



TEACHERS' UNION OF IRELAND / AONTAS MÚINTEOIRÍ ÉIREANN

# news

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WELCOME TO TEACHING – A GUIDE FOR NEW MEMBERS  
GENDER IMBALANCES IN IRISH EDUCATION  
TUI CREDIT UNION CELEBRATES 40 YEARS PENSION ISSUES



# Cover Story

## Social Partnership – A Fair Deal?

With social partnership in Ireland now 20 years old, TUI General Secretary Jim Dorney examines its ups and downs and highlights the negative effect of rising inflation in the context of Towards 2016.

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TUI PRESIDENT, TIM O'MEARA

Welcome back to another academic year to every TUI member. I hope the poor weather didn't impact too negatively on the summer break and that you are invigorated to face the many challenges the new term will present.

As you can see from the cover image, the issue of social partnership will be a crucial one for TUI and all other unions over the coming months. We believe it is high time that Social Partnership Agreements are re-examined given, as is the case with the Towards 2016 Agreement, that pay increases do not even compensate for increases in inflation and there are still onerous requirements from workers to draw down the meagre pay rises they provide.

As the General Secretary states in his article, this country has benefited well from pay deals in the past, but it is near impossible to see them continuing in their current form when workers effectively lose out.

TUI has always acknowledged the fine work carried out by schools that do not operate selective enrolment procedures, and accept all students from within their community. TUI calls on the Minister to review the state funding of fee-paying schools. Essentially, such schools are selective in their enrolment procedures by virtue of their fee-paying status. It is not fair that some schools can work from a pedestal provided by a dual funding mechanism provided by state subvention and student fees.

This considerable added fiscal clout allows for the establishment of smaller classes and better facilities for those who can afford it. TUI recognises that the Leaving Certificate causes an increased level of stress for many young people. We are therefore committed to working with all the education partners to agree an approach by which this stress can be reduced. We look forward to further consultation with all the education partners on the best way forward to benefit future students.

Leaving Certificate results generated much debate on the fall in the numbers of students taking science subjects. The Department has failed to move on the recommendations of the Task Force on the Physical Sciences in relation to laboratory technicians. This lack of commitment on the part of the Government to increasing the numbers taking science subjects at second level or to supporting the quality of science teaching that is required in the 21st Century is appalling. Recruitment of laboratory assistants for our schools would signal a clear commitment to tackling this issue.

With the rise of immigration into Ireland, proficiency in English is key to preventing social marginalisation: it is critically important for social cohesion. Massive social, economic and cultural problems arise from social segregation, ghettoisation and discrimination. TUI believes the approach by the state is ad hoc, complacent, casual, and short-sighted. The Minister stated in 2006 that "a more targeted approach is needed for the teaching of English within our schools for non-national children". The Minister's modest interventions to date do not amount to a targeted or strategic response. Our schools must have the resources to meet the needs of the international students enrolled in our schools now who have little or no English.

TUI believes the Minister must increase the funding of apprenticeship education in this country. In the frenzy that accompanies the publication of first round CAO offers, the apprenticeship option is far too often overlooked in terms of career satisfaction, earning potential and the development of entrepreneurial talent. This path is also vital to the healthy running of a modern economy and there is ample evidence that those who

have completed apprenticeships are ahead of the game. I would encourage young men and women to seriously consider entering one of the 26 registered trades.

Negotiations are ongoing with the Department of Education and Science in relation to new management and support structures for dedicated Further Education Colleges. On a related matter, members and branches will be pleased to note that the implementation of new assessment procedures in respect of further education and training courses leading to FETAC accreditation has been deferred to July 2008. This was agreed by FETAC as a consequence of strong representations from the TUI. In the coming months the TUI will continue to meet with FETAC, the IVEA and the Department to secure the resources, systems and supports necessary to enable the suite of new quality assurance procedures to be implemented without a diminution of members conditions.

Finally, I would encourage every new entrant to the teaching and lecturing profession and those who have not yet become members to join TUI immediately. Put simply, those who are not members leave themselves extremely vulnerable should a complication of any kind arise within their professional lives. There is no one so strong or self-sufficient that they do not require the support of the union. Membership of TUI offers protection to individuals and a strong coherent national voice to promote the profession as a whole.

**With Kind Regards,**

A handwritten signature in black ink that reads "Tim O'Meara". The signature is written in a cursive, slightly slanted style.

Tim O'Meara, TUI President

# Social Partnership – A Fair Deal?

by Jim Dorney, General Secretary, TUI



Social partnership agreements are 20 years old this year, the first such agreement, the Programme for National Recovery having been negotiated in 1987. That agreement was followed by seven other agreements from 1991 to date. The latest agreement, Towards 2016, is at present in force. To mark the occasion, the Irish Municipal Public and Civil Trade Union (IMPACT) has commissioned a book outlining the history of these agreements. The book, entitled “Saving the Future” is written by Tim Hastings, Brian Sheehan and Padraig Yeates, all prominent industrial relations correspondents. The book is published by Blackhall Publishing and costs €20.

The first agreement, the Programme for National Recovery, was negotiated in very difficult circumstances, unemployment was at 18%, emigration was rampant, the national debt was £24 billion or 148% of GNP. The national agreement was

negotiated to address these problems and from a trade union perspective to create the climate in which the unacceptably high rate of employment could be addressed.

There can be no question but that the social partnership agreements, inter alia, contributed to stabilising the economy, reducing unemployment and laying a foundation for the relative prosperity which we experience today. Allied with the national agreements was the introduction of Benchmarking in the public service in the year 2000, the objective of which was, from the perspective of the official side, to bring, in its view, a more rational system of pay determination to the public service. The Benchmarking process was to replace the existing arbitration system based on cross-sectoral pay links whereby key grades were followed by others based on existing pay relationships. In pursuit of these objectives, the public service Benchmarking Body was

established in July, 2000, with the following approach:

- the need to recruit, retain and motivate staff with the qualifications, skills and flexibility required to exercise their different responsibilities;
- the need to ensure ongoing modernisation of the public service so that the public service can continue to adapt to necessary changes and to achieve greater efficiency and effectiveness;
- the need to ensure equity between employees in the public service and the private sector; and
- the need to underpin Ireland’s competitiveness and develop our economic prosperity on a sustainable basis.

Implementation of the Benchmarking Body's recommendations were to be within the context of the national agreement in force or to be negotiated.

In effect, this tied public servants modernisation into proposals contained in national agreements which may or may not have been acceptable to the groups concerned. This is particularly so when the proposals advanced by the official side are, in terms of accountability and additional work, opposed to delivery of service to the public.

Underlying the establishment of the Benchmarking Body's concerns were:

- (a) The breaking of cross-sectoral relativities; this was to be achieved by having all public service grades assessed for pay purposes at the same time; and
- (b) The rate of pay determined by job evaluation and research into pay rates of public service grades conducted by the Benchmarking Body.

In effect, the introduction of social partnership and the Public Service Benchmarking Body constituted a root and branch revision of public service pay determination.

The current agreement "Towards 2016" finishes for public servants in September 2008. It finishes for private sector unions at an earlier date. It is anticipated that discussions on a further agreement will commence in early 2008.

The increases in the present agreement are as follows:

- **3%** w.e.f. 1st December 2006
- **2%** w.e.f. 1st June 2007
- **2.5%** w.e.f. 1st March 2008
- **2.5%** w.e.f. 1st September 2008

In overall terms, the increase is 10.38% over 27 months or 4.6% annualised.

This presents a difficulty in that the anticipated increase in inflation in 2007 is over 5% p.a.. This effectively means that wages will not have kept pace with the cost of living, effectively a pay cut in circumstances in which the growth (GDP) in the economy in 2006 was running at 6% and the Central Bank forecast of a growth rate of 5.5% for 2007.



"Not only have wages not kept pace with inflation, but workers have not shared in the growth which they helped to create".

Not only have wages not kept pace with inflation, but workers have not shared in the growth which they helped to create. This is an issue that will have to be addressed in these wage agreements.

It is unclear what the nature of the public service Benchmarking Body's report will contain. Its findings are anxiously awaited. Allied to the wage agreement is the question of public service modernisation.

It is hard to see how modernisation can be demanded of persons where their wages are not even keeping pace with the level of inflation.

Another source of concern is the mechanism used by the ICTU for the acceptance or rejection of wage agreements. The pay and modernisation terms are subject to an aggregate vote of all the Congress affiliates. Whereas this may be understandable in respect of pay increases per se, it makes no sense for modernisation proposals for a specified group such as teachers to be accepted by other groups of workers who have no interest or concern with them. This is particularly difficult where the group concerned has rejected the modernisation proposals in respect of themselves only to find them imposed by others. In effect, it represents an imposition of conditions of service on a group of public servants by others with no legitimate interest in the matter. This issue has become hugely sensitive for teachers. This is an issue which requires to be addressed in any future agreement.

Taken overall, the new pay determination procedures may have contributed to the common good in the past. They have now been in place for a sufficient period of time to allow for a realistic assessment of their operation. We believe that they are now in need of revision and that such revision should be the subject of consideration in the next wage round.

How these issues are dealt with within the next wage agreement will be a measure of the transparency, openness and mutual concerns for all groups within our movement. In former days it was encapsulated by the slogan "all for each and each for all".

# Gender Imbalances in Irish Education

Minister Ms. Mary Hanafin, launched a new report on gender in Irish education recently entitled *Sé Sí*. This report gives an overview of the issue of gender in education from primary school right through to higher and further education.

The article focuses on chapter 8 of the Report in relation to Educational Personnel.

## Second Level Teachers

The report presents an overview of second level teachers by gender from 1985 to 2003. In 1985 the ratio among second level teachers was 50-50. From 1985 to 2003 while the number of female teachers at second level increased by 3,500 the number of male teachers in the second level system declined by 500 during the same period. The gender ratio is now approaching 60-40 in favour of women.

## See Table 8.5

### Gender Composition of Staffs in Second level schools 1985 to 2003

In 1985, 60% of the teachers in vocational schools were male and 54% of the teachers in community and comprehensive schools were male. However in the vocational schools and in community and comprehensive schools women began to outnumber men from the mid to the late 1990s.

Certain differences between the different second level sectors have become less pronounced over the last 20 year period. The highest concentrations of female teachers are in voluntary secondary schools (61% in 2003). While traditionally there were more male than females teachers in vocational schools and community and comprehensive schools, by 2003 the percentage of female teachers in these schools had increased to 57%.



MINISTER MARY HANAFIN PICTURED AT LAUNCH OF SÉ SÍ REPORT

## Posts of Responsibility

No data on the gender breakdown of post of responsibility holders in Vocational Schools.

It is remarkable that there is no information in the Report on the Gender breakdown of Post of Responsibility Holders in VEC schools. This means that we have no information in relation to the percentage breakdown of male and female principals, deputy principals, assistant principals and special duties teachers in any of the 33 VECs.

The Report states that “readily accessible information on the detail of posts of responsibility in the vocational sector is not available to the Department of Education and Science.” This is of particular concern to TUI, as the largest proportions of our members are employed in VEC schools. TUI calls on the Department of Education and Science to put in place as a matter of urgency a procedure for collection of gender related data from VECs.

Table 8.7 above gives the gender breakdown of posts of responsibility held in secondary and community and comprehensive schools. While this table sets out the data in respect of the gender of post of responsibility holders in May 2005,

a proper analysis is not possible as data in respect of the gender of post holders going back in time is not available.

Despite the fact that since 2003 the gender ratios of female to male teachers in all second level schools is approximately 60-40, female teachers are under represented from the level of assistant principal posts upwards. Table 8.7 illustrates that the higher the grade of teacher, the greater the level of under representation of women in such grades. The under representation is particularly evident in the C&C sector men outnumber women by 4:1 at the level of principal.

