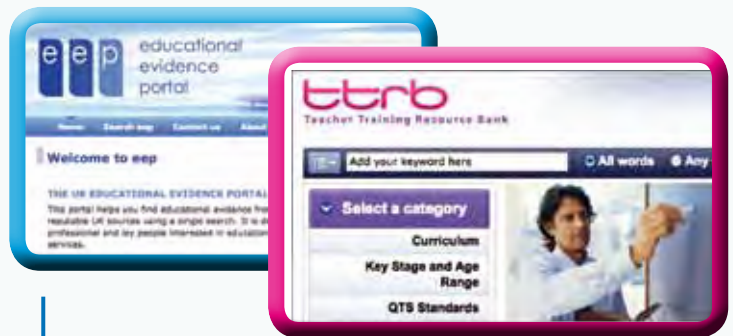
BERA – the **British Educational Research Association** – whose current President is QUB academic Professor John Gardner <http://www.bera.ac.uk>

and the **BEI** - British Education Index www.leeds.ac.uk/bei

BECTA disseminate robust evidence on the impact of ICT on education through desk-based research, fieldwork and grant aided research in every aspect of ICT in schools <http://research.becta.org.uk/>

And for those who also like their reading on dried inky pulp, the Institute for **Effective Education at the University of York** evaluates, and disseminates effective education programmes. www.york.ac.uk/iee/

In addition to their accessible online reviews of education research such as **Best Evidence Encyclopaedia UK** containing research-proven educational programmes for primary and secondary education



www.bestevidence.org.uk/ prints the excellent **Better: Evidence-based Education** magazine rooted in rigorous research on what really works in the classroom.

pre (Practical Research for Education) also comes through the post and is downloadable from the **NFER** at <http://www.pre-online.co.uk/>

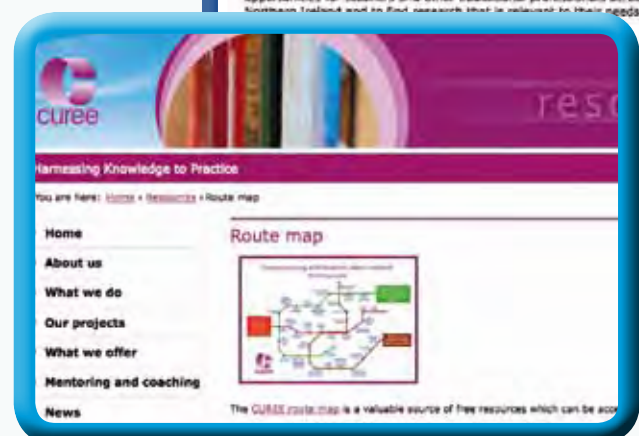
as does **Professional Teacher** from the **TDA** at: http://www.tda.gov.uk/about/professional_teacher.aspx

All three should be in your staffroom.

And, if I may be allowed a personal whinge (and why not?) it is that '**to Google**' is **not** a synonym for '**research**'. Learn, by example, how to use the Internet properly for research at: <http://www.vts.intute.ac.uk/about/>

Finally, I recommend highly the **Centre for the Use of Research and Evidence in Education** (Curee) www.curee-paccts.com/home who support practice-driven action research for organisational leadership and teaching and learning. Register and download onto your school intranet the clever "tube-map" of research resources at: <http://www.curee-paccts.com/resources/route-map>

If you'd like to share your favourite websites on this educational topic or on any other, email profjohn@gtcni.org.uk



