

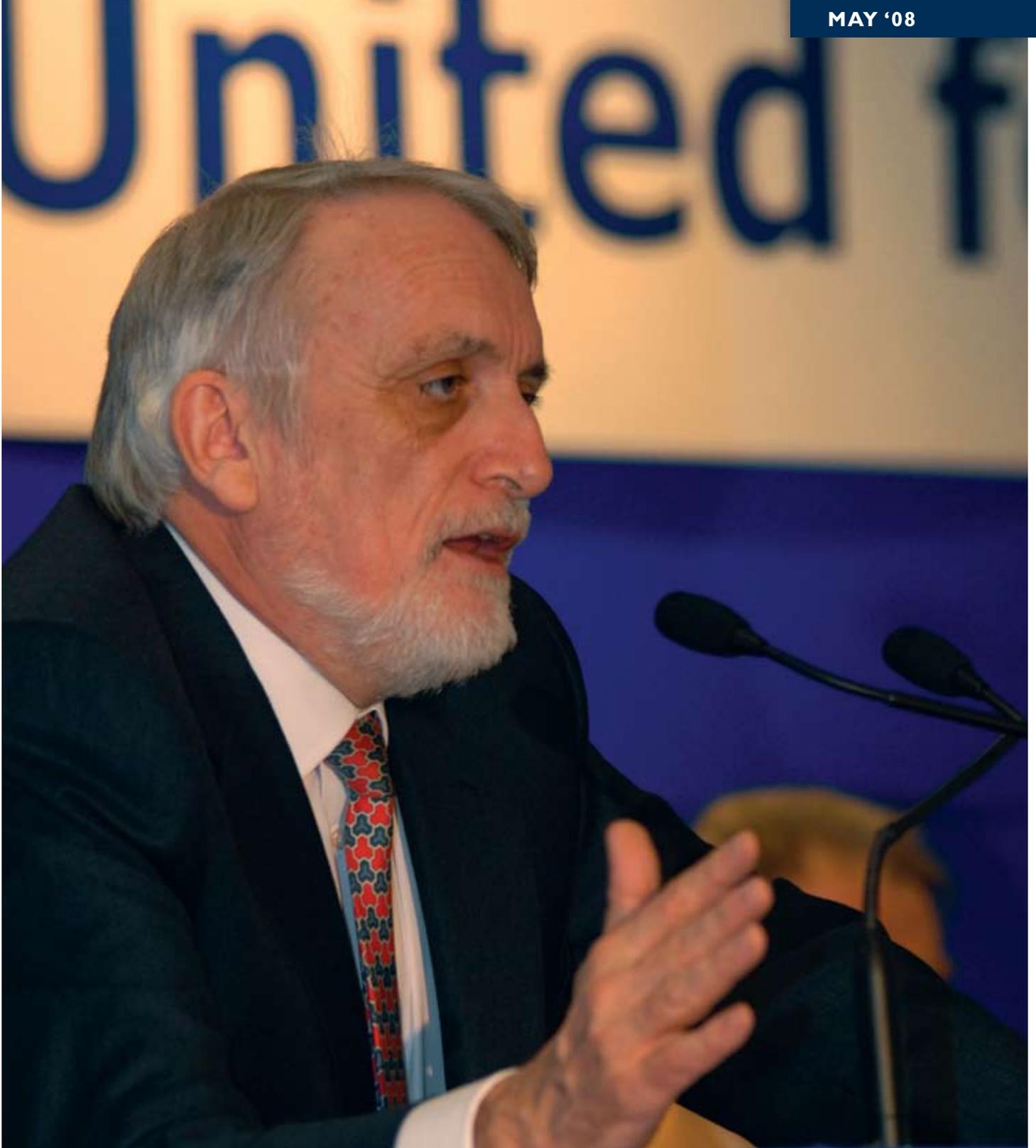


TEACHERS' UNION OF IRELAND / AONTAS MÚINTEOIRÍ ÉIREANN

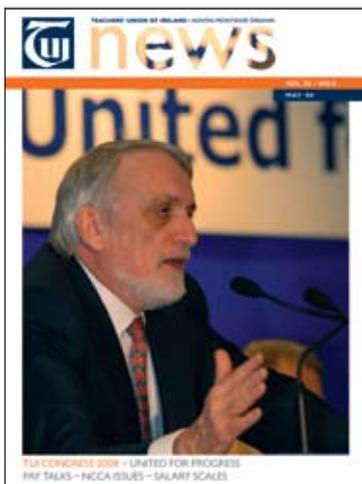
# news

VOL.30 / NO.5

MAY '08



TUI CONGRESS 2008 – UNITED FOR PROGRESS  
PAY TALKS – NCCA ISSUES – SALARY SCALES



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# A Word from The President



TUI PRESIDENT, TIM O'MEARA

White's Hotel in Wexford provided the venue for TUI's Annual Congress which took place at the end of March. Issues pertaining to education and trade unionism in Ireland were debated enthusiastically and the conference will once again serve to direct the union's position on a wide range of issues affecting the many different types of educators who comprise our 13,000 strong union.

I would like to thank all members who gave of their free time to attend the conference. As I stated in my opening address, it is reassuring at a time when self gain is widely promoted that TUI members are still prepared to give so generously of their time and expertise in the interest of improving the lives of others.

I would like to particularly praise the Congress Organising Committee, chaired by TUI stalwart Richard Walsh, for their dedication and graft in ensuring that Congress 2008 was the success it was. I would also like to thank the Standing Orders Committee, chaired by Vincent Breslin, for all their help and assistance in expediting the business of Congress.

There was palpable anger among members at the most recent Benchmarking Report that recommended pay increases to only a few grades, most of which were concentrated at senior level. Likewise, it was clear from the debates on motions related to pay determination that social partnership has been stretched to breaking point. The failure of the latest agreement to even deliver pay increases that kept pace with inflation has rankled educators across the country. Some people, as Government ministers and corporate bosses have recently shown, are quiet capable of feathering their own nests while at the same time urging pay restraint on the rest of us.

In the build up to and during Congress,

the Minister and her colleagues spoke of the need for unions and other interested parties to be 'realistic' in their expectations of what resources could be provided by her Department for the education sector.

We were told in meetings before and during Congress that with the gloomy economic outlook it was unrealistic of us to expect a fully resourced education system.

The obvious question is what happened to all the recent Budget surpluses and why were they not used to bring our education system up to world class level.

TUI finds this viewpoint unacceptable. Spending on education is not a cost. It is an investment in the future of this country. Our continued success lies in developing a knowledge based and innovative workforce. Capital investment in people and their education is more important than investment in physical infrastructure. Ireland is still one of the fastest growing economies in the world and the government have a responsibility to forge ahead with the development of a high quality education system.

The OECD has established that Ireland spends less of our wealth on education than all other developed countries. As a country we cannot compete in the global economy without significantly developing our skills base. The National Skills Strategy published in 2007 points

out that raising skill levels and eliminating low skill is the key to this country remaining successful and competitive.

Several members of the national executive ended their term as area representative in Wexford. Jacqueline Sheil, Tony Joyce, Fergal McCarthy, Tony Deffely, Joan Sheahan and Daithi Sims deserve great credit for the work carried out on behalf of members in their area.

Vincent Breslin and Con Doran completed their term on The Standing Orders Committee and Tom Hughes on The Security Fund Committee. I would like to thank them all for their dedication and tireless service to the union and wish them all the best in the future.

An educational system isn't worth a great deal if it teaches young people how to make a living but doesn't teach them how to make a life. It is important that we recognise and celebrate the massive contribution TUI members have once again made over this academic year to education in Ireland.

I wish you all a relaxing and enjoyable summer break.

**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

# Commencement of Pay Talks

The Irish Congress of Trade Unions has voted virtually unanimously to accept the invitation of the government to engage in pay talks towards phase 2 of the national agreement “Towards 2016”.

On this occasion all four teacher unions have agreed to enter talks on a common platform as set out below.

- Pay increases must be significantly ahead of inflation and should comprise increases
  - (a) to reflect increases in the CPI;
  - (b) to reflect growth in the economy.
- The pay agreement should be of briefer duration than previous agreements and should not be for more than two years.
- The pay pause for the public service should be removed.
- A review mechanism must be built into the pay agreement so as to prevent erosion of the increases by inflation.
- The flexibility and change provisions should be those already agreed under Towards 2016 only thus obviating the problem whereby those provisions are voted upon by groups not directly affected.
- In solidarity with the broader trade union group, the problems of agency workers and of trade union recognition should be resolved.
- Consideration should be given to the mechanism through which the agreement is ratified.
- Additional resources will be sought to improve teaching and learning.
- A mechanism will be provided to process grade claims.

Never before has there been such unity amongst the four teacher unions and while there are policy differences and differences of emphasis, there is far more to unite teachers than there are differences.

A major issue for TUI is the issue of changes in conditions of service and, in particular, the decision making process in the event of there being changes proposed. The policy of the TUI is that when it comes to changes in the conditions of service of its members then those members alone should be the only people determining the acceptability or otherwise of such changes. A motion of this nature was submitted to the ICTU Biennial Delegate Conference in Bundoran in July 2007 and was ruled out of order. This has been reported in previous editions of TUI News.

“Additional resources will be sought to improve teaching and learning.”

On the instruction of TUI Annual Congress this was submitted as an amendment to the motion for the ICTU Special Delegate Conference held on the 17th April. This time it was submitted by way of an amendment to the ICTU Executive Council motion. Again, it sought that in the event of

there being changes in the conditions of service of members that those members would be the only persons to agree on the acceptability of such changes.

This amendment was ruled out of order for the Special Delegate Conference and, despite a challenge by the TUI, supported strongly by both the Irish Federation of University Teachers and the Association of Secondary Teachers Ireland, the challenge was unsuccessful.

Notwithstanding this the Executive Committee decided that the best approach to the ICTU Conference was to vote for entry to pay talks on the clear understanding that the purpose of such entry was to prevent changes in conditions of service: this being is one of the common items amongst the four teacher unions. A strong statement was made by the General Secretary at the conference and further that in the event of discussions on conditions of service being sought that TUI would not engage.

The Executive felt it appropriate to maintain solidarity with the other teacher unions and to commence talks with this as one of the objectives. It is the determination of the Executive Committee to seek to prevent changes in conditions of service and, in accordance with an instruction given by the recent congresses of TUI, which have instructed that there would be no negotiation on changes of conditions of service unless a guarantee was given in advance that TUI members alone would determine their acceptability. As no such guarantee has been given, TUI, in entering pay talks, will not discuss changes



in conditions of service and will resist all attempts to impose any changes in such conditions. In the event of a situation arising whereby it becomes a certainty that any pay increases available under a future national agreement would be contingent on changes in conditions of service, the Executive Committee has committed to a full consultative process including, if possible, a special congress to consider such proposals before continuing with the discussions. The Executive Committee has determined to monitor very carefully the progress of these negotiations in respect of any issues which might have an effect on conditions of service and to act immediately on the above commitment to members in accordance with decisions of annual congress.

### Historic Joint Executive Meeting

In 1985, approximately 25,000 teachers marched through the streets of Dublin and, in a show of union solidarity, gathered in Croke Park for a rally in protest against the then government's refusal to ratify a pay arbitration award for teachers. This rally, and other events organised by Teachers' United at the time, was successful. On 16th April, 2008, representatives of close to 60,000 teachers met again in Croke Park. This time in the conference centre by way of a joint executive meeting of the four teacher unions, ASTI, IFUT, INTO and TUI. The purpose of the joint executive meeting was to consider the common pay policy for entry into national pay talks. It was an historic meeting in that it was the

first ever meeting of the executives of all four teacher unions and, in the context of the proposals for a federated teacher union, it is anticipated that there will be many more such executive meetings.

While the joint executive meeting cannot take formal decisions, it is a very useful means of exchanging views and policies and of fostering a greater understanding of the positions being adopted by the different executive committees.

# United for Progress

TUI Annual Congress 2008, White's Hotel, Wexford, Co Wexford  
Excerpts from General Secretary's Address



PRESIDENT TIM O' MEARA AND GS PETER MACMENAMIN WELCOME MINISTER HANAFIN TO CONGRESS

## World Class Education System

As an education union it is right and proper that we would strive for excellence both in the delivery and in the overall quality of that service. As educationalists we strive for a high quality service. It has frequently been said that Ireland has a world-class education system and I believe it does – in parts.

You can go into a school and you will see well-filled libraries, well-appointed classrooms, high tech facilities, laboratories and workshops that would be the envy of many. Maybe some of you don't recognise this. Maybe that's because this is an image of the schools or the colleges that carefully select their students, schools or colleges which charge substantial fees and where the vast majority of the students are extremely well motivated and have home support that

is without question. Maybe this is because the person painting the picture of this world-class education system didn't visit the small rural school, which has been waiting for refurbishment for the last 25 years. Or the Youthreach Centre in inner city that is probably beyond renovation but still caters for 25 disadvantaged young adults. Or the institute, where the scientific equipment or the machines in the workshops are out-dated. Maybe it is that the world-class education system doesn't extend this far.

I believe that we do have a world-class education system for those who can afford it and for those that are selected to benefit from it. For others, it's not quite so good and this is an indictment of our state. It highlights our divided society. It has been

said that the quality of an education service is one of the best measures of the health of a society. I don't think we measure up very well based on this criterion. It has been said that denial of equality of educational opportunity is one of the most vicious forms of discrimination, particularly because it is vested on the young. I think our society and our Government stands indicted on that count also.

## Education Funding

Colleagues, I will never stop seeking further expenditure by the state on education. I will never stop seeking a world class education service for each and every one of the young people of this country so that they can avail of this education system and continue with it to the best of their ability and in accordance

with their needs. I will never stop seeking the removal of inequalities in the system, inequalities which distort school populations and which allow schools to select their students to the exclusion of those with educational disadvantage; inequalities which lead to the world class system for some and a concentration of disadvantage in other schools which in turn leads to that disadvantage being amplified in these students, inequalities in the lack of the role-out of the government policy on school discipline leading to the majority of students having their education disrupted by the tiny minority. I will never be satisfied with the concept of equality of access being propped up by the private sector, much less by philanthropists who base themselves abroad for the purpose of tax avoidance.

### Selective Enrolment Procedures

Privilege is not creeping in this Republic of ours it is rampant. It is reinforced by our selective educational system, which is simultaneously both world class, grossly inadequate and discriminatory.

This union will continue to point to any practices that are discriminatory or that stand in the way of equality of educational opportunity for all. How can we do otherwise? How can we settle for anything less than a world-class education system which all can avail of to the maximum of their ability and according to their needs?