## Institutes of Technology

Table 8.11 gives the gender breakdown of full-time academic staff in the Institutes of Technology for the academic year 1998/1999 and 2003/04. This table illustrates that men outnumber women at all academic grades and that the proportion of women is particularly low at senior lecturer level. Even though there has been a major improvement in the proportion of women employed as full time academic members in the IOTs in the period between 1988/89 to 2003/2004, men continue to outnumber women among academic staff members in the Institutes of Technology.

**TABLE 8.5 TOTAL TEACHERS AT SECOND LEVEL 1980 - 2003**

Total Second Level Teachers				Secondary Teachers (Numbers)			Vocational Teachers (Numbers)			C&C Teachers Numbers					
	Male	Female	Total		Male	Female	Total		Male	Female	Total		Male	Female	Total
1980	6,064	6,951	13,015	1980	5,214	6,256	11,470	1980	:	:	4,633	1980	850	695	1,545
1985	9,525	9,502	19,027	1985	5,415	6,487	11,902	1985	2,943	2,006	4,949	1985	1,167	1,009	2,176
1990	9,242	9,506	18,748	1990	5,219	6,411	11,630	1990	2,783	2,042	4,825	1990	1,240	1,053	2,293
1995	9,447	11,193	20,640	1995	5,275	7,360	12,635	1995	2,753	2,433	5,186	1995	1,419	1,400	2,819
2000	9,029	12,072	21,101	2000	5,054	7,364	12,418	2000	2,608	3,017	5,625	2000	1,367	1,691	3,058
2003	9,016	13,046	22,062	2003	4,890	7,557	12,447	2003	2,544	3,389	5,933	2003	1,582	2,100	3,682

Total Second Level Teachers %				Secondary Teachers			Vocational Teachers			C&C Teachers					
	Male	Female	Total		Male	Female	Total		Male	Female	Total		Male	Female	Total
1985	50.1%	49.9%	100.0%	1985	45.5%	54.5%	100.0%	1985	59.5%	40.5%	100.0%	1985	53.6%	46.4%	100.0%
1990	49.3%	50.7%	100.0%	1990	44.9%	55.1%	100.0%	1990	57.7%	42.3%	100.0%	1990	54.1%	45.9%	100.0%
1995	45.8%	54.2%	100.0%	1995	41.7%	58.3%	100.0%	1995	53.1%	46.9%	100.0%	1995	50.3%	49.7%	100.0%
2000	42.8%	57.2%	100.0%	2000	40.7%	59.3%	100.0%	2000	46.4%	53.6%	100.0%	2000	44.7%	55.3%	100.0%
2003	40.9%	59.1%	100.0%	2003	39.3%	60.7%	100.0%	2003	42.9%	57.1%	100.0%	2003	43.0%	57.0%	100.0%

**TABLE 8.7 GENDER BREAKDOWN OF POSTS OF RESPONSIBILITY IN SECONDARY AND COMMUNITY & COMPREHENSIVE SCHOOLS, MAY 2005**

	Total Secondary & C&C		Secondary		Community & Comprehensive	
	Male	Female	Male	Female	Male	Female
Principals	366	178	280	157	86	21
Deputy/Vice principal	319	233	253	180	66	53
Assistant Principal/A Post	1,733	1,753	1,309	1,378	424	375
Special Duties/B Post	1,918	3,471	1,467	2,725	451	746
Special Functions	4	3	4	1	0	2
	4,340	5,638	3,313	4,441	1,027	1,197

	Total Secondary & C&C		Secondary		Community & Comprehensive	
	Male	Female	Male	Female	Male	Female
Principals	67.3%	32.7%	64.1%	35.9%	80.4%	19.6%
Deputy/Vice principal	57.8%	42.2%	58.4%	41.6%	55.5%	44.5%
Assistant Principal/A Post	49.7%	50.3%	48.7%	51.3%	53.1%	46.9%
Special Duties/B Post	35.6%	64.4%	35.0%	65.0%	37.7%	62.3%
Special Functions	57.1%	42.9%	80.0%	20.0%	0.0%	100.0%
	43.5%	56.5%	42.7%	57.3%	46.2%	53.8%

Data Source: Department of Education &amp; Science, Payroll Division (Primary Substitution and IT Liaison), Athlone.

**TABLE 8.11 GENDER BREAKDOWN OF FULL-TIME ACADEMIC STAFF IN INSTITUTES OF TECHNOLOGY**

		% Percentage		Numbers	
		Male	Female	Male	Female
Senior Lecturer III	2003-04	84%	16%	69	13
Senior Lecturer II	2003-04	77%	23%	129	39
L1& L2 Structured	2003-04	89%	11%	43	6
Senior Lecturer (Tch)	2003-04	83%	17%	196	41
Lecturer Grade	2003-04	73%	27%	1,040	378
Lecturer II	2003-04	81%	19%	254	60
Lecturer I	2003-04	52%	48%	327	307
Assistant Lecturer	2003-04	59%	41%	468	327
College Teacher	2003-04	92%	8%	11	1
<b>Total Academic</b>	<b>2003-04</b>	<b>68%</b>	<b>32%</b>	<b>2,537</b>	<b>1,172</b>
Senior Lecturer III	1998-99	91%	9%	61	6
Senior Lecturer II	1998-99	88%	12%	102	14
L1& L2 Structured	1998-99	87%	13%	53	8
Senior Lecturer (Tch)	1998-99	91%	9%	40	4
Lecturer Grade	1998-99	86%	14%	341	54
Lecturer II	1998-99	82%	18%	564	121
Lecturer I	1998-99	65%	35%	826	436
Assistant Lecturer	1998-99	59%	41%	10	7
College Teacher	1998-99	54%	46%	25	21
<b>Total Academic</b>	<b>1998-99</b>	<b>75%</b>	<b>25%</b>	<b>2,022</b>	<b>671</b>

## FETAC Policies and Procedures – Brief Update

TUI accepts that the introduction of new policies and procedures in Further Education as a consequence of legislation (Qualifications Act, 1999) and nationally agreed policies inevitably requires new and revised work practices in local centres. However, the Union believes that significant new resources, coupled with nationally agreed systems will be essential to support implementation in centres funded by the Department of Education and Science (DES). Throughout 2006/07, in tandem with negotiations in respect of implementing recommendations set out in the McIver Report, TUI held a series of meetings with the DES, the IVEA and FETAC to raise a wide range of concerns in relation to the implementation of new quality assurance policies and procedures and to offer a TUI view on how implementation might best proceed. It will continue to make strong representations

in this regard over the coming months.

To inform its thinking and analysis the Union decided to conduct a national survey to gather members' perspectives on the implications of introducing new policies and procedures at local level. This was circulated via TUI Area Representatives last April and May. A number of people completed the survey while some opted to provide ideas in another format eg e-mail or by phone (many thanks to all of you). Others have indicated that they will complete the survey in September -if you are interested in completing the survey at this stage contact your area representative or see the TUI website.

To conclude the data collection two/three focus group discussions will be held during September together with a small number

of one-to-one interviews. Participants for these will be chosen in consultation with the TUI Executive members. We hope you will be able to participate if selected or if you are particularly interested in taking part contact your area representative. A report setting out the main findings and analysis will be completed by the end of October. The outcomes will be used to inform future discussions with the DES, the IVEA and FETAC as appropriate.

Many of you will already be aware that as a result of representations made by the Union and other players the date for the implementation of new procedures to quality assure assessment has been deferred until July 2008. The coming months will be crucial in reaching agreement on how best to move forward on this and other aspects of quality assuring Further Education provision.

## Leadership Development for Schools

Leadership Development for Schools (LDS) is a National Programme established by the Department of Education and Science to promote professional development for principals, deputy principals and others involved in school management and educational leadership in first and second level schools. The Programme sees leadership as a collaborative process based upon respect and the valuing of

collegiality. It aims to promote the concept of leadership as an inclusive process by providing accessible, effective leadership training for participants through a variety of models including face-to-face interactive seminars, active learning networks and virtual learning environments.

The model seeks to build capacity and is divided into four domains: the personal,

the transformational, the organisational as well as teaching/learning. Informing these domains are five principles: Moral Purpose, Modelling, Situational Awareness, Courage to Act and Sustainability.

Those in management posts (experienced or newly appointed) can avail of different strands depending on the position they hold and their individual needs:

- The Misneach programme provides induction and professional development for newly appointed Principals;
- The Forbairt programme is a capacity-building programme for experienced Principals and Deputy Principals;
- The Tánaiste programme provides support for newly appointed Deputy Principals;
- The Cothú programme supports Principals from special schools.

## Annette Dolan qualifies as Barrister at Law



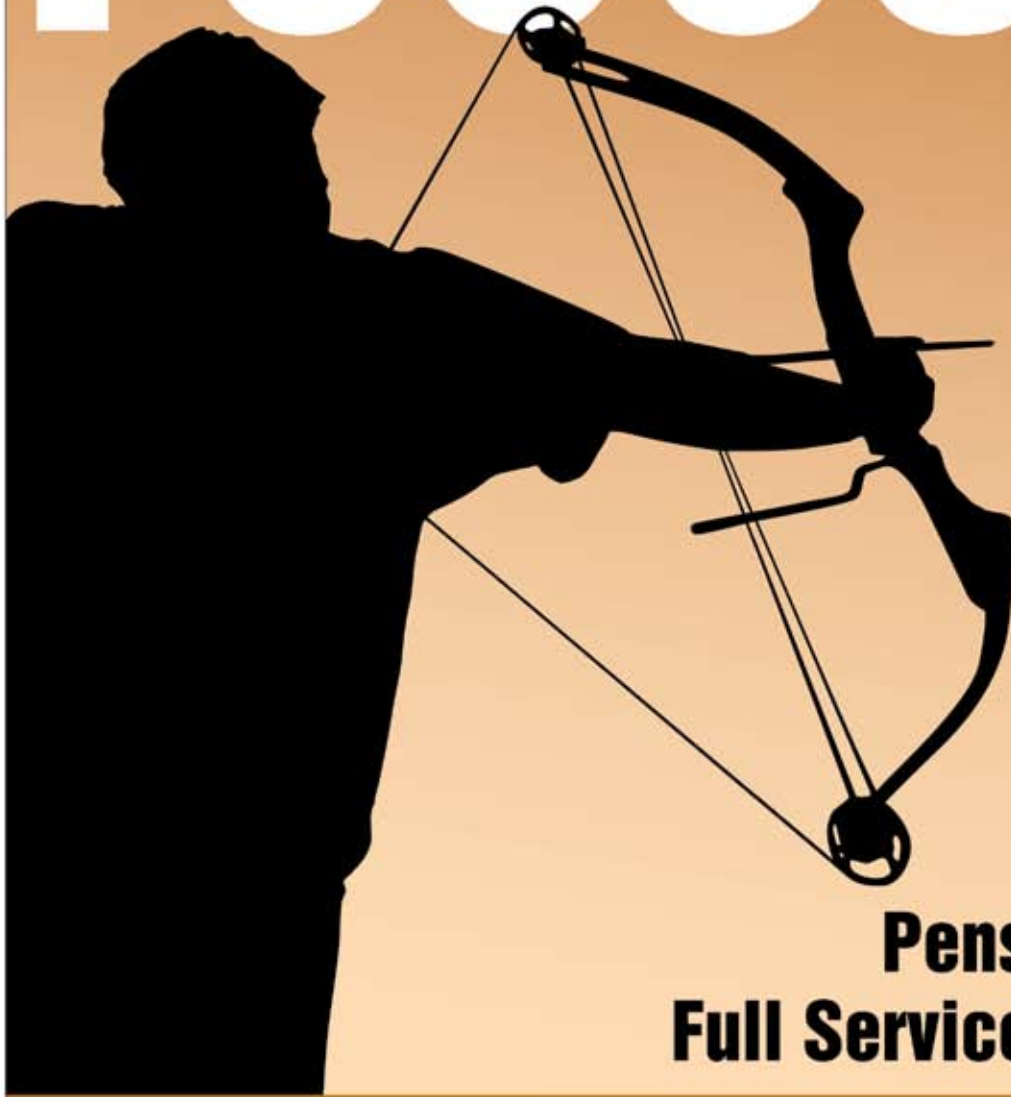
ANNETTE DOLAN, ASSISTANT GENERAL SECRETARY, B.ED., M.ED., LL.B., B.L., ON HER CALL TO THE BAR AT THE FOUR COURTS DUBLIN IN JULY 2007, PICTURED WITH JIM DORNEY, GENERAL SECRETARY

For further information and contact details see [www.lids21.ie](http://www.lids21.ie)



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## Strategic Innovation Fund Projects

Some time ago the Minister for Finance announced funding for a number of Strategic Innovation Fund (SIF) projects in Universities and Institutes of Technology. This announcement is welcomed by the Union.