Dr Despina Galanouli – A Profile

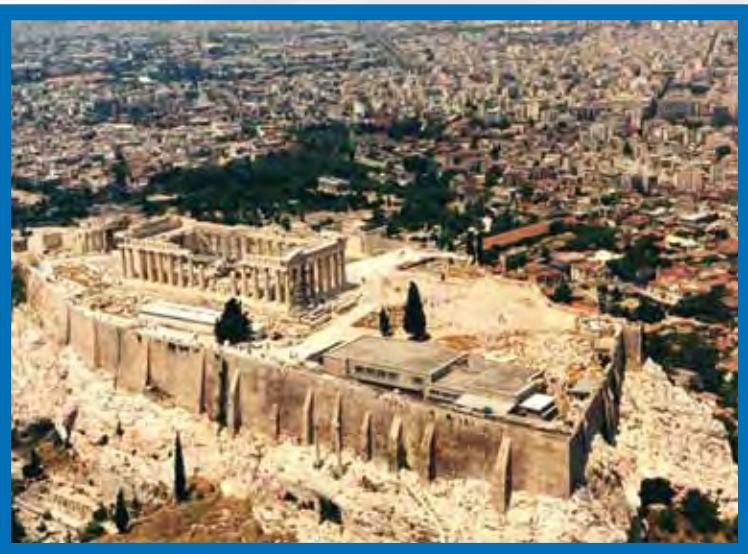
In collaboration with all the local Higher Education Institutions, the Council is currently undertaking a major survey of teachers.

Dr Despina Galanouli is leading the research project. In this edition of **termtalk**, we profile Debie and wish her well in carrying forward this important research.

I first came to Northern Ireland in 1991 as a postgraduate student in Computer Science and its Applications at Queen's, Belfast. Back in Athens, I had spent a number of years working for the



Civil Service after qualifying as a post-primary teacher of French in 1989 from the National and Kapodistrian University of Athens. I worked for Queen's Computer Centre for some years and took an MSc in Computer-Based Learning in 1997. I have worked in various educational contexts including teaching languages (French, English and Greek) and also ICT. In 1999, I took up my post as a research officer at the University of Ulster on a project relating to ICT and teacher education, until 2001, when I moved back to Queen's as a Teaching and Learning Officer. I was then appointed as a research



assistant in the School of Education in 2003.


I am now a research fellow having completed my studies for a PhD in the area of government initiatives for teacher professional development in ICT in 2008.

I have worked in various projects involving such topics as pupil voice and assessment. In 2009, I was awarded an ESRC fellowship to work with DEL and DE to make research findings more accessible to policymakers. I started working with the GTCNI in 2009 when I undertook to prepare a literature review on models of school-based professional development.

This year, I have been working directly for the Council managing the teacher survey project, which represents a vital means of promoting and representing the views of teachers. I am

also working to expand the ARRTS research repository: the Council's innovative facility for providing teachers with better access to literature on evidence-based practice.

Perhaps even more interesting, is the opportunity to assist with a pilot scheme on a relatively new form of professional development known as *Research Lesson Study*.

The most exciting part of my work to date has been meeting teachers from all kinds of schools and I am very much looking forward to working with them in a variety of professional development contexts over the coming year. 

To find out more about Debie's education research projects and the pilot RLS study email: termtalk@gtcni.org.uk

The Right Way Forward for Teacher Professional Development?

Dr Despina Galanouli reviews an innovative approach to **school-based professional development**. This is based on a report which will shortly be issued to all schools in Northern Ireland.

Research Lesson Study (RLS) is a relatively new approach to school-based teacher professional development (PD) originating from Japan.

RLS promotes collaboration among teachers and the creation of communities of practice focusing on pupil learning. The RLS cycle involves the following steps:

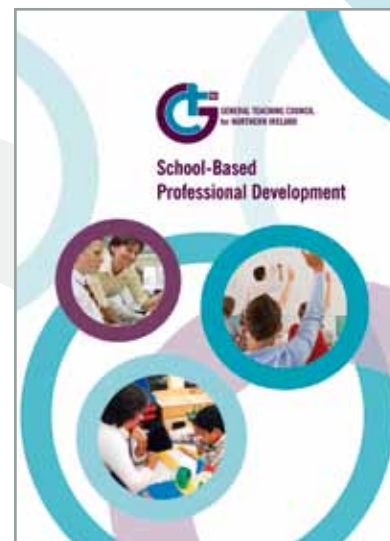
- A group of teachers in the same school or in a network of schools plan a lesson together focusing on a specific pupil learning problem;
- One teacher from the group delivers the lesson while the others observe; the lesson can also be recorded;
- The group meet again to de-construct the lesson, reflect on and discuss what went well and what didn't, and make changes;
- The revised lesson is delivered by the same or a different teacher from the group;
- This cycle continues until the optimum results are obtained in the classroom;
- Lessons learnt through the above process are disseminated within and across schools.