### Excerpts from President's Address Benchmarking and Social Partnership

Benchmarking is a failed process. It suits employers because the pay of all public sector workers is compared with the worst employers in the private sector. In my view there is something seriously wrong in the private sector, where low paid workers are given little or no increases while senior managers award themselves huge sums of money. This is now being replicated in the public sector. We now know that direct comparison of public



PRESIDENT ADDRESSES CONGRESS

sector employees with private sector employees has one effect, and one effect only, - highly paid public servants are being “leveled up” and middle and lower paid public servants are being “leveled down”.

The fact that top public servants along with senior politicians and legal figures received huge pay increases under a separate process is leading to polarisation and resentment. Some people, as Government ministers and corporate bosses have recently shown, are quiet capable of feathering their own nests while at the same time urging pay restraint on the rest of us.

Social partnership has been stretched to breaking point. Workers are facing one act of provocation after another. The Towards 2016 Agreement's failed to deliver pay increases that kept pace with inflation and also failed to reward us for our contribution as educators to sustainable economic prosperity.

Moderisation and flexibility should be about working smarter rather than longer. The term “modernisation” has been debased and devalued by government and employers. It has become a byword for additional bureaucratic

demands that add nothing to the quality of educational provision but instead deflects teachers and lecturers from their core task of teaching and learning. To date modernization and flexibility has not meant better facilities, smaller classes, better training, equipment or methodologies. Flexibility, modernisation and change should be about delivering a better service rather than the narrow focus on changes in our conditions of service.

### Teachers Experiencing Professional Difficulties

The strength of the Irish education system is built largely upon the excellence of its teachers. The morale of the teaching profession is being undermined by the media fixation with the tiny minority of teachers experiencing professional difficulties. It is a source of great frustration to the great majority of excellent teachers that their efforts are not recognised and reaffirmed. They feel their work goes unheralded and unappreciated. Teaching had become more difficult in recent years as teachers in the classroom try to cope with a changed society.

### Inclusion

If students come to our schools from



MINISTER HANAFIN ADDRESSES CONGRESS

strong, healthy functioning families, it makes our job easier. If they do not it makes our job more important.

Ireland has a high quality education system but not an equitable one. TUI does not accept a dual system of education. Schools paid for out of the public funds should reflect the spread of student ability and diversity in society and in their local community.

The OECD Pisa study singles out Finland, Estonia and Ireland as countries “where parents can rely on high and consistent performance standards across schools in the entire education system”. It goes on to say that parents “can be less concerned about their choice of school in order to obtain high performance”. The Minister must use her extensive statutory and executive powers to ensure that all children have access to their local school where they can be educated in an inclusive environment with siblings, friends and neighbours. She must bring to heel those school managements that ignore public policy on inclusion.

All schools must welcome students from different ethnic groups. Schools must promote among their students respect for cultural diversity as well as providing opportunities to learn from different

cultural traditions. If we get this one wrong, Ireland will have to deal with a segregated society, and the enormous problems that will follow when those students grow up.

### National Skills Strategy and Institutes of Technology

The report, Towards a National Skills Strategy, argues that raising skills levels is the key to this country remaining successful and competitive. Our education and training systems must adapt and be innovative in order to build the well educated, highly skilled workforce that will be required to sustain a knowledge based economy. This presents a massive challenge as well as a significant opportunity to our educational institutions. The VEC Sector and the Institutes of Technology Sector are well placed to respond to the recommendations set out in the National Skills Strategy if properly resourced and supported.

TUI has serious concerns that many institutes have had an overall funding increase of just 1%. This is totally inadequate given the level of pay increases, both incremental and normal, due this year. In effect it amounts to a very significant cut. This is totally unacceptable, particularly as institutes are already under-funded when compared with other third level sectors. It is a priority for TUI that funding is increased

to allow institutes to continue their vital contribution to the economic success of their local and regional communities.

### Teacher Unity

Teacher unity is vital in order to strengthen our power. Let us all make a concerted effort towards unity. We need to focus on strengthening our similarities so that we can become a strong and powerful movement in the public sector. Let us move forward together and avoid the trap of divide and conquer.

### Investment in Education

Investment in education is investment in Ireland’s future. At a time when our knowledge based economy demands increasingly higher skills to stay competitive, well resourced schooling and education is key. The TUI will continue to demand that this Government not repeat the mistakes of former Governments by slamming the brakes on investment in education.

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## Teacher Fee Refund Scheme

Details of the Teacher Fee Refund Scheme for 2007/2008 have issued to schools by the Marino Institute of Education that hosts the initiative on behalf of the Department of Education and Science.

The Department has also scheduled a meeting for early May to review the scheme, at which the teacher unions and management bodies will be represented.

The views of TUI members and local branches are welcome in this regard.

These should be provided to your **Area Representative** or to the **Bernie Judge**, Education and Research Officer, so that they can be considered by the TUI Executive as appropriate.

# General Secretary Speaks on Pay and Benchmarking at TUI's Annual Congress

The much-awaited benchmarking second report was delivered to us at the beginning of this year. Its publication was preceded by much speculation, reduction of expectations and general softening up for bad news.



And it was bad news for anybody who was expecting a pay increase; for anybody whose pay was seriously out of line with others; for people whose job had changed out of all proportion and whose level of responsibility had increased beyond recognition from the last time their pay had been examined, even as admitted by the Labour Court. The Benchmarking Body did not look at those issues.

The Benchmarking Body looked at issues like public service pensions and although the Benchmarking I Report had indicated that it had discounted for pensions, Benchmarking II decided to do so again, it decided that 12% be removed from any pay increase that might otherwise have been given. This with no consultation, never mind prior agreement; although against the advice of TUI this was permitted by the ICTU in the terms of reference for the body.

The Benchmarking Body looked at issues like the permanency attached to jobs in the public service and it told us it was not going to discount for this permanency, at least not

this time. Are we supposed to be grateful? It didn't need to because the changes it had made already gave us a 0% increase.

The ATM of yesteryear is clearly out of service. This is clearly a system, which doesn't work. It does not have the sophistication necessary to make a fair, impartial, open and transparent adjudication of public service pay based on the myriad of factors which change; be they levels of responsibility, workload, comparison with external grades, etc. It is not, as constituted at present, a fair and reasonable method of pay determination. It never was.

Benchmarking I was no more fair and no more open, no more transparent, than Benchmarking II. It gave a pay award, but some of that pay award was for nothing more than a buy-in to the system, into a process which was always calculated to hit public service pay.

The Review Body for Higher Remuneration, which examines pay of higher civil and public servants, the judiciary

and our political masters gave significant increases without seeming to impose the necessity of prescribing specific changes which they must make in their work in order to receive such pay increases. Why is it that there is one law for them and another us less privileged? Is this not yet another example of inequality chasing inequality in such a way that the privileged get significant pay increases, perhaps richly deserved, perhaps even hard earned, but at the expense of the equally richly deserved and hard earned pay increases of those of the less privileged. They are simply denied to them because of arbitrary and unilateral decisions?

This benchmarking system does not work and if this Union is to accept a means of pay determination for the future it must be clear, transparent, open, fair and sufficiently sensitive to examine all issues. Only then will the pay determination mechanism have the confidence of this Union. Only then will we accept it.

## Retirement at end of school year

Any member considering retirement at the end of this school year should note that in order to have the 2.5% increase (payable under Towards 2016 Agreement) applied to their lump-sum that they must be in service on the 1st of September 2008.

Any members requiring further clarification on this issue should contact TUI Head Office.

# New TUI Area Representatives

## Full list of TUI Area Representatives

### VECs

**Area 1** Wicklow, Kildare, Laois, Carlow - **Gerry Quinn**

**Area 2** Roscommon, Longford, Westmeath,  
Offaly - **Denis Magner**

**Area 3** Cavan, Monaghan, Louth, Meath - **Daniel Keane**

**Area 4** Wexford, Co Waterford, Waterford City,  
Tipp SR, Co Kilkenny - **Tom Creedon**

**Area 5** Tipp NR, Clare, Limerick City - **Noel Spittle**

**Area 6** Co Dublin, Dun Laoghaire - **Michael Stanley**

**Area 7** Kerry, Co Limerick - **Dan Joe Cahill**

**Area 8** Sligo, Leitrim, Donegal - **Joseph O' Donnell**

**Area 9** Cork City, Co Cork - **Vivienne McSweeney**

**Area 10** Dublin City Post-Primary - **John Farrell**

**Area 11** Galway City, Co Galway,  
Co Mayo - **Imelda Maloney**

### Community and Comprehensive Areas

**Area 12** Cavan, Donegal, Leitrim, Longford, Mayo, Monaghan,  
Roscommon, Sligo, Westmeath - **Manus Brennan**

**Area 13** Dublin, Kildare, Louth, Meath,  
Wicklow - **Jimmy Kelly**

**Area 14** Carlow, Clare, Cork, Kerry, Kilkenny, Laois,  
Limerick, Offaly, Tipperary Waterford,  
Wexford - **Bernie Ruane**

### Colleges

**Area 15** Dublin (excluding City), Louth, Monaghan, Cavan,  
Meath, Kildare, Offaly, Laois, Wicklow, Carlow,  
Kilkenny, Wexford - **Paul O' Hara**

**Area 16** Dublin City - **Paul McSweeney**

**Area 17** Cork, Tipperary, Waterford - **Pat Ahern**

**Area 18** Donegal, Sligo, Leitrim, Longford, Roscommon,  
Westmeath - **Marie Hegarty**

**Area 19** Kerry, Limerick, Clare, Mayo,  
Galway - **Ide Ni Fhaolain**



**Gerry Quinn**

Area No 1: VECs: Wicklow,  
Kildare, Laois, Carlow  
Replaces Jacqueline Sheil



**Dan Joe Cahill**

Area No 7: VECs:  
Kerry, Co Limerick  
Replaces Tony Joyce



**Vivienne McSweeney**

Area No 9: VECs:  
Cork City, Co Cork  
Replaces Fergal McCarthy



**Imelda Maloney**

Area No 11: Galway City,  
Co Galway, Co Mayo  
Replaces Tony Deffely



**Jimmy Kelly**

Area No 13: Community  
and Comprehensive:  
Counties Dublin, Kildare,  
Louth, Meath, Wicklow  
Replaces Joan Sheahan



**Ide Ni Fhaolain**

Area No 19: College  
Areas: Kerry, Limerick,  
Clare, Mayo, Galway  
Replaces Daithi Sims

## Government Agrees to Extend Freedom of Information Act to VECs

The long running campaign by TUI to have the provisions of the Freedom of Information Act extended to VEC Offices appears to be coming to a conclusion.

The letter set out below to the General Secretary indicates that the government has agreed to extend the provisions of the legislation to VECs.

While it is hard to comprehend why it has taken in excess of 10 years to have the legislation applied to Vocational Education Committees, this move is nonetheless welcome and the Union hopes that this commitment will be honoured in the near future.

Tánaiste and Office of the Minister For Finance  
Upper Merrion Street,  
Dublin 2,  
Ireland.

Telephone 353-1-676-7571  
Facsimile 353-676-1951  
LoCall 1890-66-10-10  
[www.irlgov.ie/finance](http://www.irlgov.ie/finance)

Our ref: 08/0127M

Mr Peter MacMenamin.  
General Secretary,  
Teachers' Union of Ireland,  
73 Orwell Road,  
Rathgar,  
Dublin 6.

3 April 2008

Dear Mr MacMenamin,

Thank you for your letter of 3 March concerning the extension of the Freedom of Information Act to Include the Vocational Education Committees.

The Government has agreed that the Freedom of Information Act should be extended to Vocational Educational Committees. Work is currently underway to extend the Act to a range of public bodies and it is intended that the Vocational Educational Committees will be included in this current extension. The Department of Finance is in discussion with the Department of Education and Science on this issue and it is hoped that the Vocational Educational Committees will be brought within the scope of the Act later this year.

Yours sincerely



Paul Mooney  
Private Secretary to the Tánaiste.

# Future growth...

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Financial planning is not a 'once-off' exercise. Our lives continually change and so will our financial requirements. By becoming a member of the credit union you are giving yourself the opportunity of keeping your financial situation on track now and for the future.

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## School Leadership Training available to TUI members



The Leadership Development for Schools Programme (LDS) has expanded its service to include teachers at a variety of leadership levels in schools as detailed below.

### Misneach:

Are you a newly appointed Principal? The Misneach Programme aims to support you in your new leadership role.

### Tánaiste:

Are you a newly appointed Deputy Principal? Tánaiste aims to assist newly appointed Deputy Principals develop an understanding of the role of the Deputy Principal.

### Forbairt

Are you an established Principal/ Deputy Principal? Would you welcome the opportunity to engage in a leadership programme as a leadership team of Principal and Deputy Principal?

### Middle Leadership Programme

Are you a member of the Middle leadership team in your school? The middle Leadership programme run on a pilot basis, aims to enhance the skills of middle leaders as a school team in areas such as team leadership, change management, conflict resolution etc.

### Cumasú

Are you a leader in a DEIS/DAS school? The Cumasú programme responds to the specific needs of school leaders (Principals and Deputy Principals) in challenging environments.

### Tóraíocht

Post Graduate Diploma in educational leadership. Are you interested in developing your leadership skills to enhance your current work or prepare for future senior leadership positions? The Tóraíocht programme is offered in conjunction with NUI Maynooth.

Further details of all of the above courses are available on the LDS website [www.lids21.ie](http://www.lids21.ie).

## TUI Credit Union News

Thank you to the children and teenagers who entered the short story competition announced in the February TUI News.

Congratulations to the ten winners who are:

### In the 12-18 category:

Eilís O'Keeffe  
Oscar Field  
Naomi O'Shea  
Caoimhín Ó-h-Éanna  
Sarah Daly

### In the under-12 category:

Emma O'Brien  
Louise Harmon  
Keziah O'Shea  
Clíodhna Ní Riain  
Osín Bird

Each of the winners has received a €50 book token.

The monthly raffle winners are:

### January 2008:

M Clifford, Dublin - €1,500  
P McManus, Dublin €1,000  
J Brogan, Dublin - €500

### February 2008:

A Kearney, Cork - €1,500  
J McLoughlin, Mayo - €1,000  
D O'Gorman, Dublin - €500

### March 2008:

G Howley, Waterford won the Ford Focus in the annual Easter car draw.  
J Doherty, Dublin - €1,500  
T Ashe, Kildare - €1,000  
E Boyd, Dublin - €500

Congratulations to all.