In Institutes of Technology a number of such projects have commenced. Some involve one Institute, some involve a consortium of Institutes of Technology (perhaps including a university) and some involve all 14 Institutes of Technology. In respect of this latter group there has been consultation with the Union at national level.

The method of funding for these SIF projects has been determined by the HEA which is the authority which is making the funds available to the Institutes. The funding in respect of the first round of projects has been made available by the HEA on the basis of matching funding being made available by the Institute in question. TUI has been advised by IOT management that this poses serious difficulties for the Institutes which do not have readily available funds to put forward in respect of such projects in order to receive the matching funding from the HEA. The Institutes have therefore, in respect of this round of projects, decided to put forward staff time as being the resource.

This does not pose a difficulty for the Union subject to certain understandings which are set out below and which has been advised to the Institutes. The amount of time set aside to the SIF project by staff members is measured by a means of self assessment and appropriate forms have been drawn up for this purpose.

In the case of some staff members their total time is devoted to work which is now covered by a SIF project. It is clear in such cases that there is no additional work for the member and there is no

Union concern. However in other cases staff members are required to allocate a portion of their work as being SIF time and the Union has given consideration to this matter with a particular view to determining whether the work involved for the SIF project represents:

- New additional work being required for the SIF project
- New work being assigned in accordance with the normal procedures which is replacement for some other work
- Normal work which the person would be doing in any event and can be allocated to SIF

The Executive Committee has expressed concern to the Institutes that where any such work is new additional work rather than replacement of existing work, that an issue might arise in relation to increasing work load. Consequently the Executive Committee has taken the following decision which has been conveyed to Branches:

In the event of there being an increase in work load as a result of an SIF project the Union view is that the staff member concerned should advise their normal line manager of this and request that their work be prioritised thereby indicating work of lesser importance or that a similar quantum of work be removed from their responsibility.

### John O' Reilly

John O' Reilly, who served as Temporary Assistant General Secretary for the academic year 2006/07, has had his period of office extended to December 2007 to co-ordinate the union activities in relation to pay policy as set out in Motion 200 passed at Congress 2007.

## The Strategic Innovation Fund (SIF) - Sectoral Projects Overview

### Strand 1 - Sectoral Capacity Assessment and Evaluation

#### Key Objective

Sectoral Realignment and restructuring leading to the transformation of the role of managers, economies of scale and a better match of student and graduate competencies with emerging national and global demands.

#### Expected Outcomes

The completed report will identify the steps required for a capacity development programme within the sector.

#### Key Innovations

The creation of a more effective and efficient capacity through staff development and improved service delivery to learners.

#### Current Status

Consultancy firm Prospectus has been appointed to carry out the project and the company has already commenced work on the project. As part of its research, Prospectus will conduct interviews with personnel in all Institutions and meetings with many individuals across the sector will take place in June 2007. A draft report is due for completion at the end of July with the final report due for delivery in September.

### Strand 2 - The IOT Learning Innovation Network

#### Key Objective

To provide a centrally co-ordinated repository service and portal and to scope the parameters of an agreed Academic Development Programme.

To develop a model for a National Excellence in Learning & Teaching Awards system.

## Expected Outcomes

The effective linking of the existing learning and teaching resources at different sites. The sharing of information and ideas and the use of software for content-sharing. In addition, it is planned to develop an agreed Academic Development Programme, which meets local and national needs.

## Key Innovation

The dissemination of new and original teaching and learning innovations and the introduction of a new degree of flexibility to the way in which material is delivered to learners.

## Current Status

Three posts in the area of supporting innovation in education are to be created - two at GMIT and one at DIT. It is expected that appointments to these roles will be made during the summer.

In addition, a survey has been carried out to ascertain teaching and learning skills in the sector and initial results indicate that there is considerable capacity within the sector but that some gaps exist.

## Strand 3 - Empowering Staff through the Strategic Planning Process

### Key Objective

Empowering staff locally through staff training and development and linking team and individual development plans to institutional strategic plans and with PMDS.

### Expected Outcomes

Trained senior and middle management across all Institutes of Technology, enabled to carry out effective team and institutional strategic planning.

### Key Innovation

Alignment of the development of individual Institute of Technology employees with the development of the Institution where they

are employed and with the sector as a whole.

## Current Status

The consultancy work on this project was put out to tender and interviews have been held with the shortlisted companies. A final decision on the awarding of the contract is imminent.

## Strand 4 - Sectoral Leadership and Management Development

### Key Objective

To develop a strong cadre of leaders and managers, competent to meet the challenges of a new learning paradigm in the Higher Education sector.

### Expected Outcomes

Phase 1 of the project, due for completion at the end of 2007, will focus on the development of competency profiles for each management group in the Institute of Technology sector. Phase 2, to be carried out in 2008, will involve the development of a suite of management development modules based on the competency profiles. The profiles and the training modules will be used as a management development tool.

### Key Innovation

More effective team and institutional planning processes, thus supporting the development of the IoT sector as a key player in the provision of the type of educational programmes demanded by the business and economic environment.

### Current Status

The contract for development of the competency profiles has been awarded to Empower Solutions Ltd. The early research stage of phase 1 is already underway, but management in all the Institutions will be consulted during the survey and focus groups stages of the project which will take place early in the

next academic year. Consultation with Trade Unions will also take place during the course of the research.

## Strand 5 - Portal / Data Integration

### Key Objectives

The implementation of web portal and data integration tools with single-sign on capability across all the Institutes of Technology. The web portal will provide a strategic management tool, enabling the implementation of a comprehensive and integrated reporting capability across the sector.

### Expected Outcomes

The integrated web portal will enable improved access to resources and information across the sector. The project's main benefit is the creation of the reporting tool which will support improved strategic decision-making. The portal will also provide a marketing tool for the Institutes by enabling access to information on the sector.

### Key Innovation

The utilization of management information systems to promote and develop the Institute of Technology sector. Enhancement of research and knowledge capabilities.

### Current Status

The implementation plan for the portal is nearing completion and it is expected that the project will be completed by end 2009. A number of consultancies have been appointed by An Chéim to work on the project - namely Deloitte, Fujitsu, IBM and SunGard.

## Overtime Work i.e. work in excess of the weekly norm

The issue of the demand for Overtime Work has increasingly become a problem in the recent past. Members are being asked to undertake additional hours i.e. hours in excess of the weekly norm and are being offered the casual hourly rate of pay in respect of this work.

This practice is totally opposed by the TUI.

It is long-standing policy of the Union that the teaching hourly requirement of an Assistant Lecturer of 18 hours per week and a Lecturer and Senior Lecturer I of 16 hours per week is excessive and successive TUI Congresses have demanded a reduction in this weekly norm.

It is worth remembering that the figure of 16 weekly lecturing hours was introduced 25 years ago at a time when the bulk of the teaching was at a lower academic level than the present time.

It is also long-standing TUI policy that in the event of there being additional hours required that these hours should be given to additionally recruited staff members thereby creating additional jobs rather than going to existing staff members on an overtime basis irrespective of the rate of pay. This is not an

issue relating to the pay levels.

Branches have been written to conveying a decision of the Executive Committee strongly advising that such overtime is not appropriate to members of TUI and should not be undertaken by whole time members; rather the policy is that additional posts should be created.

This policy does not in any way prevent members who are employed on a part time pro rata basis obtaining additional hours which should of course also be on a pro rata basis.

Such a circumstance can occur when such a member has either a Fixed Term Contract or a Contract of Indefinite Duration.

The above policy of the Union in restricting overtime does not in any way effect the contractual agreement whereby a Lecturer can be asked to vary their weekly norm by plus or minus two hours over the course of an academic year in such a manner as to retain the annual norm and in accordance with the agreed protocol; under certain circumstances this variation can extend to +/- 3 by the provisions of Sustaining Progress where it is in relation to the introduction of Semesterised/Modularised courses.

## Nursing Lecturers

A representative meeting of lecturers in nursing departments took place in TUI head office with members of the Colleges Sub Committee in June and a report of the meeting has been circulated to the relevant Branches. The meeting was told that in some Institutes agreements with the TUI are not being respected in respect of some nursing lecturers. In some cases there is an attempt to impose an attendance requirement throughout the day, there is a deviation from the weekly norm of 18/16 hours per week. There is failure to respect the summer time period of the 20th June to the 1st September as being a period where there is no attendance requirement whatsoever. In some cases administrative and management duties are being imposed on lecturers. In some instances lecturers are being required to indicate precisely where they are and what they are doing at all times and in respect of meetings there seems to be a gross abuse of individual times in the organisation of meetings.

An issue of management style in some Institutes was raised which was a matter of grave concern and it is noted that this is causing serious difficulties in some areas.

The representatives were advised that nursing lecturers have been recruited by Institutes of Technology or initially assimilated from Health Boards.

## Debating Victory for Athlone Community College

Athlone Community College wins Concern All Ireland debating championship. This championship was held in UCD on May 10th and Athlone CC defeated Gort Community School while proposing the motion 'Without a war on poverty terrorism will not be defeated'. They won a trip to Haiti and New York and a perpetual trophy. The final was chaired by George Hook.



PICTURE OF ATHLONE COMMUNITY COLLEGE WINNING ALL IRELAND DEBATING FINAL TEAM (L-R) NOLLAIG O SCANLAIN, CAOIMHE KENNY, CONOR LENIHAN (MINISTER FOR OVERSEAS AID) FRANCIS DOWLING, MAURA O CONNOR.

## ICT Partnerships for Schools across Europe

eTwinning is a simple and straightforward way of finding a partner school in the rest of Europe to work together on a range of activities, using Information and Communication Technologies (ICT).



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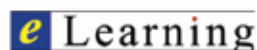
- Register your school's interest at [www.etwinning.net](http://www.etwinning.net)
- Search for a partner school according to various criteria: country or region, age range, language and kinds of activities.

### eTwinning Professional Development Workshops

Professional Development Workshops are aimed at teachers who want to learn more about eTwinning and develop their skills through European collaborations.

Once you've found your partner, you can work together in the TwinSpace—a dynamic, collaborative, online space where you can communicate, share ideas and outcomes and keep in touch.

For further information on eTwinning please contact Léargas at 01 873 1411 or visit [www.etwinning.net](http://www.etwinning.net)



## Revised Contracts in Institutes of Technology

As a result of the passage of the Institute of Technology Act 2006 a minor amendment has become necessary in the contract which will be offered to new employees in Institutes of Technology. New employees means those employed since the commencement of the Act which was the first of February 2007.

The amendment reflects the change in the arrangement for suspension/dismissal for such new appointees. The amendment to the contract merely reflects that the Institute of Technology Act 2006 has been passed and does not in any way seek to interpret the implication of the passing of this Act, nor does it in any way deal with

the issue which has been raised by the TUI as to who the new provisions of the Act in regard to suspension/dismissal applies.

The advice of the Union is that the new provisions only apply to persons appointed since the 1st February 2007 who had not been immediately previously employed by any Institute of Technology, either the same or a different Institute.