Although in practice in Japan since the 1870s, RLS became known to the West and specifically the USA in 1999, through Stigler and Hiebert's book, *'The Teaching Gap'*. This describes how pupils from countries where RLS was widely used, had the best results

in international Mathematics tests. Since then, research on the use of RLS has been on the increase and this model of professional development has spread across 32 US states and more recently in the UK.




In England, training on RLS is currently available for primary teachers and there are 2000 leading teachers who are trained and funded to support colleagues in other schools using RLS. This development came as a result of the work of Pete Dudley, an ESRC fellow (2003-2009) and also a Director of National Strategies in the Primary sector. Pete Dudley and his colleagues successfully trialled RLS in England in both primary and post-primary schools (more information on his work can be accessed at <http://www.tlrp.org/proj/phase111/rtfdudley.htm>)



But what makes this school-based activity a good model of professional development? The answer lies in its peer-to-peer design – more details at <http://arrts.gtcni.org.uk>

1. It enables teachers to take initiative and responsibility for their own learning.
2. Teachers are involved in its planning, development and implementation.
3. Its classroom-based focus ensures relevance to teachers' own teaching and pupil learning.
4. Support is guaranteed through groups of teachers working on the same lesson.

The GTCNI considers RLS to be an innovative model of CPD that is in line with the Council's views on teaching as a reflective profession. The Council is currently working with the Regional Training Unit on a small-scale pilot of RLS. It is hoped that, if successful, a larger scale project centrally funded could be launched in the near future. 

In this issue of termtalk
**Professor Laura Lundy of the School of
Education at Queen's University Belfast**
reviews crucial legal guidelines
for all teachers.



Legallines aims to support teachers with respect to competence 13 of the Council's Competence Framework which states that, "teachers will have developed a knowledge and understanding of the statutory framework pertaining to education and schooling and their specific responsibilities emanating from it." In this edition, Laura addresses the difficult issue of pupil detentions.

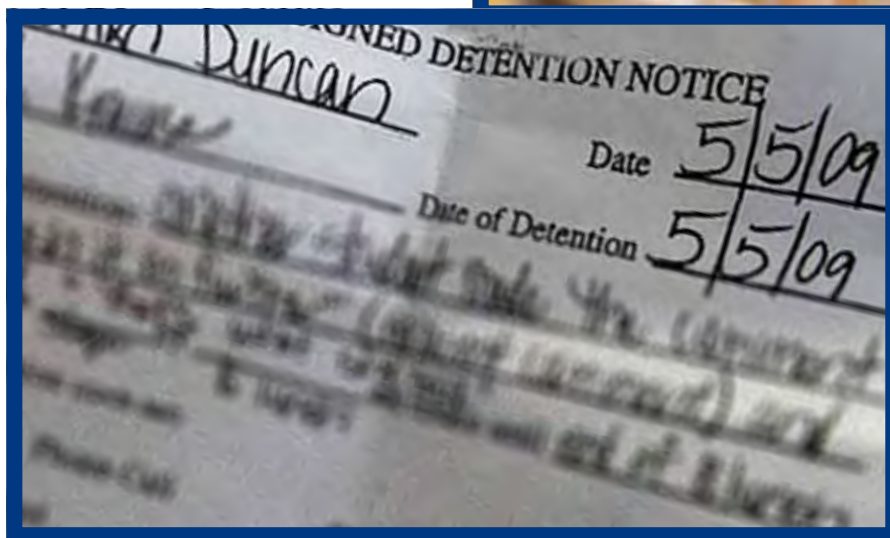
Requiring a child to stay behind at the end of a school day is a form of punishment used commonly by

“
...addressing the difficult
issue of pupil detention
at school - is it a matter
of consent or policy?
”



The difficult issue of pupil detentions

schools, particularly secondary schools. Prior to 1998 there was no specific statutory provision on the use of detention. However, it was clear that detaining a child without parental consent could amount to false imprisonment which is a criminal offence and can be the basis for a claim for damages. The government was conscious of teachers' vulnerability in this area and article 5 of the Education (NI) Order 1998 now regulates the circumstances when a pupil under the age of eighteen may be required to spend time in detention. This provides that a detention will not be unlawful by virtue of the lack of parental consent provided



certain conditions are satisfied.