Le dea ghuí,

E Clancy for Marketing and Promotions Committee



TUI Credit Union competition winner Clíodhna Ní Riain



TUI Credit Union President Frank McGinn presents draw winner Gerry Craughwell with a new laptop computer

# Curriculum Reform in Post-Primary Education

## Review of Junior Cycle Curriculum Developments (post-primary)

The National Council for Curriculum and Assessment (NCCA) is continuing to advance work in relation to the review and reform of the Junior Cycle and Senior Cycle. The work is supported by course committees for each committee and board of studies for groupings of subjects. The TUI has two or more representatives on each of these and is also represented on the NCCA Council and its main sub-committees.

### Rebalancing Junior Cycle Syllabuses

Rebalancing is about reducing overload and overlap in the junior cycle curriculum. Its purpose is to make more time and space to have the quality of learning engagement with students that teachers would like. It involves:

- rewriting each syllabus
- writing learning outcomes for each part of the syllabus
- updating material and removing unnecessary overlap
- lining the syllabus up with the primary school curriculum and any changes at Leaving Certificate
- making minor changes to assessment

Rebalancing is not a complete revision of a subject. It is primarily a reconstitution of the elements already being taught with some reductions in and changes to the content. Syllabuses will be presented in a new format under the following headings: Introduction, Aims, Objectives, Overview, Differentiation, Assessment, Topics and Learning Outcomes and Statement of Links. Expression of the syllabus in learning outcomes is the most significant difference with current syllabuses and will provide a common language to describe learning across subjects. They will be especially useful in helping teachers with planning and designing the teaching, learning and assessment of students.

All Junior Certificate Syllabuses will be rebalanced on a phased basis. A number of subjects have undergone a process of rebalancing and are now ready for consultation.

These include:

- Art, Craft and Design;
- English;
- History;
- Home Economics;
- Music.

The NCCA is engaging in public consultation on each of these and schools, teachers and others are invited to provide comments. Information on the consultation process which commenced on April 14th and ends at the end of May has been issued directly to schools in due. An electronic version of each draft syllabus is available on the NCCA website [www.ncca.ie/junior cycle](http://www.ncca.ie/junior%20cycle) along with information on what has changed. An on line questionnaire is also provided so that individuals can comment on the changes.

### Senior Cycle Reform

Under the reform of the Senior Cycle major revision of most syllabuses is not envisaged but greater coherence and appropriate modernisation across the curriculum are primary targets.

#### Subject Review and Development

Throughout 2007 significant progress was made in the development of frameworks for Social, Personal and Health Education and Physical Education (non exam based). Two new subjects are currently under development: Politics and Society and Physical Education. Draft syllabuses and curriculum framework will be available for public consultation in 2008.

In reviewing assessment of current subjects a broader range of assessment methods and an improved match between the aims of the syllabus, proposed learning outcomes and what is assessed is a central

objective. It is envisaged that more subjects will have a second assessment component and detailed consideration of how this might be achieved is on-going. Other important concerns relate to the number and timing of examination papers; the relationship between ordinary and higher level outcomes and assessment criteria.

#### Short Courses and Transition Units

If introduced short courses will create major shifts in how the senior cycle is constructed and delivered as the idea is that students will be able to select a suite of subjects and short courses for the Leaving Certificate. Short Courses are proposed as new optional and examinable courses of 90 hours duration. In 2007 two areas were advanced significantly - Enterprise, Psychology – and others will follow. Extensive discussion will be required to determine how best this model can be introduced.

The Transition Unit Committee has been meeting on regular basis to support the design of Transition Units. These are 45 hour courses that can be designed from scratch or built around modules already offered as part of transition year. The idea is that they will be written to a common format and be shared between schools once they have undergone validation process. Appropriate models of validation are under discussion.

The NCCA has issued a brief summary booklet on these developments directly to schools and more comprehensive details on current developments are available on the NCCA website at [www.ncca.ie](http://www.ncca.ie). Public consultation will commence on some developments in the autumn.

#### Specific changes in Irish and Maths

A Ministerial announcement in May 2007 set out changes in the proportion of marks awarded to oral Irish in the Leaving Certificate (from 2012) and Junior Certificate (from 2010). Work has

commenced on examining what changes may need to be made to the syllabuses and teaching approaches at Junior Cycle and Senior Cycle syllabuses to facilitate these changes. The union will also be seeking meetings with the Department to consider what approaches are most appropriate, professional development issues and other important issues such as planning time and appropriate remuneration for teachers involved in assessment tasks.

Consultation on the review of mathematics in post-primary education took place in 2005 and 2006. Following on from this the Mathematics Course Committees (Junior Cycle and Senior Cycle) and Board of Studies considered possibilities for change and recommendation were made by the NCCA to the Minister. This led to what is now called Project Maths which involves the development of classroom materials and resources, teacher professional development

and support for a new approach to teaching and learning in mathematics. Increased emphasis is being placed on context and applications that are relevant to present and future needs. The new syllabus strands will be introduced on a phased basis to allow feedback before implementation widens to all schools. Schools will be selected randomly to participate in the first phase and an invite to indicate interest has now issued to all schools and those selected from the first phase will implement the changes from September 2008.

It is important that teachers and branches provide feedback to the TUI on all of these developments at appropriate intervals. This can be provided to the relevant TUI representative on NCCA Committees (see [www.tui.ie](http://www.tui.ie) for list), your Area Representative or myself so that they can be considered by the Education Sub-Committee and TUI Executive as appropriate.

It is also crucial that TUI Representatives on NCCA Course Committee and Boards of Studies provide feedback after each committee meeting and a final end of year to the TUI, Education and Research Officer. This provides important information and supports analysis for the TUI nominees who sit on the Junior Cycle Review Committee, the Senior Cycle Committee and the National Council ensuring that the best possible representations can be made on behalf of TUI members. In this regard see the TUI website at [www.tui.ie](http://www.tui.ie) for templates to support report writing or send an email setting out progress and decisions taken.

[An updated list of TUI Representatives on NCCA Committee will be posted on the web shortly.](#)

## Incremental Credit for previous teaching service in VTOS Centres and Traveller Education Centres

The following is the interpretation of the scheme for the award of incremental credit published under circular 29/2007. This agreed interpretation is confined to recognised teaching service which was given in VTOS Centres and in Traveller Education Centres prior to 31 August 1998 and which is deemed, solely for the purpose of the award of incremental credit, to be equivalent to whole-time service.

Incremental credit of one full year may be awarded on the common basic scale in respect of teaching service that meets all of the following criteria:

- The service must have been given
  - (i) prior to 31st August 1998,
  - (ii) in a VTOS centre or Traveller Education Centre,
  - (iii) under a written contract\* (EPT or part-time hourly paid) of not less than one school year's duration and
  - (iv) with a single employer.

- The teacher must have been qualified, as for whole-time appointment to the post under **Memo V7 or CL32/92**, at the time the service was given.

- The service must have been satisfactory in all respects.

- The teaching hours given within any relevant school year (i.e. 1 September in any year to 31 August of following year) must, to be eligible for consideration,
  - (i) have been not less, in the aggregate, than the minimum number of annual teaching hours required for whole-time service and
  - (ii) exclude hours served as a substitute teacher or a casual part-time teacher.

\* **Note:** For the purposes of this Circular, a written contract may include a letter of offer of regular part-time hours for the duration of an academic year in the relevant Centre

Not more than one increment shall be awarded in respect of any individual school year. Credit previously awarded under the EPT scheme should be reviewed in this context. Credit due under the terms of this Circular may be awarded with effect from 1 September 1998 or the date of entry onto the Common Basic Scale whichever is the later.

Teachers wishing to apply for incremental credit under the terms of this circular should apply to the CEO of the Vocational Education Committee by which the applicant is employed.

**See Circular letter Circular 0020/2008**

**Please note:** An equivalent circular letter in respect of directors of Traveller Education Centres will issue presently and also a circular letter for both VTOS and Traveller Education Centres in respect of Assistant Co-ordinator positions.

## Allowances for Coordinators and Assistant Coordinators in Core VTOS centres

Circular letter 45/99 introduced a management structure for core VTOS centres that provided for the payment of allowances to Coordinators and Assistant Coordinators of these centres and a reduction in their teaching hours to allow for their coordination duties.

**As a result of a recent arbitration finding, paragraphs 3.3.1 and 3.5 of Circular 45/99 have been amended as follows, with effect from 1 December 2005.**

### VTOS Centre – Coordinator

No. of students in attendance	1/12/05	1/6/06	1/12/06	1/6/07	1/3/08
< 40	€6,545	€6,709	€6,910	€7,048	€7,225
40-79 students	€8,561	€8,775	€9,038	€9,219	€9,450
80-119 students	€10,600	€10,865	€11,191	€11,415	€11,701
> 120 students	€12,650	€12,966	€13,355	€13,622	€13,963

### VTOS Centre – Assistant Coordinator

No. of students in attendance	1/12/05	1/6/06	1/12/06	1/6/07	1/3/08
80-119	€4,430	€4,541	€4,677	€4,771	€4,891
120-159	€6,548	€6,712	€6,913	€7,051	€7,228
>160	€8,561	€8,775	€9,038	€9,219	€9,450

VECs are requested to make arrangements to implement the terms of this circular and pay arrears due as soon as possible. The other provisions of Circular Letter 45/99 will continue in operation.

**See Circular letter Circular 0053/2008**

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# Congress Motions 2008: Resolutions Carried



## A. ADULT EDUCATION

### 1. Co. Galway

Congress instruct the Executive to renegotiate circular letter 43/00 with particular reference to the issue of including credit for other services namely the Voluntary Secondary Sector, C&Cs and other VEC schemes for the purpose of promotion.

### 2. Co. Wexford

Congress calls on the Executive to ensure that, where Adult Education programmes and services have ring fenced budgets, paid substitution (sick leave, maternity leave) be granted to cover Community Education Facilitators, ALO's, BTEI Co-ordinators, Adult Guidance Counsellors etc.

### 3. Co. Wexford (Amended by Co. Wexford)

That Congress notes the increased demands of running adult education programmes in schools and supports the current claim at conciliation and Arbitration for a reduction in teaching hours for directors of Adult Education.

### 4. Co. Donegal/Dublin C&C/Galway City/Co. Cork/Cork City Schools

That Congress agrees that the provisions and constraints as set out in Circular Letter 46/00 need to be reviewed/renegotiated in its entirety with the Department of Education and Science as a matter of urgency and that a working group be established within this Union to prepare for this review/renegotiation.

In this review/renegotiation the following matters in particular require to be addressed to the satisfaction of members:

- the role and conditions of service of the Directors of Adult Education.
- the management of Adult Education Services in out-centres not attached to schools and colleges.

### 6. Dublin City PP

Congress reaffirms as policy that hours in night-time Adult Education should not be linked to day time education programmes for contract purposes.

## B. ALLOCATION

### 13. Co. Clare

That Congress directs that the DES restore to each school the four hours lost because of appointment of assistant principals. Smaller schools suffer disproportionately because of this unjust arrangement. The precedent whereby schools are given back the hours lost when programme coordinators are appointed should be used to advance this issue.

### 20. Donegal C&C

TUI ensure a further reduction in the general Pupil/Teacher ratio and class sizes to reflect the needs of all students within an integrated setting.

### 12. Co. Dublin

Congress instructs the TUI to negotiate with the Department of Education and Science to ensure that when an assistant principal is appointed that the resulting reduction in teaching hours of the teacher is compensated for by an increase in teacher allocation to the school in light of the new middle management structures now being put in place in schools, where assistant principals are now to be part of the management structure of the school.

### 18. Co. Carlow

That the Deputy Principal in all schools be ex quota.

### 16. Co. Meath

Congress instructs the Executive to negotiate with the DES to reduce the class size for practical subjects from 24 to 16.

### 23. Co. Offaly

Congress instructs the Executive to negotiate a reduction in teaching hours for teachers who act as co-coordinator of resource/special needs in VEC and C&C Schools/Centres.

### 21. Co. Dublin

To ensure that school development planning takes place efficiently Congress directs the Executive to negotiate with the Department of Education and Science and the IVEA that a planning coordinator be appointed to each school as an additional ex-quota assistant principal post and that remuneration and hours reduction be in line with the super coordinator post.

### 14. Dun Laoghaire

Congress recognises the difficulties encountered by teachers working with mixed ability learners in technical subject areas (e.g. Technical Support, Multimedia, Electronics, etc) within the Further Education Sector and instructs that an immediate reduction in class size should be negotiated to levels similar to those in similar FAS courses (i.e. 18 learners).

## C. BEHAVIOURAL SUPPORT

### 24. Executive Committee (Amended by Dublin City PP)

Congress calls on the Minister for Education and Science to provide as a matter of urgency, the investment and resources required to implement key recommendations of the Task Force on Student Behaviour including:

- Extension and development of the Behaviour Support Service and provision of Behaviour Support Classrooms on a nationwide basis. Accordingly Congress decides that should the Minister not immediately agree to provide the staffed behaviour support room to all schools which have sought the facility and in which TUI has members, TUI will hold a one day strike in all 2nd level schools and a national demonstration as the first step in a campaign of action on indiscipline.
- A national programme of specialised training for teachers in areas related to student behaviour
- Additional staffing for schools designated as “disadvantaged”
- Adequate designated planning time for formulation of school codes of behaviour on foot of the new NEWB Guidelines
- Development of alternative education provision

- Supplementary staffing for schools to facilitate pastoral care and behaviour support for pupils by Year Heads and Class Tutor
- Revision of Department of Education and Science circular letters and establishment of a Charter of Students Rights and Responsibilities
- Piloting of programmes such as “Staged Intervention”.

## D. CONDITIONS OF SERVICE – 2ND LEVEL

### 35. Dun Laoghaire/Cork C&C

Congress instructs that under no circumstances will any form of performance based assessment by Principals, Deputy Principals or Peers be accepted by this Union.

### 40. Tipperary SR (Amended by Dublin City PP)

This Congress deplores the way members who are given full 22 hour pro-rata contracts for 3 years are given less pro-rata hours in the 4th year, for e.g. 16 hours pro-rata and the other 6 hours part-time or under some other heading. In this way the member need only be given a C.I.D. for 16 hours the following year. This is a blatant move by principals and/or C.E.O.s to subvert the legislation. Congress instructs the Executive to ensure that all hours worked in the 4th year – pro rata, non casual or casual – form part of the Contract of Indefinite Duration.

### 51. Executive Committee

Congress directs the Executive that in negotiations on revised procedures in relation to teachers experiencing professional difficulties that TUI will accept nothing less than the involvement of the DES Inspectorate in assessing the professional competency of a teacher.

### 52. Co. Cork/Galway City

Congress directs the Executive to negotiate terms governing personal days for the VEC sector equal to those enjoyed by teachers working in other sectors.