The contracts in question have been circulated to all of the Institutes of Technology Branches and are on the TUI Website. In the event of any member having a query as to whether or not the contract offered to them is appropriate this should be checked with the text of a contract on the website [www.tui.ie](http://www.tui.ie)



PARTICIPANT AT SECOND LEVEL BRANCH OFFICER TRAINING COURSE HELD IN THE BLOOMFIELD HOUSE HOTEL, MULLINGAR, APRIL 2007

## Pay Parking

The Executive Committee has taken the view that it is resolutely opposed to pay parking in all publicly funded schools, colleges and Institutes of Technology. Accordingly it has also taken the following decision.

“In the event of the introduction of a system whereby staff are compelled to pay for car parking the Executive Committee will sanction industrial action subject only to a ballot of the appropriate members in accordance with the provision in rules and to the appropriate procedures having been concluded”. Should it be necessary for a Branch to utilise the above motion this can be done by a ballot of the members in question in the first instance and in addition the applicable grievance procedure should be operated.

## Seminar on IOT Act 2006

The Executive Committee has organised a seminar on the IOT Act and the changes which it has brought about to the original RTC and DIT Acts of 1992. This seminar will take place in a Dublin venue and will be addressed by a leading Senior Counsel. The purpose of it is to familiarise branch representatives and TUI members on Governing Bodies of the changes in the Act and the likely impact as they might affect TUI and its members. Branches have been advised of the details of the seminar and invited to send representatives.

## Enhancing Staff Empowerment – Your opportunity to get involved

Under the Strategic Innovation Fund Programme, the Institutes of Technology have five significant projects (involving all 14 Institutes) in progress which are set out elsewhere.

The Staff Empowerment project (Strand 3 as listed) is of particular interest to Trade Unions and staff. Weston Associates and ASA Consulting (Derek Weston, Martin Duffy and Isobel Butler) have been engaged to develop a Strategic Planning Process Model (SPPM) as the core deliverable of this SIF strand.

The project will examine ways in which staff empowerment can be enhanced through integration of strategic and operational planning and performance management and development processes, with the full involvement of all staff through the application of partnership principles.

Early contact was made with the Unions in the sector to seek inputs to this project from staff and their representatives. This approach is very welcomed, but needs the direct involvement of as many staff as possible at individual Institute level.

A key part of the Staff Empowerment project will take place in early to mid September. A series of focus groups will be organised in every Institute during that period, to seek staff and management

feedback on the current levels of staff empowerment in strategic and operational planning processes.

They will also focus on strengths and weaknesses of planning processes and seek to identify ways in which staff empowerment can be improved throughout the Institutes. A staff survey is also planned for the day of the site visits.

Details will follow later.

For logistical reasons, it is only practical to hold focus groups on one day in each Institute. Numbers at each focus group will be limited to approximately 15 and they will be grouped along functional lines. The dates and details of the focus groups will be made known in advance to staff and their Union representatives.

We strongly encourage as many staff as possible to take part in focus groups to which they are invited or to respond to the staff survey being carried out on the day of the site visits. Your involvement now will enable you to help shape the way in which staff can be more empowered in the future.



PARTICIPANTS AT SECOND LEVEL BRANCH OFFICER TRAINING COURSE HELD IN THE BLOOMFIELD HOUSE HOTEL, MULLINGAR, APRIL 2007



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**Review of Appointments Procedures**

Following on a number of perceived irregularities regarding appointments Institutes of Technology the TUI put forward a claim to the Industrial Relations Forum that there be a review of these procedures with a view to promoting greater fairness and transparency. This proposal was welcomed by the Institute Managements who, it was stated, had already commenced a process of reviewing such procedures. Accordingly it has been agreed that a fundamental review of appointments procedures will be undertaken and a joint cross union and management working party has been established for this purpose.

The Commission for Public Service Appointments has been commissioned to undertake an initial study of the existing procedures and to work with the parties in the recommendation of new procedures.

The commission for Public Service Appointments is an independent body which receives its mandate from the Public

Service Management (Recruitment of Appointments) Act 2004. The Commission comprises five ex officio members as follows:  
 The Ceán Comhairle of Dáil Eireann  
 The Secretary General to the Government  
 The Ombudsman  
 The Chairman, Standards in Public Office Commission  
 The Secretary General, Public Service Management and Development, Dept of Finance

Terms of reference have been agreed by the working party for the Commission as follows:

- 1 To identify a number of Institutes in which the PAS will undertake a review of existing selection procedures
  - 2 To consider and advise the PAS on what groups, roles, etc, should be consulted in the course of their review
  - 3 To advise Institutes, unions and staff representatives on the project and on how submissions, etc, can be made
  - 4 To advise on the general consultation process to be used
  - 5 To finalise timelines, etc, for the project
- Branches have been advised of this process

and have been requested to advise the Executive Committee of instances in relation to appointments or promotions where it can be clearly demonstrated/strongly suspected that best practice in terms of openness, fairness and transparency was not followed. While it is clear that this working party will not be in a position to address the specific instances it is hoped that the working party can learn from such bad practices with a view to ensuring that procedures for the future are such as to preclude such bad practice.

As part of the process representatives of the Commission for Public Service Appointments will study the existing appointments procedures and in so doing will visit certain identified Institutes as follows, DIT, GMIT, Athlone IT, Carlow IT, Sligo IT and IT Blanchardstown. These Institute visits will entail meetings with appropriate members of Management as well as Union representatives. Such meetings are to be coordinated by the Human Resource manager of the Institute in question and your cooperation in this regard is requested.



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Autumn 2007 - St.Patrick's College Special Education Department and ICEP Europe (Institute of Child Education and Psychology, Europe) will shortly begin enrolment for this jointly developed online Certificate/Diploma in Special/Inclusive Education.

Designed for educators and associated professionals, this course aims to address the needs of teachers facing the challenges of the modern-day inclusive classroom.

Students access course material online any time, and complete their studies online supported by an element of face-to-face and online tutoring.



Detailed information on course content and application procedures will appear in a forthcoming circular of the Department of Education and Science to be published in the normal course.

For informal enquiries and information, please contact ICEP Europe on 045 982628. [www.icepe.eu](http://www.icepe.eu)



# TUI Credit Union 40th Anniversary – Daichead Bliain Ag Fás

To celebrate 40 years in business TUI Credit Union is offering ten education bursaries of €1,500. All members can apply for themselves or on behalf of a family member or friend.



TUI CREDIT UNION FOUNDER MEMBERS (L-R)  
J.CAHILL, J.LAVELL, P.HALPIN, J.DUFFY, P.OSHEA



COMMITTEE CELEBRATING 25 YEARS AND IS  
BACK ROW: A. GERMAINE, M.SWEENEY,  
M. KELLY, W. BRAZIL, D. COX, F. MCGINN  
FRONT ROW: T. LEAHY, J.LENNOX, M.GANLY,  
A.STEWART, P. GALLAGHER

Application forms have been distributed to members and bursaries only apply to post leaving certificate studies. Part of the course of study must fall within the calendar year of 2007 and the closing date for receipt of applications is 31st October 2007.

Vision of the Irish League of Credit Unions  
**“As an advocate of the credit union ethos of mutuality, volunteerism, self help and not**

**for-profit philosophy, the ILCU has a vision to influence and inspire the credit union movement to achieve all its goals – social, economic and cultural – while always respecting the individual’s rights and dignity.”**

Best wishes to all our members from **Frank McGinn**, President, TUI Credit Union, the board of directors, supervisors and administrative staff on the celebration of our 40th anniversary.

To Celebrate 40 years in business your Credit Union is offering Ten Education Bursaries

All members can apply for themselves or on behalf of a family member/friend.

See over for application form & details.

Bursaries only apply to post leaving cert studies.

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TUI CREDIT UNION STAND, CONGRESS 2007

# Welcome to Second Level Teaching



You are most welcome to the teaching profession and to our public sector schools and centres. We wish you the very best in what we are sure will be a long, eventful and fulfilling career.

Always bear in mind that the work you do is of fundamental importance to society. In an increasingly complex world you will provide the instruction, guidance and - more often than some bilious commentators would have you believe - the inspiration that will sustain young people as they proceed into adulthood.

As you begin your career, the TUI would like to offer some practical advice based on the experience of our members over several years.

## Employer

- All teaching positions with public sector employers, other than casual short-notice positions, are filled following advertisement in the national press and competitive interview.
- Your employer is either the Vocational Education Committee or, in the case of teachers in Community and Comprehensive schools, the Board of Management.
- In the case of a VEC, appointment is to the "scheme" (normally defined by county) which means that one may be assigned to any Vocational School or Community College within the scheme and may, in subsequent years and subject to protocols agreed with the union, be transferred within the scheme.
- Community and Comprehensive schools are stand-alone employers.

## Qualifications - General

- You need absolute clarity about your qualifications. What are you qualified to teach? Are you

recognised by the Teaching Council, your employer and/or the Department of Education and Science as a fully qualified teacher who is eligible for appointment to a permanent wholtime teaching position in your subject/specialism? You should apply to the Teaching Council for admission to the register of teachers.



## Qualifications – Second Level Sector

- To be qualified as a second level teacher in the vocational sector you must hold a recognised degree (or equivalent) in at least one of the subjects on the Leaving Certificate programme. A document known as Memo V7 details the specific requirements. Currently, a Higher Diploma in Education is not a requirement for recognition as a qualified teacher in the vocational sector. However, it is possible that new regulations will take effect from September 2008 that will require a H Dip.
- In Community and Comprehensive Schools you require either an

appropriate degree (or equivalent) and the Higher Diploma in Education (or equivalent) or an appropriate degree that includes a training in teaching qualification to be recognised as fully qualified and eligible for appointment as a permanent wholtime teacher.

- Generally speaking, subjects taken in final year degree examinations may be taught to Leaving Certificate level while those taken in earlier years of the degree course may be taught to Junior Certificate level. However, it is important that you check the subject specific criteria on the Teaching Council website.

## Qualifications – Further Education Sector

- To be fully qualified for a teaching position in the Further Education/ Post-Leaving Certificate area, in Youthreach Centres, Traveller Training Centres or in the Prison Service, you must hold a qualification that satisfies either the terms of Memo V7 or the terms of Department of Education and Science Circular Letter 32/92.
- Both Memo V7 and CL32/92 can be downloaded from the TUI website [www.tui.ie](http://www.tui.ie)
- Discussions regarding the introduction of a requirement for an appropriate training in a teaching qualification for this sector are ongoing.

## Contracts/Written Statements

- All part time teachers have contracts whether written or not. The Industrial Relations Act,

1990, specifies that contracts of employment may be “expressed or implied, oral or in writing.”

- The Terms of Employment (Information) Act, 1994, stipulates that employees who have been employed for more than one month and who are normally expected to work at least 8 hours per week are entitled to a written statement regarding their employment contract or relationship.
- Employers are required to provide employees with a written statement of particulars of the employee’s terms of employment within 2 months of the date of commencement of employment.
- A written statement should contain:
  - the name of both you and your employer
  - the address of your employer
  - the place of work
  - the job title or a description of the nature of the work
  - the date of commencement of employment
  - the nature of the contract
  - the rate of pay, method of calculation and frequency of payment
  - the hours of work
  - the entitlements to paid leave
  - the period of notice required
  - reference to any collective agreement affecting the terms of the contract
  - details of relevant disciplinary procedures
- Any change in the contract must be notified to you within one month of the change having taken place.
- Disputes regarding any aspect of a contract of employment can be dealt with directly with your employer with the assistance of TUI, where required.
- Your employer must provide with every wage packet a written statement of gross wages and the nature and amount of any deduction made from that gross amount.

- By definition, a permanent wholetime teacher is deemed to be fully qualified.
- In your first year of service as a permanent wholetime teacher you will be placed on the third incremental point of the Common Basic Scale if you hold the Higher Diploma in Education (or an alternative, recognised training in teaching qualification) and on the second incremental point if you don’t. Your salary comprises the appropriate point of the CBS plus the qualifications allowances to which you are entitled. Two qualifications allowances can be held – typically, for a primary degree and the Higher Diploma in Education.