First, the principal of the school must have previously determined that detention is one of the disciplinary measures employed by the school. This must be made known within the school and steps must have been taken for this to be brought to the attention of the parents of all pupils – usually achieved through distribution of the disciplinary policy. Secondly, the detention must be imposed by the principal or another teacher specifically or generally authorized to do so.

This might be the year head or class tutor provided that this has

been authorized – evidenced by its inclusion in the disciplinary policy. Finally, the pupil's parents must have been given at least 24 hours' notice in writing that the detention was due to take place.


This last condition should prevent the type of situation which schools would wish to avoid, that is, where a child is kept back, misses the bus home and has to walk a long distance or through areas considered to be unsafe.

The detention must also be reasonable in all the circumstances. In deciding whether it is reasonable, the principal must take into account a number of factors. The first is

whether the detention constitutes a proportionate punishment in the circumstances. Secondly, regard must be given to any special circumstances which are known to the person imposing the detention including: the pupil's age, any special educational needs, any religious requirements affecting him or her and where arrangements have to be made for travel, whether suitable alternative arrangements can reasonably be made by his or her parent.

These considerations are not exhaustive. Moreover, mass detentions should be avoided as it is uncertain whether these can be considered to be lawful.

The requirements in article 5 of the 1998 Order only apply to pupils who have not attained the age of 18.

If a pupil is 18, the school would need to have the pupil's consent to undergo detention if it wishes to avoid a potential action for false imprisonment. If the pupil refuses to give that consent, the school may wish to consider further disciplinary measures (e.g. suspension) for failure to comply with the approved punishment. 

No credit crunch at the Teachers' Credit Union



BTCU is a financial co-operative, owned and controlled by its 2000 members. It is a '**not-for-profit**' organisation which exists solely to benefit members.

WHO RUNS BTCU?

BTCU is managed by a voluntary Board of Directors, elected by members at a General Meeting. The Board appoints a Credit Committee with the responsibility of granting loans to members.

WHO MONITORS BTCU?

The Credit Union is affiliated to the Irish League of Credit Unions which acts in a monitoring and advisory capacity. A Supervisory Committee of ordinary members is elected at the AGM to act as internal auditors. A full external audit is carried out annually by a professional firm.

WHO IS ELIGIBLE FOR MEMBERSHIP OF BTCU?

BTCU serves all teachers, lecturers and trainers in Northern Ireland. Membership is open to those in all educational establishments - Nursery, Primary, Secondary, Further and Higher Education. Spouses of members are also eligible to apply for membership.

HOW DO I BECOME A MEMBER OF BTCU?

Membership Application Forms are available for collection from our office or can be posted on request.

All applications must be supported by documents to validate both the applicant's identity (photo ID) and home address (bank statement or utility bill). A current Teachers' Reference Number is required.

ARE MY SAVINGS SAFE?

The Irish League of Credit Unions operates a SAVING PROTECTION SCHEME for all affiliated credit unions. This ensures that all members' savings are guaranteed



in the event of financial failure. No member of any Credit Union affiliated to ILCU has lost a penny of their savings.

HOW DOES A CREDIT UNION DIFFER FROM OTHER FINANCIAL INSTITUTIONS?

Credit Union members are shareholders and not customers and share the annual surplus as dividend. BTCU charges loan interest monthly, on the decreasing loan balance only. Apart from a £1 joining fee, there are no charges!

All Shares and Loans are covered by life insurance at NO COST to the member. The credit union finances insurance premiums as an operating cost.

SUMMARY OF BTCU MEMBERSHIP BENEFITS

- Low Loan Rates
- Competitive Return on Savings
- Free Loan Protection
- Free Savings Protection
- Free Death Benefit Insurance
- No Fees or Hidden Charges
- Professional, Confidential Service
- Personal Approach

How to contact the Teachers' Credit Union?

BTCU (Credit Union) Ltd, 95 Finaghy Road South,
BELFAST BT10 0BY
Tel: 028 90 309770

Email: belfastteachers@btconnect.com Website: www.btcu.co.uk

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