### 44. Tipperary NR

All teaching staff at 2nd level are required to start work in the academic year 2008-2009 no later than the 26th of August 2008 despite the fact that VEC's will not issue New Fixed Term Contracts before September 1st. As a matter of urgency Congress instructs the Executive to negotiate with the IVEA and the DES that all employment contracts start no later than the 26th August and in subsequent years from the 1st mandatory return date.

## E. CONDITIONS OF SERVICE – 3RD LEVEL

### 69. Galway-Mayo IT

Congress instructs the Executive to ensure that lecturers involved in teaching on all accredited programmes which include work placement must not be compulsorily required to supervise those students during the period 21st June – 31st August. In addition, realistic deadlines should be set for the submission of associated theses or reports by those students (i.e. late September or early October).

### 71. Galway-Mayo IT

Research and publication by a lecturer in his/her own area of work is not only a valuable activity which enhances the reputation of the IOT sector as centres of higher education, but is also one which can significantly enhance the expertise of the lecturer in regard to both teaching and research supervision. Therefore, Congress instructs the Executive to devise a national TUI policy/mechanism for allocating credit in terms of teaching hours, separate from arrangements pertaining to the supervision of post-graduate students, for research work of appropriate standard which is conducted by lecturers within an agreed time-frame and with a view to publication or other acceptable mode of dissemination.



#### 67. Dublin Colleges

Congress notes the following motion passed at Congress 2007

“Congress notes the following motion passed at Congress 2006

Congress is concerned at the varied and fragmented approach to the implementation of modularisation/semesterisation throughout the IT sector. It calls on the Executive to:

- Ensure that members’ conditions are not worsened by the introduction of modularisation/semesterisation.
- Ensure that members are not responsible for the tracking of students in relation to the modules they are studying.
- Ensure that all members have sufficient time to deal with examinations and continuous assessments and are not required to teach during examination periods.
- Negotiate payment for semesterised exams at the full rate.

It calls on the Executive to negotiate a comprehensive IR agreement covering the conditions applying to members working on modularised/semesterised courses.”

Congress notes that a comprehensive IR agreement has not been negotiated and instructs the Executive to do as a matter of urgency. In the event of no offer being forthcoming in relation to payment for semesterised exams, that Congress instructs the Executive to conduct a ballot of the membership, seeking approval for the issuing of a directive to members, not to submit examination papers for semesterised exams in the coming Academic Year, until an offer for improved payment is forthcoming.” Congress 2008 instructs the Executive to implement the above motion and to immediately ballot members on the issue of exams payments.

#### 77. Dundalk IT/Cork Colleges (Amended by Executive Committee/Cork Colleges)

Congress directs the Executive to seek improvements in the efficiency and effectiveness of procedures of the IOT IR forum as it has proved impossible to progress in any meaningful and timely fashion claims through this process. In the absence of such an improvement the executive to consider withdrawal from the colleges’ industrial relations forum. In such circumstances Congress instructs the Executive to serve these claims directly on individual employers to use industrial action when necessary to progress these claims.

#### 72(a) IT Tallaght

Recent Labour Court recommendations and national agreements (e.g. LCR 18366 on incremental credit, agreement on permanent contracts in IOTs in electrical and plumbing) were followed by extraordinary foot-dragging on the part of the official side. Congress considers that the level of delay in implementing agreements and rulings is unacceptable, particularly when we are subject to performance verification on fixed dates under the threat of loss of pay increases. Congress instructs the Executive that

- (i) In the case of Labour Court or other judgements, the official side be cited for unreasonable delay and industrial action be considered in response.
- (ii) Future agreements will include a time frame that the official side must meet or face the penalty of industrial action.



BRIAN MCCANN AND MICHAEL CASSERLY OF SLIGO COLLEGES



EDDIE CONLON, DUBLIN COLLEGES

### 72(b) IT Carlow

Congress condemns the delay by IT managements in processing all TUI members' claims arising from Labour Court Recommendation LCR 18366 (relating to the issue of retrospective application of the provision of CL IT 01/05 for academic staff in the Institutes of Technology). If by the end of this TUI Annual Congress 2008, there are still legitimate claims outstanding with regard to the implementation of this Labour Court Recommendation, Congress directs the Executive to initiate the process to enable industrial action (up to and including strike action) to ensure its fulfilment.

### 66. Dublin Colleges

Congress notes the following motion passed at Congress 2006 and endorsed at Congress 2007:

**“Congress agrees that senior academic posts in Institutes of Technology be filled on a rotating basis and instructs the Executive to commence negotiations on a new system for filling senior posts. These negotiations should be completed before Congress 2007.”**

Congress notes the failure of the Executive to advance this matter and commence negotiations on this matter and instructs it to do so as a matter of urgency.

### 75. Dundalk IT

Congress instructs the Executive to prioritise the assessment and payment of claims made under Circular Letter IT 01/05 (award of incremental credit for relevant prior experience) and to inform management that such assessments and payments must be made by 19th May 2008. Failing this the Executive is instructed to organise a national ballot for industrial action in the colleges sector. The form and type of this action to be decided by the Executive following consideration by the CAC.

### 68. Athlone IT (Amended by Cork Colleges)

Congress directs the Executive to lodge a claim so that Lecturers at the top of the salary scale, after an agreed period of time, would qualify for the existing two Long Service Increments.

### 79. Dundalk IT

Congress instructs the Executive to survey college branches to assess the extent to which persons returning from certified long term leave e.g. Maternity, Long Term Illness, Secondments, Research and CPD have been disadvantaged by the action or inaction of management. Where such issues become evident Congress instructs the Executive to pursue such cases under the appropriate Industrial relations fora.

### 73. IT Tallaght

Congress notes that some Institutes of Technology subtract one-fifth of a week's wages for each day of parental leave. The correct rate is one-seventh. Congress instructs the Executive to take all necessary measures to clarify this point to HR Managers in Institutes of Technology and to ensure compliance, including payment of back-monies.

#### 78. Dundalk IT

Congress instructs the Executive to survey college branches to assess the extent of the non-filling of posts which arise due to certified long term leave e.g. Maternity, Long Term Illness, Secondments, Research and CPD. Congress further instructs the Executive to support any branch taking action on these issues.

### F. CONDITIONS OF SERVICE - GENERAL

#### 89. Dublin City PP/Co. Wicklow

Congress notes that there is no difference between a permanent wholetime job and a Contract of Indefinite Duration for 22 hours. Congress therefore calls on the Department of Education to rename all holders of CIDs of 22 hours as permanent wholetime teachers. Congress instructs the Executive to seek this re-designation immediately.

#### 90. Dublin City PP

Congress demands that permanent wholetime jobs be advertised and filled when and where such jobs are warranted. While recognising the benefits of the Pro-Rata contract and the Contract of Indefinite Duration, Congress rejects any and all attempts to replace wholetime jobs by contract jobs.

#### 83. IT Carlow/IT Tallaght

Congress instructs the Executive to investigate the issues around a voluntary scheme of phased reduction in teaching load after a substantial length of service, as opposed to the sudden end of employment at a particular date. The teaching and lecturing professions should be able to accommodate a gradual reduction in hours per week over the course of two, or three, or more years, which could protect teachers and lecturers from what some perceive as the high-impact change of dropping from a full teaching load to zero in one go. Congress instructs that the investigation be completed in time for next year's Congress to consider the outcome.

#### 81. Co. Meath

Congress demands that all part time hours worked by teachers be given incremental credit as it was expected under EU law. Many such teachers were dismayed to learn that only hours worked from 2001 were to be included. They had been assured by officials in the Unions as far back as 1996 that it was the case but when the relevant circular letter was published this was not the case.

### G. CONGRESS ORGANISATION

**There were no motions carried in this section**

### H. EDUCATION

#### 109. Executive Committee

Congress calls on the Minister for Education and Science to put in place rights based legislation to ensure that teachers can teach and students can learn.

#### 120. Cork C&C

That Congress calls on the Dept of Education and Science to ensure that all schools are inclusive and subject to the same student entrance criteria.

#### 110. Executive Committee (Amended by Co. Dublin)

Congress instructs the Executive Committee to formulate, as a matter of urgency, a comprehensive e-learning policy and to report back to Congress 2009.

## I. EQUALITY

### 135. Co. Dublin/Cork Colleges

Congress instructs that the Equality Council campaign to ensure that proper resources are put in place to ensure that any teacher/lecturer with disabilities can continue to work if they wish to do so.

### 138. Tipperary NR

Under the present DES rules for resource provision, International students at present receive this support for a maximum of two years. This Congress calls on the Minister for Education and Science to abolish this ruling as she indicated she would do to Congress 2007, which will enable them to receive full support throughout their time in Second Level Education.

This Congress calls on the Executive Committee to remind the Minister to honour her commitment to this Union and instigate measures to bring this promise to fruition this year.

### 139. Co. Louth

That the Executive negotiate with DES for adequate language learning provision for pupils for whom English or Irish is not a first language, in particular training for all teachers who teach these pupils.

### 132. Co. Offaly

That the TUI Equality Council ensure that a national policy on ageism is prepared for approval at Congress 2009 and that this policy will include a recommendation that the current legal sanctions are implemented in order to eliminate ageism in the workplace.

### 137. Tipperary NR (Amended by Tipperary NR)

This Congress demands that the present scale for the appointment of teachers to provide for International Students should create 1 full teaching post equivalent for every 16 students amending the top of the present scale, which provides for 1 full teaching post equivalent for every 24 students.

This Congress recognises the new demands International Students are putting on the education provisions in our schools and calls on the Executive Committee to negotiate this reduction with the DES as a matter of urgency.

### 141. Co. Dublin

Congress instructs the TUI to ask the Department of Education and Science to ensure that all schools/colleges have an anti-racism policy implemented as part of their school development plan.

### 134. IT Carlow

That the TUI actively seek to abolish compulsory retirement on the grounds of ageism and in line with the OECD recommendation of December 2005.

## J. EXAMINATIONS

### 148. Executive Committee/Tipperary NR (Amended by Executive Committee)

The introduction of new modes of assessment, including second assessment components across a wider range of subjects at Junior Certificate and Senior Certificate will significantly increase teachers' workloads in terms of planning and preparation, classroom activity and support to teachers. Congress directs the Executive to oppose further changes to the formal assessment of students until adequate measures are in place to protect the working conditions of teachers. Such measures must include:

- Appropriate provision for Professional Development planning and co-ordination time.
- Additional payment to teachers and appropriate external monitoring.
- Adequate teacher substitution to be available when necessary.

### 150. Dublin C&C



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\* Recognised by the DES



Congress instructs the Executive to ensure that State Exams, assessments, Orals and Practicals are retained within the 167 school days of the academic year.

#### 152. Shannon

That the date by which Junior Certificate students submit their subject level be changed from the 31 March to the 30 April.

#### 156. Co. Mayo

That the requirement for applicants for post of Superintendent with the State Examinations Commission to have their application form signed by the CEO and stamped by the VEC be discontinued. The signature of the applicants school Principal to suffice instead.

## K. FURTHER EDUCATION

#### 158. Executive Committee

Congress directs the Executive to ensure that none of the new FETAC QA policies and procedures on Assessment and Evaluation be implemented until the DES provide the following;

- (a) A comprehensive explanation as to who is funding the various external evaluators
- (b) Extra time and training to every teacher involved in this sector so that they can effectively and efficiently carry out this work
- (c) Extra Administrative support to all Further ED teachers involved in carrying out QA
- (d) Comprehensive In-Service to all members involved and not just for co-coordinators as is happening presently.

#### 157. Executive Committee/Co. Wicklow/Shannon/Dun Laoghaire

Congress recognises the success TUI had in getting the new Assessment Guidelines for FETAC postponed until 2008 and requests the Executive to seek a further postponement until adequate professional development support, training, resources and time are negotiated and agreed.

#### 160. Cork City Schools

Congress calls on the Executive to establish an implementation date with the Minister of Education on the roll-out of the Mclver Report. Failure to establish a date will result in non-cooperation with FETAC Quality Assurance Procedures.

#### 161. Cork City Schools

Congress calls on the Executive to put a stop to FETAC's attempt at performance appraisal of teachers by colleagues, under the Quality Assurance, cross moderation in verifying the assessment procedures for final results before submission to FETAC.

#### 164. Co. Cork

Congress directs the Executive to negotiate with the Department of Education and Science that FETAC centres have a co-coordinator appointed as an extra Post of Responsibility due to increased workload.

#### 173. Dublin City PP/Co. Sligo/Co. Cavan

Congress deplores the non-implementation of the Mclver Report by the Department of Education

and Science. Congress directs TUI to ballot members on industrial action with respect to DES's non-implementation and that such ballot should be undertaken prior to 31 October 2008.

#### 176. Dublin City PP

Congress demands of the Executive a date for a National Consultative Conference on FETAC QA as an immediate priority. This conference should inform the negotiation.

In December 2006, the Dublin City Post Primary Branch presented a comprehensive report on FETAC QA to the TUI. The report has been accepted and adopted by the TUI FE Sub-committee and by the TUI Executive.

1. This Congress calls on the Executive to immediately implement fully all of the recommendations of the report
2. This Congress welcomes the nationwide survey being carried out by TUI through its website, a recommendation of the Dublin City PP Branch report.
3. However, this Congress is concerned that the TUI Executive has sidetracked one of the main recommendations of this report, a recommendation which called for a special consultative conference on FE in early 2007
4. It is high time the TUI FE membership is given an input into such a pivotal process. It is high time that TUI begins to fully represent the express wishes of its FE membership.

## L. HEALTH AND SAFETY

#### 181. Co. Laois

This Congress instructs the Executive to ensure that the DES conducts a sound audit of all P.E. halls where our members work, with the aim of ensuring that necessary health and safety precautions are taken in line with countries which have advanced education facilities e.g. Sweden.

#### 183. Co. Longford

That the Executive seek the urgent implementation of the "Review of Occupational Health and Safety in the Technologies in Post Primary Schools" in all Further Education Centres that are teaching Technology, in the interest of the health and safety of students and staff.

#### 182. Co. Cork

Congress directs the Executive to negotiate with the IVEA with regard to the working conditions and environment in which Music teachers operate in.

## M. INSERVICE

#### 184. Co. Donegal

That Congress, directs the Executive to ensure that Motion 144 (requiring the Executive to negotiate Travel and Subsistence rates in line with those obtaining for other public servants) and Motion 145 (instructing the Executive that in the event of the Department's failure to give a substantial increase in line with public service rates members should be directed to withdraw from in-service training) passed at Congress 2007 are both fully implemented by 1st September 2008.