Contracts and Salary - Part-time Teachers: Pro-rata Contracted

- If you are a fully qualified part-time teacher (i.e. with fewer than 22 teaching hours per week) and have been engaged to teach for a specified number of hours per week over the course of the full school year (with a start date not later than 1st November) you are entitled to a pro-rata contract.
- This is a written, fixed-term, contract of employment and must be signed.
- The standard contract is appended to Circular Letters PPT 19/03 (Community and Comprehensive schools) and PPT 20/03 (VECs) which can be downloaded from the TUI website [www.tui.ie](http://www.tui.ie)
- To be entitled to a pro-rata contract you must have been appointed following a formal selection process. This process involves advertisement of the position in the national press and competitive interview by a properly constituted interview board.
- If your appointment was not subject to a formal selection process you are not entitled to a pro-rata contract.
- If you otherwise satisfy the conditions for award of a pro-rata contract (i.e. if you are qualified and have specified hours over the course of the school year) but have not been appointed following a formal selection process, you should contact your TUI School Representative and, assisted by her/him, ask your employer to advertise the

position and make an appointment following a formal selection process. There is the risk in this that you might not be appointed but the cost to you of not pursuing the matter is considerable.

- If, before 1st November, additional teaching hours are added to your weekly timetable – as sometimes happens after the commencement of the school year when a school’s timetable eventually “settles” - your contract is augmented to take account of those hours.
- Any further hours – undertaken on an occasional basis - that are worked by a pro-rata contracted teacher during the school year will be paid at an hourly rate calculated by dividing the sum of your point on the CBS and your qualifications allowances by 735 (i.e. the number of teaching hours in the school year of a permanent wholetime teacher).
- Having a pro-rata contract means that you are entitled to a salary for the full school year. For this purpose the school year runs from the date of commencement of your contract to 31st August, inclusive. The commencement date must fall within the period from 1st September to 31st October, inclusive.
- Your salary for the school year is based on your hours as a proportion of the wholetime hours (22). To calculate your salary, you apply that proportion to the sum of your point of the CBS plus your qualifications allowances .

**Example:** Annual Salary of (a) a Permanent Wholetime Teacher and (b) a Pro-rata Contracted Teacher, in their first year of service:

Status	Wholetime	Pro-rata
Hours	€22	€15
CBS – 3rd Point	€33,226	-
Degree (Hons)	€4928	-
H.Dip (Pass)	€592	-
(a) Annual Salary	<b>€38,746</b>	€(38,746 ÷22_15)
(b) Annual Salary	-	<b>€26,417</b>

Contracts and Salary - Permanent Wholetime Teachers



- Full salary details - inclusive of the increase payable from 1st July 2005 under the terms of the national agreement, Sustaining Progress - are available on the TUI site [www.tui.ie](http://www.tui.ie)

#### Contracts and Salary – Non-casual Part-time Teaching contract

- A fully qualified part-time teacher who is employed to teach for a period in excess of 150 hours during the school year but for less than the course of a full school year is classified as a “non-casual part-time teacher” and is entitled to a non-casual part-time teaching contract.
- As such a teacher, you will be paid at an hourly rate calculated by dividing the sum of your point on the CBS and your qualifications allowances by 735 (i.e. the number of teaching hours in the school year).
- If you are employed to replace a teacher on maternity leave or extended sick leave you may fall within this category.

#### Contracts and Salary – Casual Part-time Teaching Contract

- A fully qualified teacher who is not employed on a Pro-rata Contract or on a Non-casual Teaching Contract is regarded as working on a casual basis for the first 150 hours worked in the school year.

- The current fixed hourly rate of payment for these hours is €43.19.
- If, as such a teacher, you work for more than 150 hours in the school year each additional hour in excess of 150 will be paid at an hourly rate calculated by dividing the sum of your point on the CBS and your qualifications allowances by 735 (i.e. the number of teaching hours in the school year).
- This type of contract applies in cases in which the work arises only on an intermittent basis and where the employer may reasonably expect that the hours worked will not exceed 150 in the course of the school year.

#### Permanency

- It is a policy of the TUI to seek permanent wholetime teaching contacts for the greatest possible proportion of the teaching force. Currently, VECs and Community and Comprehensive Schools are entitled to appoint up to 95% of their teaching allocation on a permanent wholetime basis

The 5% leeway means, in practice, that every year vacancies arise for part-time positions. Customarily, a significant number of new entrants to the profession will first secure these positions, as opposed to permanent posts. The legitimate expectation of such teachers, however, is that temporary and/or part-time experience will

significantly improve their chances of subsequent permanent appointment.

#### Contracts of Indefinite Duration

- A Pro-rata contract is a fixed-term contract.
- The Protection of Employees (Fixed-term Work) Act 2003 offers certain protections to employees who have completed successive fixed-term contracts.
- Consolidated circular letters will issue shortly regarding the award of Contracts of Indefinite Duration to part-time teachers who have been in successive fixed-term contracts with the same employer, who satisfy particular conditions and whose teaching service will be required on an ongoing basis. It is open to an employer to award a Contract of Indefinite Duration (CID) to a part-time teacher in the teacher’s first year of service with the employer and a CID must be awarded in the fifth consecutive year of service unless there are objective grounds to prevent this. In effect, a contract of indefinite duration confers permanency in respect of the number of hours specified in the contract.
- Sections 8 and 9 of the Act provide as follows:
  - 8 (1):** Where an employee is employed on a fixed-term contract the fixed-term employee shall be informed in writing as soon as practicable by the employer of the objective condition determining the contract whether it is –
    - a) arriving at a specific date,
    - b) completing a specific task, or
    - c) the occurrence of a specific event.
  - 8 (2):** Where an employer proposes to renew a fixed-term contract, the fixed-term employee shall be informed in writing by the employer of the objective grounds justifying the renewal of the fixed-term contract and the failure to offer a contract of indefinite duration, at the latest by the date of the renewal.
  - 9 (1):** Subject to subsection (4),

where on or after the passing of this Act a fixed-term employee completes or has completed his or her third year of continuous employment with his or her employer or associated employer, his or her fixed-term contract may be renewed by that employer on only one occasion and any such renewal shall be for a fixed term of no longer than one year.

**9 (2):** Subject to subsection (4), where after the passing of this Act a fixed-term employee is employed by his or her employer or associated employer on two or more continuous fixed-term contracts and the date of the first such contract is subsequent to the date on which this Act is passed, the aggregate duration of such contracts shall not exceed 4 years.

**9 (3):** Where any term of a fixed-term contract purports to contravene subsection (1) or (2) that term shall have no effect and the contract concerned shall be deemed to be a contract of indefinite duration.

**9 (4):** Subsections (1) to (3) shall not apply to the renewal of a contract of employment for a fixed term where there are objective grounds justifying such a renewal.

## Your School and You

### Collegiality

- Make sure that you maintain close contact with your teaching colleagues. Teaching can be very isolating and you can quickly, and mistakenly, conclude either that your style and methods are entirely right or entirely wrong. Don't confuse appropriate professional autonomy with raising the drawbridge. Remain open to professional discourse. The quality of your teaching will be significantly enriched if you continue to be a learner.
- Involve yourself fully in the life of the school community. Contribute to school planning and decision-making processes and to co-curricular activities. Your reward will be a greater sense of belonging to a vibrant learning community.

### School Structures and Procedures

- There are particular members of the teaching staff with whom you will have regular contact. These include the Deputy Principal, Year Heads, the Guidance Counsellor and the Head of the subject department. Get to know them and don't be shy about seeking their advice.
- Under legislation (and because it makes sense) every school is required to have a code of behaviour. Be conversant with it and apply the procedures it sets out consistently and fairly.

### Professional Standards

- Ensure that you are in command of your subject and well prepared and you can legitimately insist upon the highest standard from each student that s/he is capable of reaching. It is central to our educational philosophy in TUI that every student, irrespective of background, has an entitlement to a high quality, publicly funded education. As



individual teachers we should be guided by this public service ethos.

- Be aware of public policy as expressed in legislation, particularly education legislation.
- Be accountable. The TUI supports the principle of appropriate public accountability of schools through elected public representatives and agencies such as the inspectorate of the Department of Education and Science.
- Make sure that you respect the rights and personal integrity of your students. The idea of being “firm but fair” may have become clichéd but it still has considerable merit. It is especially important to maintain a critical professional distance from your students.
- Maintain clear, objective records. These may relate to student progress and conduct, other aspects of classroom management matters, contacts with parents, issues relating to your employment, formal discussions with school management and other relevant matters.

#### Your Rights and Duties as a Teacher

- You are entitled to the support of your employer in your efforts to ensure that students receive an education of the highest quality. In that regard, you are entitled to a healthy and safe workplace marked by respect for human dignity and the absence of bullying or intimidation. The principles of equity, equality and inclusivity should inform school practice.
- Your employer, your colleagues, your students and their parents/guardians are entitled to your respect, loyalty and best professional service. The principles of equity, equality and inclusivity should also inform your practice.
- You are on probation for your first year. If the school management has any difficulty with the quality of your work, it is obliged to bring it to your attention and offer appropriate advice. If you are

not advised of any difficulty you are entitled to assume that there is none and that you will be probated.

#### Your Union – Teachers’ Union of Ireland

- Join the union and actively shape your professional environment, both locally and nationally. You will quickly become au fait with the pressing issues of the hour (and the arcane rituals of union activists!). Research has consistently shown that disaffection with and disengagement from one’s work are most pronounced where employees are least involved in decision-making processes.
- Find out who the TUI school representative, school committee members, Branch Officers and Area Representative are. Get to know them. The same applies to the union/teacher representatives on the VEC and/or the Board of Management. Avail of the earliest opportunity to attend a meeting of your local Branch of the TUI.
- Use your TUI Diary – your conditions of service and the range of union services are more fully explained.
- There are certain conditions of service that are regarded by the union as so important as to require the protection of directives. These conditions relate to the maxima that apply to class contact hours, class size (i.e. student numbers) and the number of days in the school year. As a member of the TUI you are obliged to abide by these directives – there is no discretion in the matter.
- The directives should be displayed on the TUI Noticeboard in the school and can be downloaded from the TUI website [www.tui.ie](http://www.tui.ie)

#### In Case of Difficulty

- If you encounter a difficulty with your employer, address it at the earliest opportunity. In this as in other matters, keep the issue and the personality separate. Informal resolution of difficulties is desirable, provided the rights of all parties are respected.

If informal resolution is not possible, approach the TUI school representative and process the issue through the agreed grievance procedures for your sector. The procedures are set out in the TUI Diary and may be downloaded from the union website.

#### Keeping Professionally Fit

- Finally, avoid letting the intellectual and professional grass grow under your feet. Involve yourself in reflective practice and professional development from the outset. In this regard, you might consider joining the relevant subject associations.

You should also avail of in-service and professional development opportunities. These are provided by a wide variety of agencies and institutions, including the Second Level Support Service, the Special Education Support Service, the Education Centres and the teacher unions.

The Teaching Council, at present in its infancy, is quite likely to set a premium on continuing professional development. The TUI is campaigning for a continuum of professional development that will sustain excellence throughout one’s teaching career. As public servants, we must be to the fore in insisting upon and maintaining the highest quality in our public education.

Go n-éirí go geal libh.

# Join **TUI** Today – A Message From The President



Tim O'Meara,  
President

“The strength of any union to negotiate a better deal depends on all eligible members joining. The Teachers' Union of Ireland (TUI) gives vital support to teachers and lecturers in second level, higher and further education throughout their working lives.

TUI proactively negotiates significant improvements in teachers' and lecturers' salaries and conditions and continues to secure improvements in the salaries and conditions of part time members.