## N. MISCELLANEOUS

#### 188. Galway City (Amended by Galway City)

Congress notes that

- (a) The National Pension Reserve Fund (NPRF) was established in 2001 to finance pensions for public servants and those on social welfare payments after the year 2025.
- (b) That NPRF has invested €500 million in companies that produce weapons of mass destruction – notably nuclear weapons, missiles, and cluster bombs.
- (c) That in its Programme for Government, the government said it would seek an immediate freeze on the use of cluster bombs.
- (d) That Ireland has nearly €70 million worth of shares in seven of the world's main cluster-bomb producing companies.

This, despite the fact that the NRPF was a signatory of the UN Principles for Responsible Investment in 2006.

- (e) That Congress call on the Executive to make representations to the relevant bodies, with a view to steps being taken to implement the UN Principles of Responsible Investment at a national level and to exclude (on the Norwegian model) any firms involved in the production of nuclear weapons, cluster bombs, etc.

## O. ORGANISATION

### 197. Executive Committee

Congress notes the discussion document on proposals for a Federated Teachers' and Lecturers' Union and calls for a Special Congress to consider this document.

### 196. Executive Committee

Preliminary surveying of Branches shows a huge potential for recruitment in our public sector schools, centres of education and third level colleges. Also, there is clear evidence of a lack of participation and involvement in Union affairs amongst a great many of our current members.

Congress authorises the Executive Committee to carry out a vigorous nationwide recruitment campaign in order to increase the membership and to devise and implement a strategy to reinvigorate the Union at branch and centre level.

### 201. Co. Laois

This Congress instructs the Executive to expedite teacher unity with immediate effect in order to be in a position to negotiate from a common platform in future pay talks and to explore the possibility of withdrawal from the ICTU.

## P. PAY

### 238. Dublin Colleges

Congress instructs the Executive to ensure that all future pay agreements compensate members for rising inflation and reward increases in economic growth.

### 237. Co. Sligo

Congress instructs the Executive Committee to negotiate an allowance for all post-graduate qualifications (e.g. I.C.T., Career Guidance, School Planning etc.) similar to the allowance payable to special needs education post graduate holders.

### 241. Co. Westmeath (Amended By IT Carlow)

Congress condemns the recent pay increases awarded to the Taoiseach and Cabinet Ministers. Congress also rejects the validity of having a two tiered system of benchmarking within the Public Service, one for the 'elite' public servants and another for the rest.

### 233. Co. Cork

Congress directs the Executive to actively pursue the payment of the Higher Diploma in Education allowance to all those teachers who have a recognised teaching qualification including PGCE.

### 239. Co. Meath

Congress demands that all increases in teachers salaries and pensions be paid on the due date.

### 236. Co. Wexford

Congress directs the Executive to respect the principal of equal pay for equal work and renegotiate the common basic scale to be inclusive of the honours degree allowance for all.

### 240. Co. Meath

That the TUI negotiate with the DES that all teachers Salaries and Pensions are paid directly by the Dept. of Education and Science.

### 232. Co. Offaly

That all Qualified Resource teachers, teaching in Traveller Training Centres who have the DES



SEAN DALY, CO CLARE

recognised Resource Teachers Qualification, receive payment for this qualification and are not penalised because adult students rarely have Educational psychological assessments.

## Q. PAY DETERMINATION POLICY

### 244. Dublin Colleges/Executive Committee (Amended Dublin Colleges)

This Congress notes the most recent Report of the Benchmarking Body, Congress notes:

- that the officers of the Public Services Committee of ICTU negotiated the terms of reference of the Body,
- that PSC (ICTU) made a submission to the Body in relation to the value to be placed on public service pensions,
- that TUI sought changes to the terms of reference at a meeting of PSC(ICTU) which would
- Make the comparison with private sector comparators at the upper quartile
- Disallow reductions in the award for pensions, permanency, and the absence of performance related pay
- Prevent the employer seeking changes in work practice and/or conditions of service in return for any award
- That the PSC in agreement with its officers approved the terms of reference despite opposition from the TUI, INO and IMO
- This Congress calls on Public Services Committee (ICTU) to reject such terms of reference in future and to accept the changes sought by TUI.
- Congress instructs the Executive Committee to table a motion to this effect for the next general meeting of PSC

Congress notes the outcome of the Benchmarking Process and rejects the Report of the Benchmarking Body. Congress instructs the Executive Committee to submit all claims placed by TUI before the Benchmarking Body to the appropriate negotiating machinery and to immediately ballot the members concerned on industrial action in support of the claims.



MARY HIGGINS, DIARMUID DOYLE, GERRY QUINN



DUBLIN CITY PP MEMBERS FINOLA BUTLER, HELEN BRENNAN, BRID CANAVAN, MARIE HUMPHRIES

## R. PENSIONS

### 256. Moyne

Congress calls on the Executive of the TUI to seek a review of the Legislation 2004 (Public Services Superannuation, miscellaneous Provisions Bill 2004), whereby new entrants to teaching cannot retire until age 65, even though they may have completed 40 years service. This creates an anomaly in the system.

### 254. Athlone IT

That added years for pension purposes be granted to lecturers and teachers in recognition of the years [3 or 4] spent in College or University in order to obtain the necessary qualifications to be appointed as a lecturer or teacher in a School, College or Institute of Technology.

### 255. Co. Donegal

That Congress direct the Executive to take immediate action to ensure that pay increases to retired VEC teachers are not, as currently is the case, paid several months later than the due date for serving teachers thus being subject to an erosion of value.

## S. POSTS OF RESPONSIBILITY

### 264. Dublin City PP

This Congress instructs the Executive Committee to demand the same level of transparency and accountability applies to Deputy Principal and Principal appointment procedures as currently applies to Assistant Principal and Special Duties appointments.

### 263. Tipperary NR

With the growth in the numbers of International Students in our schools there is an urgent need to provide administration back-up in our schools to cater for the growth in the areas and the needs of these students. This should be provided in the form of new Assistant Principal position to provide for the efficient and effective Management of this growth area in our schools. Any loss of teaching hours resulting in the creation of these new posts must be compensated in the schools teaching allocation.

Due to the massive increase of International Students in our schools, this Congress calls on the Executive Committee to prioritise the negotiation of these new positions with the DES as an urgent requirement for all our schools for the coming school year.

### 271. Dun Laoghaire

Congress instructs the National Executive to revisit and negotiate amendments to Circular Letter 43/00 to ensure verifiable openness and transparency in all appointments this should include the makeup of interview boards to always include the following minimum:

- A TUI nominee
- A Member of the VEC

- A personnel expert
- A secretary to the Board

In addition, no member of the senior management of a School or College with a vacancy should attend in any capacity (including that of note-taker) at interviews. Where no interview notes are retained for inspection by applicants the outcome of any such interviews shall be deemed null and void.

## T. RESOURCES

### 285. Co. Cork

Congress directs the Executive to negotiate with the Department of Education and Science for the provision of additional psychological assessment under NEPS.

### 286. Co. Carlow/Co. Kildare

Since the integration of ICT across all subjects is imminent, it is imperative that Congress instructs the Executive to negotiate the structures by which this may be activated, to include proper resources, technical support staff and professional development for teaching staff.

### 284. Co. Cork

Congress directs the Executive to enter into negotiations with the Department of Education and Science with a view to having technicians appointed in all practical subjects in all second level schools/colleges

### 288. Co. Carlow

That the necessary resources be made available to schools to ensure that Individual Education Plans (IEP) are implemented for the students who require them.

### 281. Co. Wicklow

That Congress condemn the situation whereby equipment and services are provided to schools through a tendering system which values cheapness over quality and largely ignores the expertise and opinions of teachers/staff regarding quality. That we call on the Executive to enter discussions with the DES to seek to allow schools more flexibility and input into how funds for their schools are spent.

### 291. Dublin City PP

Congress directs that a study be undertaken of the resources needed to cater adequately for non-national students in our schools and centres and that a campaign be then instigated to obtain these resources.

## U. RULES

### 294. Executive Committee

Amend Rule 33 (iv) as follows:

Delete "4"; insert "2"

The amended Rule to read as follows:

"The outcome of motions from the Separate Sessions will be circulated to Congress in writing by the Standing Orders Committee not less than 2 hours prior to the plenary session of Congress".

## V. SPECIAL EDUCATIONAL NEEDS

### 300. Co. Meath

Congress asks that funding be put in place to train all teachers engaged in special education to meet the demands of EPSEN.



MARTIN MARJORAM, IT TALLAGHT



COLM O' TUATHALAIN, VINCENT BRESLIN, TONY FOLEY

### 304. Co. Carlow/Co. Clare

That a post of responsibility of Special Needs Co-coordinator be appointed to all schools with special needs students.

### 305. Dublin City PP

Considering the nature of schools in Designated Disadvantaged Areas and the cohort of Special Education Needs students within them, Congress instructs the Executive to address with the DES the need to reduce teachers' class contact hours to deal with increasing workloads in Designated Disadvantaged Areas.

## W. VTOS

### 307. Limerick City Schools (Amended by Co. Longford)

Congress is appalled at the lack of career structure for teachers working on VTOS and demands that the Executive pursue the immediate implementation of one with the same vigour as it pursued improved management conditions for Training Centre Directors, VTOS Co-coordinators and Assistant Co-coordinators. It is intolerable that long-serving teachers in core VTOS centres and traveller training education centres are being denied the possibility of promotional posts and get no recognition for carrying out essential special duties. This situation disadvantages them in relation to salary, pension entitlements and seniority if seeking re-location or facing re-deployment.

## X. YOUTHREACH

### 312. Co. Louth

Youthreach staff holding primary or postgraduate degrees be paid in accordance with DES regulations for teachers in other areas of further education and in mainstream.

### 314. Co. Louth (Amended by Co. Longford/Dublin City PP)

Congress demands the immediate implementation of S&S payments to Youthreach teachers with back payment where applicable. Congress further recognises that current contracts in relation to substitution and supervision cause members on a regular basis to be in breach of the Organisation of Working Time Act 1997 and that this practice should be no longer allowed to continue.

### 318. Dublin City PP

Congress calls on the DES to increase the level of funding by a minimum of 200% for literacy provision in Youthreach. The current provision is inadequate for proper delivery to the most disadvantaged students.

### 313. Co. Louth

Congress demands the creation of posts of responsibility within Youthreach.

# Emergency Motions Carried



## EMERGENCY MOTION NO. 1

IT Sligo / Dundalk IT / Co. Longford / Donegal C&C /  
Athlone IT / Co. Sligo / Cork Colleges / Dublin Colleges

That in all future pay deals where a pay increase is proposed for 1st September that the TUI will seek to have the date changed to the 31st August.

## EMERGENCY MOTION NO. 3

Co Cork / Dublin C&C / Cork City Schools / Co Galway /  
Co Kilkenny / Co. Kildare / Co. Kerry / Galway City

That TUI submit an amendment to the motion put forward by the ICTU Executive Council for the forthcoming special delegate conference; the amendment to be the substance of the motion submitted as a TUI motion to the ICTU Biennial Conference which was ruled out of order for that conference, the text of the motion is set out on page 39 of the Annual Report.

## EMERGENCY MOTION NO. 4

Co. Longford / Co. Cavan / Co. Leitrim / Co. Louth / Co. Offaly / Galway City / Co. Sligo / Co. Wicklow / Dublin City PP / Co. Clare / Co. Kildare / Sligo Colleges / Dublin C&C / Co. Mayo

Congress instructs the Executive to initiate legal action as a result of the Department of Education and Science's recent refusal of 15/2/2008 to accept the findings of the Ombudsman - that sums of money wrongfully deducted from teachers in 1992 as a result of misinterpretation of Circular Letter 46/89 be refunded with compensation for loss of purchasing power.

## EMERGENCY MOTION NO. 5

Waterford Colleges / Dublin Colleges / IT Blanchardstown / Limerick IT / Dundalk IT / Galway-Mayo IT / Athlone IT / IT Sligo / IT Carlow

Congress is extremely dismayed at the inadequate level of funding provided by the HEA for the Institutes of Technology and calls on the HEA to increase funding to a realistic level.

# Referred Motions



## 72.Cork Colleges

Congress condemns the Executive for the failure to ensure the implementation of LCR 18366. Congress rejects the current interpretation of C/L 12/07 which disadvantages members appointed before September 2002.

Congress instructs the Executive to pursue a programme of industrial action to ensure the full implementation of LCR 18366 immediately.

**RESULT**

**Referred**

## 70.Galway-Mayo IT

Congress instructs the Executive to devise national TUI policy/mechanism for the allocation of credit to take cognisance of new teaching methodologies and to seek a reduction in class contact hours in light of these developments in the delivery of programmes at levels 8, 9 and 10.

**RESULT**

**Referred**

## 74.IT Tallaght

Since research is a core activity of all Institutes of Technology, Congress instructs the Executive to negotiate as a matter of urgency the introduction of a Senior Lecturer 1 (Research) grade.

**RESULT**

**Referred**

## 65.Dublin Colleges

Congress instructs the Executive to oppose the introduction of individual based performance assessment in education and to seek that teaching and lecturing be exempt from individual based systems of performance assessment. Congress therefore instructs the Executive to seek the withdrawal of the Performance Management Development System from the Institutes of Technology and to oppose the implementation of performance management systems in all our schools and colleges.

**RESULT**

**Referred**

## 80.Limerick Colleges

Congress instructs the Executive to initiate a process for the conversion of the EPT positions granted in the agreement of February 20th 2000 to permanent whole-time AL/L posts with a minimum start date of September 1st 2005 as the granting of CID contracts has failed to make this cohort of staff Permanent (see motion 95 Congress 2004).

**RESULT**

**Referred**

# Programme for International Student Assessment - PISA

The OECD Programme for International Student Assessment (PISA) is an international survey that takes place every three years. It is implemented in Ireland by the Educational Research Centre (ERC) in collaboration with the Department of Education and Science.

The survey targets 15 year olds as this age marks the end of compulsory schooling in many countries. Students' literacy (knowledge and skills) in science, mathematics and reading is assessed. Randomly selected schools and students are invited to take part, ensuring an appropriate mixture of school type (vocational, secondary, community/comprehensive, secondary). The PISA is only one of method of analysing progress among students in Ireland as compared to other countries. Notwithstanding this, it has developed a strong reputation as an indicator of student achievement in science, mathematics and reading and the results now have a significant influence on national and international policy. The national report on the third cycle of PISA was recently launched highlighting some interesting findings and significant issues.

## Mathematics Literacy

In terms of country rankings Ireland ranks 16th highest of the 30 OECD countries and its mean scores do not differ significantly from the OECD mean score. However, Ireland had fewer students at the highest proficiency levels than the OECD average. This suggests that Ireland's overall average mathematics performance is attributable to lower-achieving students doing relatively well, and higher achieving students doing comparatively less well. Project Maths, which is about to be piloted, aims to improve mathematics education and make it more accessible and relevant to students. The TUI fully supports this initiative but emphasises the need for a long-term coherent investment strategy to ensure its effective implementation into the school system.

## Reading Literacy

Ireland's mean performance is significantly

higher than the OECD average. A marginal drop in overall performance has been noted since 2000 especially among higher-achieving students. A significant number of girls and boys continue to perform at the lower levels and of particular concern is the low performance of boys as compared to girls. Efforts to identify why this is so and how it might be redressed must be priorities as we move forward. In this regard the TUI strongly recommends that the Learning Support Service be further expanded. It also believes that a well equipped and resourced school library is hugely important in promoting students' interest in and competences in reading. Therefore, an audit of the current library services should be conducted in order to support a coherent analysis of capacity and deficiencies within schools and the system in general.

## Scientific Literacy

Ireland's performance on the overall science scale is marginally above the OECD country average. The report notes that "Students in Ireland were reasonably consistent in performance across the science subscales, and obtained mean scores that were at least as high as the OECD average on all subscales. Thus, there is no area in which Ireland's performance can be classified as weak" (ERC, Summary Report, 2007, p33). These reassuring findings should not lead to complacency as to the need to raise achievement levels or to increase students' interest in studying science subjects, in particular a physical science subject, in senior cycle. The TUI strongly underlines the core concern among teachers that most of the recommendations of the Task Force on Physical Sciences have not yet been implemented. It continues to seek government investment in laboratory

technicians, general facilities, teacher planning time, initiatives to promote greater student engagement with 'real world' science, teacher 'toolkits' and access to computers and broadband facilities. All of these are important as a means of improving the quality of teaching and learning and to address the serious issue of excessive teacher workload. They are of special importance in light of reviewed syllabuses and the imminent introduction of second assessment components in three senior cycle science subjects.

The survey also addressed out-of-school factors related to students' achievement, chief among which were:

- the frequency of parent-student interaction and cultural resources in the home;
- extensive television watching;
- part-time work and school absences;
- students' experiences of bullying (in and out of school);
- economic, social and cultural status and background.

There is clearly a strong need to continue to communicate to parents that their interaction with their children, especially around education and school issues, is very influential in terms of their child's overall educational development. The role of Home School Community Liaison Officer is highly important in this regard and the scheme should be expanded and extended to more schools. Equally, a concerted message needs to be communicated to parents and to employers about the short-term and long-

## Message from the Teaching Council: Teaching Council Information Meetings for Teachers

term consequences of part-time work among young people while at school.

The TUI believes that more proactive approaches are required to address issues of student behaviour, including bullying in schools. The Task Force of Student Behaviour, "School Matters" contains a comprehensive package of recommendations most of which have not been implemented and the union will continue to avidly seek their implementation.

#### References:

Eivers, E., Shiel, G., & Cunningham, R. (2008). *Ready for Tomorrow's World? The Competencies of Ireland's 15-year-olds in PISA 2006 (Main Report)*. Dublin: Educational Research Centre.

Eivers, E., Shiel, G., & Cunningham, R. (2008). *Ready for Tomorrow's World? The Competencies of Ireland's 15-year-olds in PISA 2006 (Summary Report prepared for the Department of Education and Science)*. Dublin: Educational Research Centre.

As a follow up to the series of regional meetings for teachers which took place in 2006 and 2007, the Teaching Council is currently planning a second series of information meetings in counties which were not covered in the first series.

The meetings will provide an opportunity for discussion on the work of the Council including the establishment of the register of teachers and, in particular, the Codes of Professional Conduct for Teachers. Council members and its Director, Áine Lawlor, will be in attendance at each meeting.

The meetings will take place in five Education Centres and all will take place in the evening. Meeting times have been scheduled having regard to the

recommendations of the Education Centre Directors based on their experience and local knowledge. It is envisaged that there will be a strong interest in these meetings so early booking is advisable. Bookings will be taken directly by each of the Education Centres.

his page will be further updated during week commencing 07 April in relation to the booking process and the format of the meetings

It should be noted that, if there is strong interest in these meetings and one or more of them is booked out, the Council will arrange additional meetings

The schedule of meetings is as set out below:

Date	Venue
Mon 12 May 7 – 9p.m.	Blackrock Education Centre
Tues 13 May, 7-9pm	Laois Education Centre
Wed 14 May, 7-9pm	Carrick-On-Shannon Education Centre
Thurs 15 May, 7.30-9.30pm	County Wexford Education Centre
Thurs 22 May, 5-7pm	Tralee Education Centre

## Public Service Pension Reform

### Revised methods of reckoning variable pensionable allowances for pension purposes

The Commission on Public Service Pensions recommended that the reckoning of variable pension allowances under the three year averaging rule should be changed to an average of the variable pensionable allowances received in the best three consecutive years in the ten years preceding retirement as updated to the date of retirement.

A variable pensionable allowance, i.e. such as a special duties /assistant principal/ deputy principals/principals allowance, is

one which varies in line with pay increases for the general increases only or general and special rate increases and was subject to the three year averaging rule.

Agreement has now been reached between the parties to issue a circular letter to change the method of reckoning variable pensionable allowances for pension purposes by removing the requirement to be holding an allowance on the last day of reckonable service and

by increasing the time span during which the payment of an allowance may qualify for inclusion in pensionable remuneration. The primary focus of the introduction of the change outlined in the circular is to reduce the negative impact on pension of certain preferred work choices in the ten years preceding retirement.

Future

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# Update on discussions in relation to the Protection of Employees

## (Fixed-Term Work) Act 2003 for C&C and VEC Branches

Discussions have been ongoing between the Department of Education & Science (DES), the teacher unions and management bodies, with the assistance of an independent facilitator Ms Janet Hughes with the objective of improving the conditions of service of fixed-term teachers, in the context of the Protection of Employees (Fixed Term Work) Act 2003.

Four Circular letters will now issue arising from agreement between the parties in respect of:

1.	Chaplains
2.	Incompletely qualified /unqualified teachers
3.	Youthreach
4.	Qualified Teachers

### 1. Chaplains

This circular will advise school authorities of the terms and conditions of service of chaplains employed in posts in community and comprehensive schools and community colleges funded by the Oireachtas, who do not currently hold letters of permanent appointment. Chaplains will now be entitled to Contracts of Indefinite Duration (CIDS) subject to normal probationary procedures prior to confirmation in the post. The contracts of employment of chaplains currently employed will be amended to reflect this position.

### 2. Incompletely qualified or unqualified teachers

Under this agreement and on an exceptional basis, a contract of indefinite duration will issue to a member of staff who is incompletely qualified or unqualified, whose initial employment commenced before 7th September 2006 and who satisfied the following conditions:

- i. s/he is registered with the Teaching Council
- ii. s/he has an excess of four years continuous service, excluding any period of secondment, in the same post (those employed for the first time after 14th July 2003 must have two or more successive contracts of employment) with the same employer that were paid for out of monies provided by the Oireachtas, unless he/she is excluded by reason of one or more of the following:
  - s/he is the subject of disciplinary procedures (i.e. there is no formal disciplinary charges of a significant nature against a teacher on grounds of misconduct or other serious disciplinary offences) or
  - s/he is covering for a teacher or employee absent on approved scheme of leave of absence or
  - the post will not be viable within a reasonable period and such a ground was set out as an objective ground in writing in the previous contract.

The Circular letter outlines that access to the incremental scale/incremental credit applies only to fully qualified teachers.

The management authorities are requested to identify relevant person comprehended by the provisions of the agreement and to implement the terms of the agreement.

### 3. Youthreach

A separate Circular letter will issue in respect of the entitlement of Youthreach Co-Ordinators and Resource Persons to Contracts of Indefinite Duration. It is also agreed that contracts of indefinite duration will issue in relation to youthreach co-ordinators and resource persons. Employers shall issue a Contract of Indefinite Duration to any such staff member, with more than 4 years successive service as at 1st September 2006, who is not excluded by reason of one or more of the following:

- The post will not be viable within a reasonable period and that such a ground was set out as an objective ground in writing in the previous contract.
- The staff members covering for a post holder on an approved scheme of leave of absence.
- There are formal written disciplinary charges of a significant nature against an individual on grounds of misconduct or other serious disciplinary offences.

The hours of the contract of indefinite duration will be the hours for which the staff member was engaged on a fixed term contract in the academic year proposed to the issuing of a CID (other than those hours which are for the provision of temporary cover.)

#### 4. Final Agreement in respect of Qualified Teachers

The purpose of this circular letter is to advise management authorities of the terms agreed for the implementation of the Protection of Employees (Fixed-Term Work) Act 2003 for qualified teachers in approved teaching posts, wholly funded out of monies provided by the Oireachtas, with a contract of employment with the VEC or Post-Primary school. This circular letter contains in consolidated form the terms of the most recent and all previous agreements in relation to the implementation of the Protection of Employees (Fixed-Term Work) Act 2003. The terms of the Circular letter will be open to review in light of experiences and precedent developments elsewhere. The Circular letter also highlights that cognisance should be taken of other relevant employment legislation- including the Unfair Dismissal Acts- in dealing with issues arising from the Circular .

#### The circular letter deals with the following issues:

##### a. Recruitment procedures

The Circular letter provides that a post which it is anticipated will be vacant for a period in excess of 26 weeks shall be advertised and filled through a

formal recruitment process using the same selection procedures and criteria as for permanent appointment.

##### b. Fixed Term Contract Issues

A fixed term contract is any contract of employment, whether full time or part-time, where the end of the contract is determined by an objective condition having being met.

##### Terms of Employment

The principle to be applied to terms of employment of fixed-term teachers is that of no less favourable treatment by the employer during the period of contract than exists for a comparable permanent teacher unless objective grounds exist for doing so.

##### Notification of Permanent Vacancies

Fixed term teachers must be notified of the existence of the permanent vacancy.

##### Conditions of Service

The circular letter also provides that fixed-term teachers shall have access to the following conditions of service on the same basis as a comparable permanent teacher within the relevant second level sector :

- Continuous Professional Development.

- Post Graduate Training
- Career breaks
- Job sharing
- Sick leave
- Maternity/adoptive leave ( Note: The teachers entitlement to paid maternity leave/adoptive leave shall cease on the expiry of the fixed-term contract and that contract not having been renewed)
- Parental leave
- Paternity leave
- Force Majeure Leave
- Compassionate leave
- Personal Days ( where applicable)

##### (iii) Entitlement to a CID

The Circular Letter provides that an employer shall issue a Contract of Indefinite Duration to a teacher who satisfies all of the following conditions:

- I. s/he is registered on a current basis with the teaching council
- II. s/he is the holder of qualifications including teacher education where appropriate to the sector
- III. s/he has in excess four years continuous teaching service excluding any period of secondment in the same post under two or more successive written contracts of employment with the same employer that was paid out of monies provided by the Oireachtas unless s/he is excluded by reason of one or more of the following:
  - s/he is the subject of disciplinary procedure (i.e. there are formal written disciplinary charges of a significant nature against the teacher

“Fixed term teachers must be notified of the existence of the permanent vacancy.”

on grounds of misconduct or other serious disciplinary offences) or

- s/he is covering for another teachers absence on an approved scheme of leave of absence and this was set out as an objective ground in the original contract, or
- The post will not be viable within a reasonable period and this was set out as an objective ground in writing in the previous contract.

#### (iv) Hours of the contract of indefinite duration

The hours of the CID will be those hours for which the teacher was engaged on a fixed-term contract in the school year prior to the issuing of the CID.

#### (v) Appeals Procedure

An informal system for adjudication of appeals from individuals teachers against refusal to award a CID or the terms under which a CID is awarded is set out in Circular letter 50/2006. Employers are obliged in every notification of a decision to award or refuse a CID to state the closing date and time for lodgement of an appeal.

#### (vi) Mechanism for alignment of posts and available personnel

The Circular letter confirms that teachers on contracts of indefinite duration have effectively the same tenure rights as permanent teachers. Where the combined number of permanent/CID teachers is equal or in excess of the number of approved permanent posts( expressed in whole-time equivalents), the filling of a permanent post may arise. Where such a vacancy occurs the employer shall apply the following options in the sequence shown to the filling of such posts:

- offer a CID where an existing fixed term teacher qualifies for such in accordance with the terms of the Circular or
- submit the vacancy for filling by redeployment in accordance with agreed arrangements or
- consider an opportunity, the qualification requirements of the post permitting, for a teacher employed on a CID in a part-time capacity to undertake additional hours up to but not exceeding full time hours (see \* below)

These options having been exhausted, any permanent post(s) remaining unfilled shall be advertised by the employer and filled through a formal recruitment process using the standard procedures and criteria for the filling of such posts including the filling of a part-time post on a permanent basis.

TUI is concerned that the application of the terms of the transitional agreement has resulted in a number of teachers receiving CIDs for less than the full-time hours of teaching posts in the sector. This in turn would result in a ongoing suppression of pay and fragmentation of posts. The union hopes that the provision in the Circular letter, as set out at # will address this issue. This aspect of the agreement will be reviewed by the parties to the agreement at the end of November 2008.