TUI offers effective negotiation on behalf of teachers and lecturers at every level and also offers a range of attractive and highly competitive financial benefits.

We urge all new entrants - and indeed those already within the profession who are not yet members - to join immediately to allow TUI to fully protect and promote your profession now and in the future.”

A handwritten signature in black ink that reads "Tim O'Meara". The signature is written in a cursive style with a long, sweeping underline for the first name.

Tim O'Meara, President, TUI



# membership application form

Teachers Union of Ireland, 73 Orwell Road, Rathgar, Dublin 6.  
t: 01 492 2588 f: 01 492 2953 e: tui@tui.ie

## personal details

Surname \_\_\_\_\_ First Name(s) \_\_\_\_\_

Male  Female

School/Centre/Institute (name & address/department)

\_\_\_\_\_  
\_\_\_\_\_

Home Address \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Date of Birth \_\_\_\_\_ Telephone Number \_\_\_\_\_

E-mail Address \_\_\_\_\_

PPS Number \_\_\_\_\_

Qualifications (Full) \_\_\_\_\_ Grade (e.g. Class III teacher, LI, etc.) \_\_\_\_\_

Degree Subjects Taught \_\_\_\_\_

Subjects Taught \_\_\_\_\_

Date of Appointment \_\_\_\_\_

## whole time teacher / lecturer only

Is your present post your first whole time appointment? Yes  No

Is your appointment? PWT  Job-share

## part-time teacher / lecturer only

Please indicate the number of regular timetabled hours  hrs

Are you employed directly by the School/College? Yes  No

## union membership

Are you at present, or have you previously been a member of the TUI or any other Union?

Yes  No

If "Yes", please state name of Union/Branch/Place of Employment/Dates \_\_\_\_\_

\_\_\_\_\_

## new members

I hereby apply for membership of the Teachers' Union of Ireland and, if accepted, agree to be bound by the Rules of the Union no in force and as may be amended.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Staff / Payroll Number \_\_\_\_\_

- Note:**
1. Once all sections of the application for are fully completed, please forward to: Membership Section, TUI Head Office, 73 Orwell Road, Rathgar, Dublin 6.
  2. Please return a fully completed DAS form with your application form. DAS forms are available from your school / college representative, TUI HeadOffice or [www.tui.ie](http://www.tui.ie)

## office use only

New Member  Existing Member

Number \_\_\_\_\_ Branch \_\_\_\_\_





# deduction at source authorisation form

Teachers Union of Ireland, 73 Orwell Road, Rathgar, Dublin 6.  
t: 01 492 2588 f: 01 492 2953 e: tui@tui.ie

## personal details

Surname in English \_\_\_\_\_ Surname in Irish \_\_\_\_\_  
Surname before Marriage \_\_\_\_\_ First Name(s) \_\_\_\_\_  
Home Address \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
PPS Number \_\_\_\_\_  
School / Institute (name & address) \_\_\_\_\_  
\_\_\_\_\_  
TUI Branch \_\_\_\_\_

## employment status (please tick as appropriate)

PWT \*  Part-time  Job-share

\*Part-time - please indicate the number of regular timetabled hours  hrs

## deductions

Payroll Number								
TUI Subscription	€					.		
TUI Credit Union	€					.		

## authorisation

I hereby authorise

VEC \_\_\_\_\_ VEC

IT's \_\_\_\_\_ Institute of Technology

\*\*C & C \_\_\_\_\_ TUI to authorise the Department of Education and Science

to deduct monthly from my salary, until further notice, the Union subscription appropriate to my employment status at any time as a teacher / lecturer\*, to be paid to the TUI on my behalf, together with the amount shown in respect of the TUI Credit Union (if applicable). The amount of subscription to be determined by Annual Congress.

Signature Date \_\_\_\_\_ Date \_\_\_\_\_

\*This authorises the Employer to alter my Union Subscription from Part-time to PWT/job-share as appropriate.

\*\* With Effect from July 2006 the Dept. of Education and Science are not accepting DAS forms and have requested that TUI hold the original forms on behalf of members.

## office use only

New Member  Existing Member

Number \_\_\_\_\_ Branch \_\_\_\_\_

**“As Trustees of the TUI AVC Plan we are pleased to welcome you to this new section of TUI News. It is intended that this section will feature in future editions of TUI News to assist readers in both keeping up to date with pension developments and planning for their financial security in retirement.**

With increasing post retirement life expectancy pension planning is an area which should be of interest to all readers and we hope that the information which will be provided through this section will be of assistance”. TUI AVC Trustees Limited.

### Important Dates For AVC Plan Members

- **31st Oct.:** members wishing to make a **Single Contribution** and claim tax relief against the previous tax year must make their payment and submit their claim for tax relief by 31st October. (Please see the separate article on Single Contributions).
- **4 weeks prior to retirement:** members wishing to make a **last minute AVC** contribution should contact the AVC Plan consultants, Marsh, at least 4 weeks prior to retirement. Members retiring on grounds of **ill health** should contact Marsh at least 4 weeks prior to retirement so that they may be advised on their options.
- **3 months prior to retirement** members should contact Marsh at least 3 months prior to **retirement** so that their options can be calculated and choices selected in advance of their retirement.
- **Immediately** members should immediately advise Marsh of any change in their **home address** or **employer** so that their member record can be updated.
- **4 weeks prior to event** members should advise Marsh 4 weeks prior to commencing a **career break** or **job sharing** so that any implications can be assessed and advised to the member.

### Pension Enhancement Options For An Individual

Individuals wishing to enhance their financial benefits on retirement may make personal contributions into the Superannuation Scheme of their employer to purchase Added Years (Notional Service) or into the TUI AVC Plan or into a combination of both.

PAYE relief is the same for each choice. Although the purchase of Added Years and AVCs are designed to enhance a member's financial security the rules attaching to each are different as are the ways in which a member may take his/her benefits at retirement or in the event of death prior to retirement. These differences are so significant that an article will be devoted to comparing in detail the benefits under the Notional Service scheme and the AVC scheme and the rules attaching to each in a forthcoming issue of TUI News.

Members considering the purchase of Added Years or AVCs or a combination of both should obtain competent professional advice so as to ensure that their choice is the course best designed to meet their financial requirements.

### Introducing The AVC Plan Trustees

TUI AVC Trustees Limited is a company established to act as trustees to the TUI Additional Voluntary Contribution (AVC) Plan for the benefit of members.

The directors of the company are:

■ **John O'Quigley** – Chairman. John is a Chartered Accountant, Qualified Financial Advisor and Pensioner Trustee.

■ **Christy Conville** – nominated by the Retired Members Association. Christy is Secretary of the TUI Retired Members Association and taught in Ballinteer Community School for 30 years.

■ **Oliver McCormack** – nominated by the TUI Executive. Oliver lives in Tullamore and is a member of the TUI Executive and the TUI Finance Subcommittee. Oliver is Chairman of the Co.Offaly branch of TUI.

■ **Maitiú Ó Murchú** – nominated by the members of the TUI AVC Plan. Maitiú lives in Gaoth Dobhair and has served as a member of the TUI Executive and is a former Treasurer of the TUI.

■ **Barney Winston** – nominated by the TUI Executive. Barney lives in Ardrahan and is a past member of the TUI Executive and the TUI Finance Subcommittee. Barney is also a member of the Co. Galway Branch.

The Trustees are responsible for the proper management of the AVC Plan. In the year ended 31.12.2006 (31.12.2005) a total of 220 (195) retiring members drew their benefits amounting to €5,381,358 (€3,364,929) from the AVC Plan. There were 2,845 active AVC Plan members at 31.12.2006 and the value of their funds amounted to €65.8m.

The trustees can be contacted by post at 73 Orwell Road, Rathgar, Dublin 6 or by email at [tuiavctrustees@eircom.net](mailto:tuiavctrustees@eircom.net)

### Tax Relief On Pension Payments Made By Members

Pension contributions by members qualify for full PAYE relief subject to the following age related limits:

Age in Tax Year	% of Salary
Under age 30	15
30 – 39	20
40 – 49	25
50 – 54	30
55 – 59	35
60 and older	40

These are overall limits and are inclusive of member contributions to the Superannuation Scheme, purchase of Added Years and AVCs.

# Single AVC Premium Investment Opportunity

Readers wishing to enhance their pension benefits on retirement may make personal contributions either into the TUI sponsored Additional Voluntary Contribution (AVC) Plan or into their employer's Superannuation Scheme for the purchase of added years.

Contributions to the AVC Plan and the Superannuation Scheme may be made on a regular monthly basis through salary deduction. In this case tax and PRSI relief is given at source.

Readers who wish to make **single** rather than **regular** contributions may do so into the AVC Plan. However, in this case the member will have to apply to the Revenue for a refund in respect of his/her contribution.

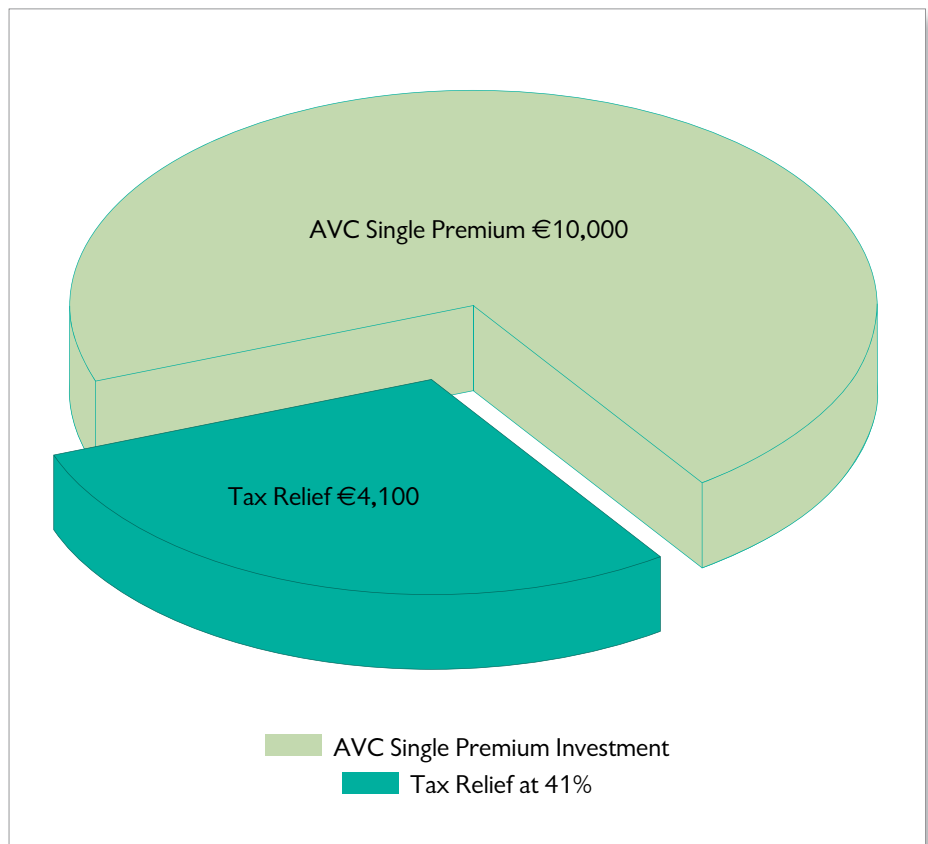
Tax relief on single contributions is normally against the year in which the contribution is made. However, if the contribution is paid prior to **31st October** the member can apply to have it relieved against his/her tax liability for the preceding tax year and receive a tax rebate.

## Example:

*John is aged 53 in the year ended 31st December 2006 and his salary in that year amounted to €56,000. His marginal tax rate is 41% and he is not making any regular AVC contributions or purchasing added years.*

*In September 2007 John decides that he would like to improve his pension expectations and makes a single AVC contribution of €10,000.*

*If John wishes he can apply to the Revenue to have his AVC contribution set against his 2006 income for tax purposes and receive a tax refund of €4,100 (ie. €10,000 @ 41%).*



Please note that in order to obtain tax relief against his 2006 tax liability John has to have paid his AVC contribution and submitted a claim for tax relief to his Inspector of Taxes by **31st October 2007**.