**\*As far as possible, employers shall give consideration to requests by workers to transfer from part-time to full time work or to increase their working time should the opportunity arise. In doing so, as with all teaching appointments, employers must have regard to the curricular needs of the school and the qualifications required for the post.**

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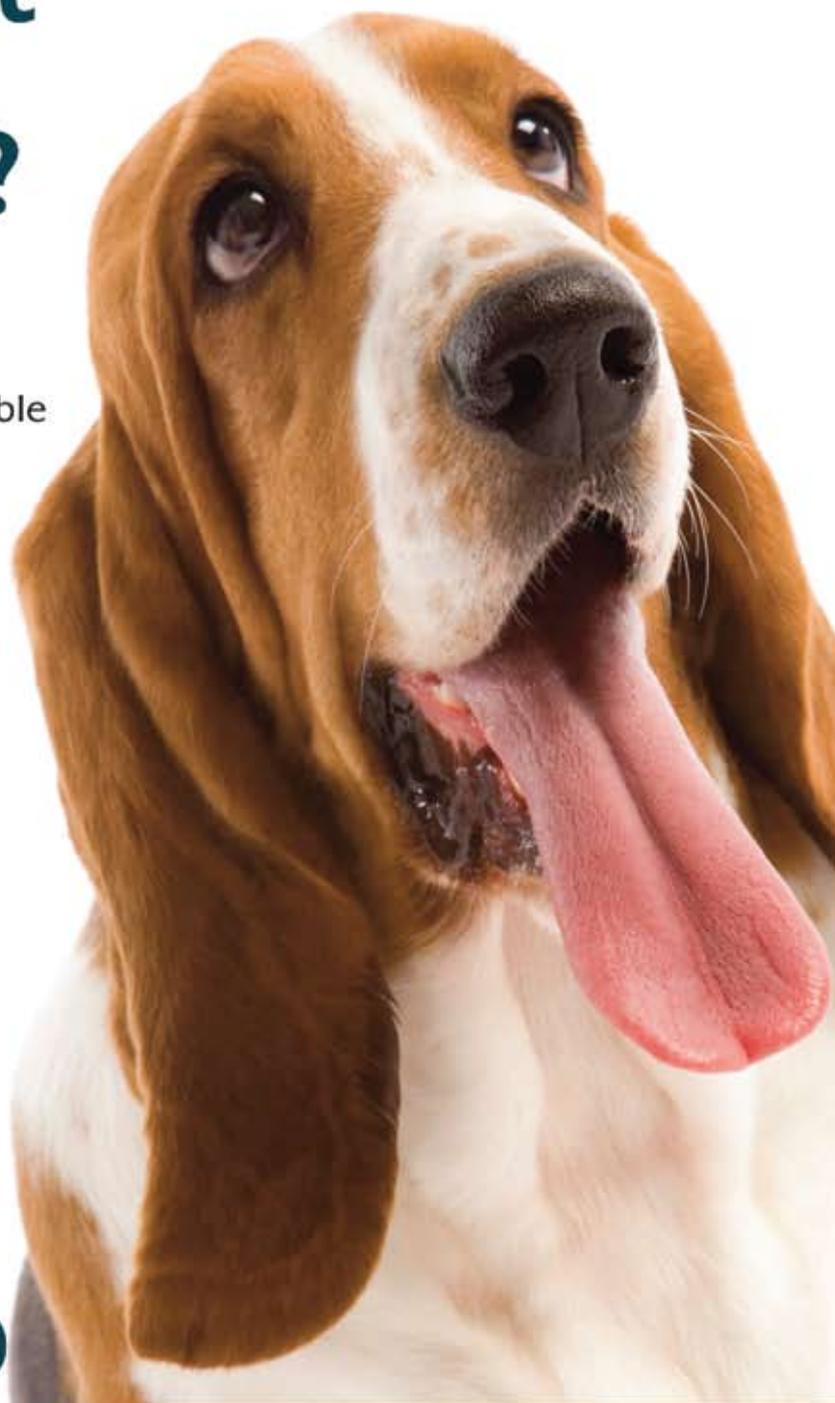
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# Equality Issues

A strong theme which emerged at the recent ICTU Women's Conference and TUI Congress focused on the emerging crisis facing some of our schools on the issue of racism.

A strong theme which emerged at the recent ICTU Women's Conference and TUI Congress focused on the emerging crisis facing some of our schools on the issue of racism.

The resolution adopted at the ICTU Women's Conference, which was proposed by TUI stated :

“Conference calls on Congress to negotiate additional resources for minority ethnic students in schools and colleges including:

- Interpretation and translation services for parents/guardians of students.
- Inservice Training on interculturalism for all teachers/lecturers.
- Training for all teachers/lecturers in interacting with students for whom English is not their first language.
- Enhanced supports for students for whom English is not their first language.”

Ms. Marian Cox, the Chairperson of the TUI Equality Council in proposing the motion, highlighted the key challenges from her own experience of working in a school where 25% of students are from minority ethnic backgrounds.

She stated: “ Parents and students born in countries all over the world and with

little or no English arrive in our schools wishing to enrol their children. We have to use any means at our disposal to try and communicate- including using students already in the school of that nationality who have some English. This is not at all satisfactory and is out of the question when discipline or other confidential issues arise and a parent needs to be contacted. In order that we as teachers can do our job properly and efficiently interpretation and translation services are needed urgently. ”

In calling for the provision of inservice training on interculturalism Ms Cox stated that: “These children come from a wide range of cultural backgrounds. We as teachers have little or no training of different cultures involved.”

Marian also drew attention to deficiencies in the career guidance counselling services on offer to minority ethnic students. She also highlighted the lack of standardised evaluations for students whose first language is not English and who may suffer from dyslexia, ADHD or similar learning disorders. As a result these students are unable to qualify for extra resource hours or the services of a special needs assistant.

Ms. Gillian Quinlan, Secretary of the TUI Equality Council, in seconding the motion stated that the lack of resources for minority ethnic students in Institutes of Technology is seldom aired because the

reality is that very few minority ethnic students progress to third level education. She stated that most post secondary school minority ethnic students go directly into low paid employment and the services and hospitality industries without further training or education thus perpetuating their existence in the property trap. Ms Quinlan further stated that the low representation of minority ethnic students in third level does not reflect an inclusive educational system or an inclusive society.

The urgent need to ensure adequate resource to help teachers pre-empt the racism issue was one of the major themes at the TUI Congress, where Annette Dolan, Assistant General Secretary, stated: “the Department of Education & Science has so far failed dismally to be pro-active on this important issue, despite the huge increase in the numbers of minority ethnic students in our schools.

Teachers and school authorities need the resources now to help prevent the development of racism in our schools. Perhaps the most urgent requirement is that the Department of Education & Science provide resources for training for all teachers in intercultural education, to enable teachers to interact effectively from a whole range of ethnic cultures. If we are to work against the development of racism in our schools, teachers must be trained in a way to impart respect, tolerance and



GLEN'S SANDRA GOWRAN PICTURED WITH TUI GENERAL SECRETARY PETER MACMENAMIN AND ASSISTANT GENERAL SECRETARY ANNETTE DOLAN

understanding between Irish and non-Irish students in the classroom. The Department of Education & Science has so far failed to provide this essential in-service training.

While there has been an increase in the number of language support teachers additional teachers need to be appointed in order to give minority ethnic students, for whom English is not their first language, a fair chance to reach their potential in the education system.”

Equally important, Ms Dolan stated, “is the need for resources for interpreter services, to enable schools to involve parents of minority ethnic students in the education of their children. Again the Department of Education has failed to recognise the importance of this.

Schools also require funding to translation services for communication of reports, regulations etc to the parents of minority ethnic students. If a person breaks the law even in a very minor way the person will have free entitlement to the services of interpreters and translators but non-Irish national parents have no such entitlement in the context of future educational needs of their children.”

The TUI Equality Council is conducting

its own survey in public sector schools and colleges on the issues of interculturalism, anti-racism and resources for minority ethnic students.

#### **TUI Equality Council calls for submissions:**

The TUI equality Council would welcome submissions from members/branches on any of the issues raised in the Equality section at Congress this year, including:

- Racism, intercultural training and resources for minority ethnic students
- Supports for members with disabilities in order to support them to remain in the education system
- Ageism

Please forward submissions to Annette Dolan, Assistant General Secretary, TUI Head Office, [adolan@tui.ie](mailto:adolan@tui.ie).

#### **Diversity Powering Success in Education**

A brochure was launched distributed to all delegates at the TUI Congress by the Gay and Lesbian Equality Network (GLEN). The brochure entitled ‘Diversity Powering Success in Education’ is aimed at supporting teachers in:

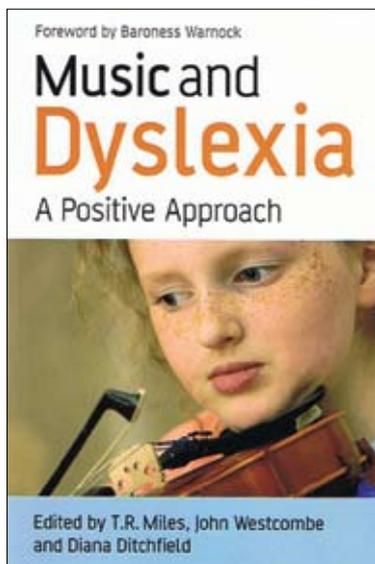
- Affirming the presence of diversity with regard to sexual orientation and consequently improving everyone’s experience of education
- Supporting students from diverse identities, backgrounds, experiences, family types, making for more insiders and few outsiders, consequently everyone’s experience of education improves
- Challenging and confronting name calling and bullying effectively, resulting in improved behaviour, attendance and educational achievement.

Copies of the brochure are available from GLEN website [www.glen.ie](http://www.glen.ie) or email, [admin@glen.ie](mailto:admin@glen.ie), ph: 01-4732609

“These children come from a wide range of cultural backgrounds. We as teachers have little or no training of different cultures involved.”

# Notice Board

## Music and Dyslexia A Positive Approach



This book is an imaginative challenge to the difficulties those with dyslexia and their teachers encounter. The positive approach to dyslexia advocated by the contributors reflects their experience of working in this area of education over many years. It is a sequel to the highly successful and insightful *Music and Dyslexia – Opening New Doors*.

It is hoped that *Music and Dyslexia, A Positive Approach* will stimulate a growing interest in the way we can help dyslexia with music and looks forward to more research on the value of music in remediating dyslexia.

*Music and Dyslexia: A Positive Approach* is edited by Prof T.R. Miles, University of Bangor, John Westcombe and Diana Ditchfield, Limerick School of Music and is published by Wiley. It is available in readable hardback and paperback form.

978-0-470-06558-7  
978-0-470-06557-0  
[www.wiley.com](http://www.wiley.com)

## Involving Parents from Minority Communities

INTO is organising an afternoon seminar on Involving Parents from Minority Communities. This seminar hopes to feature Joanna Browne, an US education organiser with Logan Square Neighborhood Association in Chicago. The Logan Square Neighborhood Association is nationally known in the US for its successful efforts to involve immigrant parents in their local schools.

The seminar will take place between the 19th and 22nd of May and will be of interest to all members of the education sector.

Further details will be published in the May issue of *Intouch* and on the INTO website.

Please contact Joanna O'Byrne on [jobyrne@into.ie](mailto:jobyrne@into.ie) with expressions of interest and requests for further details.

INTO/STSG  
Separated Teachers' Support Group

**Social Evening on:**  
Saturday 21st June @8.00pm.  
(Fun Quiz, Food, Spot Prizes, Music)

**Venue:**  
Club na Múinteoirí,  
Parnell Sq.,  
Dublin, 1.

ASTI, TUI, IFUT. members welcome.  
Separated, Widowed, Divorced  
and Lone parents welcome.

Information from Chairperson:  
Maura Killackey;  
[0505-21694](tel:0505-21694) / [087-1233456](tel:087-1233456)

Secretary:  
Christina Henry;  
[01-8481405](tel:01-8481405) / [087-6201153](tel:087-6201153)

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Closing date for applications is June 13th.

**For further information contact:**  
Teresa Leahy,  
Tel: 061 202807 or  
Email: [teresa.leahy@ul.ie](mailto:teresa.leahy@ul.ie)

*Graduate Diploma/Masters in Dance*

by Christy Conville, Secretary, RMA

By the time you receive this you will have already received all the information on our AGM/Conference which we are holding in Sligo. I also hope that you have already booked your room and are all set to see the beautiful northwest. Many people have expressed how they missed the Spring Break which we suspended this year because Easter was so early, well now you have the opportunity to make up for that with our package for Sligo including the extra day to visit the beautiful west coast of Donegal.

If you have not received the information please contact me and I will send out the details.

Please be patient with us as we try to streamline our database. I know I have spoken about it so often that you must wonder what the problem is, well just consider the €50 million spent on e-voting and the problem the Garda are having with the PULSE programme not to mention the HES – I jest of course, but be patient and if you are not receiving correspondence inform me and please do not take it personally. Another point of communication that I mentioned before - and some people took it personally - is a practical issue. If you leave a telephone message for me to call back please give your name and number at a pace that allows me to record it by

writing it down. It often happens that as I am writing down the caller's name the number has already been stated.

We have had a second local meeting; this was held in Kildare on the 5th March. There was a great response and everybody enjoyed the afternoon, it was informative and also had a social aspect to it. We plan to roll out this programme to every Area in the coming months.

Hope to see you in Sligo,  
Christy Conville,  
Secretary

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# 'Towards 2016' – Salary Scales

**Incorporate increases of: – 3% from 1st December 2006 – 2% from 1st June 2007  
– 2.5% from 1st March 2008 – 2.5% from 1st September 2008**

*Important: These are not official Department of Education and Science salary scales. These scales are calculated by TUI Head Office based on the projected percentage increases.*

## TEACHERS' COMMON BASIC SCALE

Category	01/06/06	01/12/06	01/06/07	01/03/08	01/09/08
1	€29,534	€30,420	€31,028	€31,804	€32,599
2	€30,580	€31,497	€32,127	€32,931	€33,754
3	€31,626	€32,575	€33,226	€34,056	€34,907
4	€32,677	€33,657	€34,330	€35,188	€36,068
5	€34,304	€35,333	€36,040	€36,941	€37,865
6	€35,360	€36,420	€37,148	€38,077	€39,028
7	€36,415	€37,507	€38,257	€39,214	€40,194
8	€39,069	€40,241	€41,046	€42,072	€43,123
9	€40,395	€41,606	€42,438	€43,499	€44,586
10	€41,980	€43,239	€44,104	€45,206	€46,336
11	€43,557	€44,864	€45,761	€46,905	€48,077
12	€45,146	€46,500	€47,430	€48,615	€49,830
13	€46,474	€47,868	€48,825	€50,046	€51,297
14	€48,232	€49,679	€50,673	€51,940	€53,238
15	€48,232	€49,679	€50,673	€51,940	€53,238
16	€48,232	€49,679	€50,673	€51,940	€53,238
17	€50,657	€52,177	€53,221	€54,552	€55,916
18	€50,657	€52,177	€53,221	€54,552	€55,916
19	€50,657	€52,177	€53,221	€54,552	€55,916
20	€50,657	€52,177	€53,221	€54,552	€55,916
21	€53,862	€55,478	€56,589	€58,004	€59,454
22	€53,862	€55,478	€56,589	€58,004	€59,454
23	€53,862	€55,478	€56,589	€58,004	€59,454
24	€53,862	€55,478	€56,589	€58,004	€59,454
25	€57,403	€59,125	€60,307	€61,815	€63,360

## Assistant Principal

	€8,125	€8,369	€8,536	€8,749	€8,968
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## Special Duties Teacher

	€3,594	€3,702	€3,776	€3,870	€3,967
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## Principals' Allowances