The AVC Plan is a tax efficient way of saving for retirement and the ability to make a single contribution and obtain tax relief against the preceding tax year is especially useful for readers who are either not making any additional pension contributions or who are not utilising their full allowance for tax relief purposes. Please refer to the table setting out the age related pension contributions percentages which qualify for tax relief.

## Next Step

Any reader who wishes to obtain further information in relation to making a single

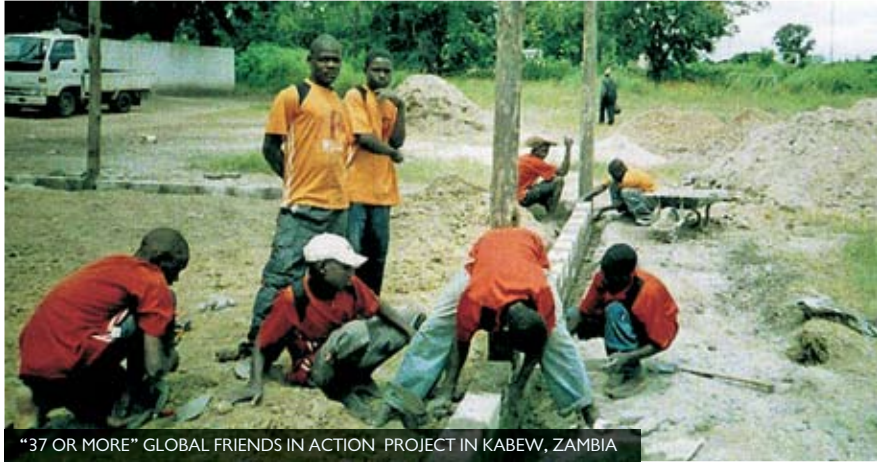
AVC contribution and obtaining a tax refund should make contact with **Marsh Ireland Limited** who are the appointed brokers to the **TUI AVC Plan**.

Marsh can be contacted on **1800 781 781** or by completing the enquiry form on line at [www.marsh.ie/future](http://www.marsh.ie/future)

Given the level of interest each year in single contributions readers are strongly advised to make early contact with Marsh in order to ensure that all the necessary paperwork is in place prior to the **31st October 2007 deadline**.

PRSI relief can also be obtained on single AVC contributions by submitting a claim to the Customer Services Section of the Office of the Collector General or by calling Lo Call **1890 203 070**.

## 2007 Third World Fund



"37 OR MORE" GLOBAL FRIENDS IN ACTION PROJECT IN KABEW, ZAMBIA

The Third World Fund for 2007 will have at its disposal an amount in excess of €13,500. The fund is used to aid developmental, education and trade union projects in underdeveloped countries.

The Third World Fund for 2007 will have at its disposal an amount in excess of €13,500. The fund is used to aid developmental, education and trade union projects in underdeveloped countries. If you have a

project which you would like supported with money from the Fund, please make a written submission to **Hilary O'Byrne**, Administrative Officer, before 1st November 2007 outlining details of the project.

Last year a total of 26 projects received a contributions from the Third World Fund. Examples of some of the types of projects contributed to were:

- "37 or More" (Global Friends in Action) – a project in Kabew, Zambia, providing skills training for street children, unemployed youth, etc.
- "Friends of Calcutta" – an Irish Voluntary Organisation working in partnership with Indian Groups assisting the poor in Calcutta
- Water well for Muvamba primary school, Mozambique
- Gambia Schools Building Project led by Alex Reid, Retired TUI Member

Each of the 26 projects received between €600 and €300 each. While the amount for each project is small, the feedback we get from the various projects indicates that your funding of these projects makes a significant impact and is greatly appreciated. There is also the added bonus that the money goes directly to the projects concerned.

### Vacancies on NCCA Committees – Course Committees and Boards of Studies

Thanks to all those who represented the TUI on NCCA committees during the last academic year. In order that vacancies on NCCA committees can be identified current TUI nominees are urged to advise head office if they can continue to represent the TUI on such committees. Correspondence in this regard has already issued to those involved (please reply as soon as possible).

Shortly correspondence will issue to schools/centres seeking nominations (via the local branch) to fill vacancies that arise at this time. In order that the views of TUI members are well represented across all subjects it is extremely important that all vacancies are filled as soon as possible so we look forward to nominations from branches in due course.

## Have we got your Union Membership details correct?

- Has your union membership status changed? e.g. from Part-Time to Permanent Whole Time, from Permanent Whole Time to Job-Share or have your part-time hours increased, etc.
- Have you transferred from one employer to another?
- Have you just returned from a Career Break, Leave of Absence or any unpaid leave?

If the answer is **YES** to any of the above questions, please ensure that you complete a new Deduction at Source (DAS) form immediately and send it to:

**Dara Blighe**, Membership Secretary, TUI, 73 Orwell Road, Rathgar, Dublin 6. DAS forms are available on the TUI website [www.tui.ie](http://www.tui.ie) They are also available from your School/College Representative, from Head Office or in this issue of TUI News.

Please complete a new DAS form to avoid falling into arrears.

### Home Addresses

Do we have your correct home address? For the purpose of conducting ballots it is very important that we have your correct home address. Help keep our data base up to date – keep us informed!

## Frequently Asked Questions

I am a second level teacher considering taking a career break for 5 years but I do not want to lose 5 years of pensionable service. Is there anything I can do ?Is it possible pay special superannuation contributions while on career break?

Yes, the contribution will be based on the rate of salary on the last day of paid service prior to the commencement of the career break and will take into account any general pay increases that may arise on equivalent salary during the course of the career break.

A teacher who is liable for the class D rate of PRSI will pay a superannuation contribution of 18 and one sixth per cent of salary (if a member of the Spouses and Children's scheme) or 15 and one sixth per cent of salary (if not a member of the Children's and Spouses Scheme.)

A teacher who is liable for the Class A rate of PRSI will pay a co-ordinated superannuation contribution at a rate which is based on approximately 18 and one sixth

percent of salary. (A permanent teacher who pays the class A rate of PRSI and is a member of the Superannuation Scheme is also automatically a member of the Spouses and Children's' Scheme.)

If you wish to consider paying superannuation during your career break you should contact your employer (VEC or Department of Education and Science) prior to taking your career break.

### Purchase of Notional Service

If you opt not to pay the special superannuation contributions while on career break you can on return to teaching purchase 5 years of notional service (or any lesser amount that you may decide on.) The contribution may be made either by lump sum payment or, where you decide to purchase at least one year, by periodic deductions from salary. An option to purchase by lump sum must be made within 6 months of return to service. The amount of the lump sum will be based on the teacher's salary at the date on which



the employer is notified of the option and payment must be made within 6 months of that date.

### AVCs

Alternatively members who opted not to pay the special superannuation contributions while on career break can purchase additional voluntary contributions (AVCs). Details in relation to this scheme are set out on pages 26 and 27 of this magazine.

## Flat Rate Expenses 2007 – 2009

Following a review of the flat rate expenses for teachers and lecturers a decision was taken to increase the applicable flat rate expenses.

The increase is to apply for the years 2007, 2008 and 2009. In line with other flat rate expenses these rates will be reviewed again in three years.



### Second Level

School Principals	€608
Other Teachers	€518
Part Time Teacher (on fulltime hours)	€518
Part Time Teacher (not on fulltime hours)	€279
Guidance Counsellors	
(a) employed fulltime in second level schools	€518
(b) engaged mainly in teaching general subjects but also doing part time guidance counselling (additional allowance)	€126

### Third Level

Professor/Heads of School/Departments	€608
Senior Lecturer	€518
College Lecturer	€518
Assistant Lecturer	€518
Part time Lecturer (on full hours)	€518
Part time Lecturer	€279



## 2nd level branch officers' training seminars

Teachers Union of Ireland, 73 Orwell Road, Rathgar, Dublin 6.  
t: 01 492 2588 f: 01 492 2953 e: tui@tui.ie

**dates** **Wednesday 21st** (pm only), **Thursday 22nd**, and **Friday 23rd November, 2007**  
& **Wednesday 20th** (pm only), **Thursday 21st**, and **Friday 22nd February, 2008**

**venue** **Hodson Bay Hotel**, Athlone

In an increasingly challenging educational environment, training for Branch Officers is vitally important and we would ask that your branch approve the attendance of at least one Officer at one or other of these courses.

The training courses are primarily aimed at those who have not previously attended such a course. They will cover a wide range of Branch activities including internal organisation of the Branch, the role of individual officers, communications with Head Office, handling of personal cases, the use of grievance and discipline procedures, negotiation techniques. General issues regarding information and consultation, recent legislation (Part time, Fixed Term Act, Teaching Council), equality and health and safety will also be addressed.

There will be a **maximum of 16 places** on each course and these will be offered **on a first come, first served basis.**

Those who do not secure a place on the first course will be accommodated on the course in February.

### please note

To apply please complete the attached form below.

### application form

I would like to attend Wednesday 21st, Thursday 22nd, and Friday 23rd **Nov. 2007**

I would like to attend Wednesday 20th, Thursday 21st, and Friday 22nd **Feb. 2008**

Name of Branch \_\_\_\_\_

Current Position in Branch \_\_\_\_\_

Surname \_\_\_\_\_

First Name \_\_\_\_\_

Home Address \_\_\_\_\_  
\_\_\_\_\_

Home Telephone \_\_\_\_\_

Mobile Number \_\_\_\_\_

E-mail Address \_\_\_\_\_

**I am in a position to attend for all three days**

### please note

Please send completed form by Friday 19th October 2007 to:

**Jane O'Sullivan, TUI, 73 Orwell Road, Rathgar, Dublin 6**

t: **(01) 492 2588**, f: **(01) 492 2953**, e: **josullivan@tui.ie**



# tui professional development programme

## pre retirement training

### pre-retirement training

The following pre-retirement seminars have been scheduled.

**date** **8th November 2007** 5:30pm – 9:00pm  
**9th November 2007** 9:30am – 4:00pm

**location** **Westport** (one and a half days)

**venue** **Carlton Atlantic Coast Hotel**  
Westport, Co. Mayo

**date** **10th April 2007** 5:30pm – 9:00pm  
**11th April 2007** 9:30am – 4:00pm

**location** **Wexford** (one and a half days)

**venue** **Whites Hotel**  
Wexford

### please note

There is an upper limit in terms of numbers for attendance, so early booking is strongly advised. Please complete this form **clearly stating which course is your preference.**

### application form

Surname \_\_\_\_\_

First Name \_\_\_\_\_

I would like to attend Westport Seminar

I would like to attend Wexford Seminar

School Name and Address \_\_\_\_\_

School Telephone \_\_\_\_\_

School Fax Number \_\_\_\_\_

Home Address \_\_\_\_\_

Home Telephone \_\_\_\_\_

E-mail Address \_\_\_\_\_

### please note

Please send completed form to: **Jane O'Sullivan, TUI, 73 Orwell Road, Rathgar, Dublin 6**  
t: **(01) 492 2588**, f: **(01) 492 2953**, e: **josullivan@tui.ie**

# Notice Board

## Irish Aid Schools Linking and Immersion Scheme

The Irish Aid Schools Linking and Immersion Scheme is a development education programme being piloted during the academic year 2007-2008. Its purpose is to raise awareness of development issues among Irish students, teachers and the wider community, and to heighten the interest in and relevance of development education within the post-primary curriculum.

Irish second-level schools and colleges can apply for funding under the scheme. To be eligible, applicants must have already made contact with an existing school or organisation, or be planning an immersion visit to a developing country. For more information and application forms please visit [www.irishaid.gov.ie/schools](http://www.irishaid.gov.ie/schools) The deadline for applications is 30 Sept. '07.