Category	01/06/06	01/12/06	01/06/07	01/03/08	01/09/08
I	€8,879	€9,145	€9,328	€9,561	€9,800
II	€9,949	€10,247	€10,452	€10,713	€10,981
III	€11,671	€12,021	€12,261	€12,568	€12,882
IV	€13,694	€14,105	€14,387	€14,747	€15,116
V	€15,931	€16,409	€16,737	€17,155	€17,584
VI	€18,199	€18,745	€19,120	€19,598	€20,088
VII	€20,395	€21,007	€21,427	€21,963	€22,512
VIII	€22,615	€23,293	€23,758	€24,352	€24,961
IX	€24,248	€24,975	€25,475	€26,112	€26,765
X	€25,937	€26,715	€27,249	€27,931	€28,629
XI	€28,396	€29,248	€29,833	€30,579	€31,343
XII	€30,059	€30,961	€31,580	€32,369	€33,178
XIII	€33,276	€34,274	€34,959	€35,833	€36,729
XIV	€34,360	€35,391	€36,099	€37,001	€37,926
XV	€37,268	€38,386	€39,154	€40,133	€41,136
XVI	€38,886	€40,053	€40,854	€41,875	€42,921
XVII	€40,501	€41,716	€42,550	€43,614	€44,704

## Deputy Principals' Allowances

Category	01/06/06	01/12/06	01/06/07	01/03/08	01/09/08
I	€3,594	€3,702	€3,776	€3,870	€3,967
II	€4,703	€4,844	€4,941	€5,065	€5,192
III	€6,218	€6,404	€6,532	€6,695	€6,862
IV	€7,793	€8,027	€8,188	€8,393	€8,603
V	€9,319	€9,599	€9,790	€10,035	€10,286
VI	€10,913	€11,240	€11,465	€11,751	€12,045
VII	€12,447	€12,820	€13,076	€13,403	€13,738
VIII	€13,952	€14,371	€14,658	€15,024	€15,399
IX	€15,138	€15,592	€15,904	€16,302	€16,706
X	€16,295	€16,784	€17,120	€17,548	€17,987
XI	€18,086	€18,629	€19,002	€19,477	€19,964
XII	€19,196	€19,772	€20,167	€20,671	€21,188

Category	01/06/06	01/12/06	01/06/07	01/03/08	01/09/08
XIII	€21,596	€22,244	€22,689	€23,256	€23,837
XIV	€22,064	€22,726	€23,181	€23,761	€24,355
XV	€24,108	€24,831	€25,328	€25,961	€26,610
XVI	€25,036	€25,787	€26,303	€26,961	€27,635
XVII	€25,954	€26,732	€27,266	€27,948	€28,647

## Academic Qualifications

	01/06/06	01/12/06	01/06/07	01/03/08	01/09/08
1. (a) (i) H. Dip. in Ed. (Pass)	€563	€580	€592	€607	€622
(ii) Higher Froebel Cert.	€563	€580	€592	€607	€622
(b) (i) H. Dip. in Ed. (1st or 2nd Hons)	€1,179	€1,214	€1,238	€1,268	€1,299
(ii) Ard Teastas Gaeilge	€1,179	€1,214	€1,238	€1,268	€1,299
(c) Primary Degree (Pass)	€1,757	€1,810	€1,846	€1,892	€1,939
(d) Masters Degree by thesis or exam (Pass)	€4,690	€4,831	€4,928	€5,051	€5,177
(e) Primary Degree (1st or 2nd Hons)	€4,690	€4,831	€4,928	€5,051	€5,177
(f) Masters Degree (1st or 2nd Hons)	€5,241	€5,398	€5,505	€5,642	€5,783
(g) Doctors Degree	€5,854	€6,030	€6,151	€6,305	€6,463
Only one of the allowances at (a) or (b) may be held together with one of the allowances (c) to (g)					
2. (i) *An Teastas i dTeagasc na Gaeilge le honoracha	€4,080	€4,202	€4,286	€4,393	€4,502
(ii) *Higher Diploma in Education (1st or 2nd Hons)	€4,080	€4,202	€4,286	€4,393	€4,502
(iii) *Primary Degree (Pass) together with at least 3 years approved experience in commercial, industrial or other approved occupation	€4,080	€4,202	€4,286	€4,393	€4,502
*Payable only to teachers who were in receipt of an allowance of £110 (pre July 1968) and who did not qualify for a higher allowance at 1. above					
(iv) Diploma for Teachers of Deaf Diploma for Teachers of Blind Diploma for Teachers of Mentally and Physically Handicapped Children	€2,323	€2,393	€2,441	€2,502	€2,564

## Other Allowances

1. Rural Science Teachers (for organisation and development of education activities outside formal class instruction)	€1,757	€1,810	€1,846	€1,892	€1,939
2. Itinerant Domestic Science Teachers	€1,757	€1,810	€1,846	€1,892	€1,939
3. Teaching through Irish	€1,509	€1,554	€1,585	€1,625	€1,666
4. Gaeltacht Grant payable to teachers in the Gaeltacht other than those in receipt of an allowance equal to 10% of scale salary	€2,920	€3,008	€3,068	€3,145	€3,224
5. Island Allowance	€1,757	€1,810	€1,846	€1,892	€1,939
6. Special allowance payable to teachers in Comprehensive Schools	€2,356	€2,427	€2,476	€2,538	€2,601
Teachers Allowance for 35 years service	€2,216	€2,282	€2,328	€2,386	€2,446
Secretary Board of Management Allowance	€2,672	€2,752	€2,807	€2,877	€2,949
Allowance Payable to Teachers in the Prison Service Honorarium	€4,550	€4,687	€4,781	€4,901	€5,024

**Academic Staff in Institutes of Technology**

GRADE	01/06/06	01/12/06	01/06/07	01/03/08	01/09/08
<b>College Teacher</b>					
	€35,520	€36,586	€37,317	€38,250	€39,207
	€37,126	€38,240	€39,005	€39,980	€40,979
	€38,740	€39,902	€40,700	€41,718	€42,761
	€40,344	€41,554	€42,385	€43,445	€44,531
	€41,971	€43,230	€44,095	€45,197	€46,327
	€43,576	€44,883	€45,781	€46,925	€48,099
	€45,183	€46,533	€47,469	€48,656	€49,872
	€46,799	€48,203	€49,167	€50,396	€51,656
	€48,853	€50,319	€51,325	€52,608	€53,923
	€50,503	€52,018	€53,058	€54,385	€55,745
	€52,155	€53,720	€54,794	€56,164	€57,568
	€54,318	€55,948	€57,066	€58,493	€59,955
	€56,482	€58,176	€59,340	€60,823	€62,344
	€58,185	€59,931	€61,129	€62,657	€64,224
	€62,001	€63,861	€65,138	€66,767	€68,436
	€63,757	€65,670	€66,983	€68,658	€70,374
<b>Lecturer Scale I</b>					
	€45,905	€47,282	€48,228	€49,433	€50,669
	€48,171	€49,616	€50,608	€51,874	€53,171
	€50,023	€51,524	€52,554	€53,868	€55,215
	€51,902	€53,459	€54,528	€55,891	€57,289
	€54,253	€55,881	€56,998	€58,423	€59,884
	€61,325	€63,165	€64,428	€66,039	€67,690
	€63,385	€65,287	€66,592	€68,257	€69,964
	€65,448	€67,411	€68,760	€70,479	€72,241
	€67,508	€69,533	€70,924	€72,697	€74,514
	€69,572	€71,659	€73,092	€74,920	€76,793
	€71,641	€73,790	€75,266	€77,148	€79,076
<b>Lecturer Scale II</b>					
	€51,770	€53,323	€54,390	€55,749	€57,143
	€54,233	€55,860	€56,977	€58,402	€59,862
	€63,810	€65,724	€67,039	€68,715	€70,433
	€66,053	€68,035	€69,395	€71,130	€72,908
	€68,301	€70,350	€71,757	€73,551	€75,390
	€70,558	€72,675	€74,128	€75,981	€77,881
	€72,828	€75,013	€76,513	€78,426	€80,387
	€75,081	€77,333	€78,880	€80,852	€82,873
	€77,332	€79,652	€81,245	€83,276	€85,358
	€79,593	€81,981	€83,620	€85,711	€87,854
	€81,850	€84,306	€85,992	€88,141	€90,345
<b>Long Service Increments</b>					
LSI 1	€2,178	€2,243	€2,288	€2,345	€2,404
LSI 2	€1,827	€1,882	€1,919	€1,967	€2,017
<b>Assistant Lecturer</b>					
	€38,164	€39,309	€40,095	€41,097	€42,125
	€39,734	€40,926	€41,745	€42,788	€43,858
	€41,341	€42,581	€43,433	€44,519	€45,632
	€42,611	€43,889	€44,767	€45,886	€47,033
	€43,896	€45,213	€46,117	€47,270	€48,452
	€45,179	€46,534	€47,465	€48,652	€49,868
	€46,464	€47,858	€48,815	€50,035	€51,286
	€47,735	€49,167	€50,150	€51,404	€52,689
<b>Senior Lecturer I (Teaching)</b>					
	€71,980	€74,139	€75,621	€77,512	€79,450
	€74,432	€76,665	€78,198	€80,153	€82,157
	€76,872	€79,178	€80,762	€82,781	€84,851
	€79,329	€81,709	€83,343	€85,427	€87,563
	€81,773	€84,226	€85,911	€88,059	€90,260
	€84,215	€86,803	€88,539	€90,752	€93,020
	€86,670	€89,270	€91,055	€93,332	€95,665
	€89,109	€91,782	€93,618	€95,958	€98,357
<b>Senior Lecturer II</b>					
	€74,397	€76,629	€78,161	€80,116	€82,118
	€76,737	€79,039	€80,620	€82,635	€84,701
	€79,072	€81,444	€83,073	€85,150	€87,279
	€81,412	€83,854	€85,531	€87,670	€89,861
	€83,752	€86,265	€87,990	€90,190	€92,444
	€86,088	€88,671	€90,444	€92,705	€95,023
	€88,423	€91,076	€92,897	€95,220	€97,600
	€90,763	€93,486	€95,356	€97,739	€100,183
	€93,098	€95,891	€97,809	€100,254	€102,760
	€95,651	€98,521	€100,491	€103,003	€105,578

GRADE	01/06/06	01/12/06	01/06/07	01/03/08	01/09/08
<b>Senior Lecturer III</b>					
	€80,042	€82,443	€84,092	€86,194	€88,349
	€82,850	€85,336	€87,042	€89,218	€91,449
	€85,660	€88,230	€89,994	€92,244	€94,550
	€88,471	€91,125	€92,948	€95,271	€97,653
	€91,283	€94,021	€95,902	€98,299	€100,757
	€94,092	€96,915	€98,853	€101,324	€103,857
	€97,113	€100,026	€102,027	€104,578	€107,192
	€99,946	€102,944	€105,003	€107,628	€110,319
	€102,948	€106,036	€108,157	€110,861	€113,633
<b>Asst Lecturer Part Time Hourly Rate @ 01/06/06</b>					
	€60.58	€62.40	€63.64	€65.23	€66.86
<b>Youthreach</b>					
Category	01/06/06	01/12/06	01/06/07	01/03/08	01/09/08
<b>Resource Person</b>					
	€28,676	€29,536	€30,127	€30,880	€31,652
	€30,549	€31,465	€32,094	€32,896	€33,718
	€32,426	€33,399	€34,067	€34,919	€35,792
	€34,309	€35,338	€36,045	€36,946	€37,870
	€36,197	€37,283	€38,028	€38,978	€39,952
	€38,089	€39,231	€40,016	€41,016	€42,041
	€39,986	€41,186	€42,010	€43,060	€44,137
	€41,890	€43,147	€44,010	€45,110	€46,237
	€43,797	€45,111	€46,013	€47,163	€48,342
	€45,711	€47,082	€48,024	€49,225	€50,456
	€47,759	€49,192	€50,176	€51,430	€52,716
	€49,459	€50,943	€51,962	€53,261	€54,593
	€51,163	€52,698	€53,752	€55,096	€56,473
<b>Co-Ordinator</b>					
	€34,730	€35,772	€36,487	€37,400	€38,335
	€38,013	€39,153	€39,936	€40,934	€41,957
	€41,286	€42,525	€43,375	€44,459	€45,570
	€45,290	€46,649	€47,582	€48,772	€49,991
	€47,801	€49,235	€50,220	€51,475	€52,762
	€51,070	€52,602	€53,654	€54,995	€56,370
	€54,318	€55,947	€57,066	€58,493	€59,955
	€56,825	€58,530	€59,701	€61,194	€62,724
	€58,666	€60,426	€61,635	€63,176	€64,755
<b>Qualifications Allowances</b>					
<b>Degree/tch.recognition</b>					
	€2,871	€2,957	€3,016	€3,091	€3,169
<b>Diploma</b>					
	€1,917	€1,975	€2,015	€2,065	€2,117
<b>Certificate</b>					
	€956	€984	€1,004	€1,029	€1,055
<b>Adult Education Organisers</b>					
Category	01/06/06	01/12/06	01/06/07	01/03/08	01/09/08
1	€47,616	€49,044	€50,025	€51,276	€52,558
2	€49,884	€51,381	€52,409	€53,719	€55,062
3	€52,153	€53,718	€54,792	€56,161	€57,565
4	€54,412	€56,044	€57,165	€58,594	€60,059
5	€56,688	€58,389	€59,557	€61,046	€62,572
6	€58,955	€60,724	€61,938	€63,486	€65,073
7	€61,225	€63,062	€64,323	€65,931	€67,579
8	€63,491	€65,396	€66,704	€68,372	€70,081
9	€65,757	€67,730	€69,085	€70,812	€72,582
10	€68,023	€70,064	€71,465	€73,252	€75,083
11	€70,293	€72,402	€73,850	€75,696	€77,588
12	€72,560	€74,736	€76,230	€78,136	€80,089
13	€75,963	€78,242	€79,807	€81,802	€83,847
<b>Adult Literacy Organisers</b>					
Category	01/06/06	01/12/06	01/06/07	01/03/08	01/09/08
1	€39,885	€41,082	€41,904	€42,952	€44,026
2	€41,282	€42,520	€43,370	€44,454	€45,565
3	€42,677	€43,957	€44,836	€45,957	€47,106
4	€44,072	€45,394	€46,302	€47,460	€48,648
5	€45,468	€46,832	€47,769	€48,963	€50,187
6	€46,866	€48,272	€49,237	€50,468	€51,730
7	€48,261	€49,709	€50,703	€51,971	€53,270
8	€49,657	€51,147	€52,170	€53,474	€54,811
9	€51,051	€52,583	€53,634	€54,974	€56,349
10	€52,448	€54,021	€55,101	€56,479	€57,890
11	€53,844	€55,459	€56,569	€57,982	€59,431
12	€55,440	€57,103	€58,245	€59,701	€61,194
13	€57,434	€59,157	€60,340	€61,848	€63,394



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