The Irish Aid Schools Linking and Immersion Scheme, which is managed by Léargas, can be contacted at:

Irish Aid Schools Linking and Immersion Scheme, Léargas, 189 Parnell Street, Dublin 1  
t: 01 873 1411  
e: [schoolslinking@leargas.ie](mailto:schoolslinking@leargas.ie)



## Road Safety DVD

A Road Safety DVD has been distributed to schools by RTE. The DVD is expected to be of particular use for those in Transition Year, Leaving Certificate Vocational and Leaving Certificate Applied programmes.

## Concern FAST '07

The Concern FAST is held on the last Thursday of November every year. It is growing from strength to strength annually. Over 74,000 people around Ireland took part in the FAST 2006. This included 75 primary schools and over 200 secondary schools who contributed in helping Concern to Save Lives FAST '06.

This year Concern hopes to involve even more students, teachers and parents in the FAST '07. If you would like to become involved in this extraordinary nationwide effort please visit [www.concernfast.org](http://www.concernfast.org) or call 1850 50 50 55 To find out more about Concern and our work in the developing world please visit [www.concern.net](http://www.concern.net)

## TB - Vaccination of Teachers

The Minister for Education and Science has been advised by the Chief Medical Officer (for the public service) that the general requirement for teachers to receive Tuberculosis (TB) Vaccination if they are not immune is no longer required. All earlier rules and directions in relation to this matter are hereby rescinded.

## INTO/STSG

### Separated Teachers' Support Group

Meeting: September 15th '07@ 7.00pm.  
Venue: Club na Múinteoirí,  
36 Parnell Square, Dublin 1.

Separated, Divorced, Widowed, Lone parent, all very welcome.  
Members of A.S.T.I., T. U. I., I.F.U.T., also welcome.

Further information from;  
Chairperson: **Maura Killackey**  
t: 0505/21694 ; 087/1233456  
Secretary: **Christina Henry**  
t: 01/8481405 ; 087/6201153

## Retired TUI Member Launches Double CD Package



September 7th sees the launch by retired teacher Brian

Mac a' Bhaird of a double CD package of true short stories narrated by the author, available separately in English (Mystical Irish Musings) agus as Gaeilge (Aislingí Fánacha). The eighteen stories range from humour to sadness to joy and the material stretches from the Great Famine to the present day, covering many aspects of Irish life – cultural, social and historical. Due to the burgeoning economy of recent years, much of what we were has been relegated to second place but this collection will ensure that present and future generations will have access to their rich heritage.

The package, which contains a six page photographic insert, should be particularly helpful to those teaching Transition Year students. Mystical Irish Musings and Aislingí Fánacha are available at [www.irishmusings.com](http://www.irishmusings.com) and [www.aislingifanacha.com](http://www.aislingifanacha.com) respectively. The author spent most of his teaching career in Inver College, Carrickmacross, Co Monaghan and still lives in the area.

## From Leaders to Exiles - The Flight of the Earls Exhibition, Donegal County Museum

Donegal County Museum and County Archives Service, in conjunction with Derry City Council Heritage and Museum Service. The exhibition from September 2007 focuses on major political events of the period, namely the Elizabethan conquest of Ireland, the departure of the Ulster Earls and the subsequent Plantation of Ulster. For additional information please contact:  
e: [museum@donegalcoco.ie](mailto:museum@donegalcoco.ie)  
or [archivist@donegalcoco.ie](mailto:archivist@donegalcoco.ie)  
t: 074 91 24613 or 074 91 72490



## Fixed Term Work Act

*Update on Discussions* in relation to the Protection of Employees (Fixed Term Work) Act 2007 - C&C and VEC Branches

The Protection of Employees (Fixed Term Work) Act 2003 has enhanced the conditions of employment for fixed term teachers. Fixed term teachers therefore, employed successively for four years, have been awarded contracts of indefinite duration (unless objective grounds exist for not doing so), thus granting them security of tenure. The Act has also permitted the union to engage in discussion with the Department of Education and Science and the Management Bodies to considerably improve the conditions of service of fixed term teachers.

### Conditions of Employment of Fixed Term Teachers

The conditions of employment of a fixed term teacher during the period of his/her contract are subject to the principle of no less favourable treatment than is applicable to permanent teachers, unless objective grounds exist for doing so.

This means that a fixed term teacher has:

- Equal access to in-service training as a comparable permanent teacher
- Access to the career break scheme on the same basis as permanent teachers within their sector
- Access to the job-sharing scheme on the same basis as a comparable permanent teacher
- During the period of the contract the same entitlement to certified and uncertified sick leave as a comparable permanent teacher with the same sector
- The same entitlement to compassionate leave, parental leave, paternity leave, force majeure leave, carer's leave and brief absences as a comparable teacher within the same sector

- The same entitlement to maternity leave and while on maternity leave which occurs during the term of their contract, have the same entitlement to pay as a comparable permanent teacher within the same sector

Circular letter 124/2006 set out the agreement already reached between the teacher unions, management bodies and the Department of Education and Science in respect of the above conditions of employment of fixed term teachers and the entitlement of such teachers to Contracts of Indefinite Duration.

Discussions are ongoing between the unions, management bodies and the Department of Education and Science with a view to securing additional improvements in the conditions of service of Fixed Term Teachers.

Issues being discussed at present between the above parties in the context of the Protection of Employees (Fixed Term Work) Act 2003 include:

- The entitlements of teachers working in the night schools
- The entitlements of Chaplains
- The entitlements of unqualified teachers
- The entitlements of a fixed term teacher covering for a teacher on career break, when that individual resigns
- The topping up of the hours of CID holders

It is hoped that these discussions will finalise shortly and that a circular letter will issue as soon as possible for the forthcoming school year.

Please note that appeals to the Adjudicator have been put on hold pending the issue of the Revised Circular letter.



### How Far Will You Go for People in Need?

The RTÉ People in Need Telethon 2007, in association with eircom, is back! Set to broadcast on RTÉ One on Friday 26th October, the return of the Telethon is exciting news for charities and community groups around the country.

The People in Need Trust is encouraging schools all over the country to log on to [www.telethon.ie](http://www.telethon.ie) to register their events in line with their "How Far Will You Go for People in Need" theme.

Since its inception in 1988, over €35 million has been raised by the People in Need Trust through the RTÉ People in Need Telethon, supporting a wide variety of charitable organisations nationwide.

The Telethon, as always, will place a special emphasis on smaller, low-profile groups who would have difficulty in raising sufficient funds for themselves.

Contact Schools Coordinator **Kate Gaynor** at [kate@telethon.ie](mailto:kate@telethon.ie) or t: 01 679 2944 if you would like a supporters kit or to register an event.

## Seán O Corragáin



### Death of Beloved Former Vice Principal Seán O'Corragain, Rest In Peace

**It was with great sadness and regret that we learned of the passing of an esteemed colleague and friend, an t-Uasal Seán O Corragáin.**

Seán came to teach in Banagher Vocational School when it officially opened in 1953. He began his teaching career in Ferbane Vocational School and loved teaching there. When the position of Vice-Principal was established, Seán was appointed and from that time until his retirement, he served tirelessly and enthusiastically as a dedicated, talented and progressive teacher. He had a capacity for recognising and encouraging the good which exists in everybody. Seán helped all students to blossom and develop the talents and gifts God had given them.

Spearheading vocational education in Banagher along with Ms. Elsie Naughton, RIP, Ms. Sheila O'Sullivan and Ms. Peggy Crowley, RIP, Seán quickly earned the reputation of a wonderful teacher and active community member. Everyone who ever came in contact with Seán benefited greatly from his many God-given gifts and talents. He was truly a man of the highest moral fibre who led by example and handed on his deep Christian faith to family, friends, students and colleagues.

As a life-long pioneer himself, Seán showed commitment to the Pioneer Total

Abstinence Association. Year after year, he promoted the Young Pioneer Movement in our 2nd level schools. Enrolment always took place in the context of Mass.

Whatever need arose in the community, Seán would try to offer a working and workable solution. He organised and ran numerous night classes of all descriptions many of which were referred to by past pupil, Senator Pat Moylan at his graveside oration.

He had a deep-rooted love of all things Irish, grasping every available opportunity to speak the language. He encouraged everyone, pupils, colleagues and friends to foster a similar love in their own everyday lives. He was Principal of an Irish Summer College in Ballybunion for many years, successfully sowing the seeds of pride in our culture.

Seán worked constantly with others to ensure the senior citizens of our locality enjoyed an annual party. This was just another triumph of this great man's unselfish and warm personality. He was a founder member of Banagher Credit

Union and served for many years on the Board of Directors. He was also a founder member of Crank House.

He constantly promoted the value and beauty of our town and region. In this regard he encouraged the upkeep and maintenance of a strong Tidy Town's Committee. He always took great pride and interest in every aspect of town and community life.

An exemplary family man who was justifiably proud of his wife and children, all of whom were blessed to have shared so much time with this magnificent man. The tragic loss of their beloved Finian was a devastating blow for the family but the great support within the tight-knit family, neighbours and friends and the power of prayer helped carry them through these very sad and difficult times. Our heartfelt sympathy and deepest condolences are extended to his wife Phyllis, Sorcha, Fionnuala, Eilís Bríd, and Caoimhín. We were all privileged Seán O Corragáin touched our lives and his memory will endure in our hearts forever.

*Ar dheis Dé go raibh a anam.*



R NICHOLAS FURLONG, PATRICK CUMMINGS, NICK CORISH AND MARIÉAD FURLONG

Hope you all enjoyed the summer – that is if you were not in Ireland. We will have to get Dora to organise the summer in future!!

Well there are lots of things to tell you. First, I have received many letters about the 2% pay increase due since the beginning of June. I have to repeat what I have written many times on the matter; that the VECs are the worst when it comes to making these payments (that is most of them - there are some exceptions.) I received my increase on the due date as did all the teachers who were employed in the Community and Comprehensive sector. The problem is that the VECs have to inform the Local Council that you are due an increase, then the Local Council are supposed to pay it. However, things get dragged out for several months before payment is made. One would think the solution was a no-brainer and that it could be sorted out quickly. For several years negotiations have been ongoing between the Department the VECs and the Local Councils and no solution is in sight. The good news is that you will get your increase. The bad news is that compensation for delay only applies after eighteen months.

Dora has organised a wonderful mid week break for the autumn in the Newpark

Hotel, Kilkenny from the 8th to the 11th October. The cost is €200 per person sharing and €245 for a single room. Application forms are available from me – just phone leaving name and address and I will post you one.

The diary is now available and you should be receiving your copy soon, if you have not already received it, again if you have any problem just phone as above.

We had a very successful AGM and Conference in Wexford in May. The Charles McCarthy lecture was given by Nicholas Furlong who is married to

Charles McCarthy's wife's sister. Nicholas is the author of many historic books about Wexford and its environs. Nicholas gave the lecture on Charles McCarthy it was warmly received by all. We had the honour of the President and the Vice President at our AGM. Moya and I were re elected as Chairman and Secretary and Ray Hatton was elected as the new treasurer.

I have been appointed by the Executive Committee to the Board of Trustees for AVCs. The Board will have a contribution to the TUI News starting with this issue this will be a great source of practical information for all. The Executive have also appointed the RMA officers to the Retired Workers' Committee of the Irish Congress of Trades Union.

You may be aware of a new service called Citizens Information, it will answer all your questions on Health Services, Social welfare, Tax etc the website is [www.citizensinformation.ie](http://www.citizensinformation.ie) Apart from the website they have offices throughout the country where you can receive personal assistance. Try it out.

Christy Conville



PRESIDENT OF TUI TIM O'MEARA ADDRESSING RMA CONFERENCE



MOYA CORRY AND DORA WEAVER WITH THE WINNER OF THE "HIDDEN HEARING" HAMPER



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