



TEACHERS' UNION OF IRELAND / AONTAS MÚINTEOIRÍ ÉIREANN

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**EQUAL
PAY
for
EQUAL
WORK**

**Plus:
Major
gains for
part-time
teachers**

Progress made, campaign continues

A Word from the President – Joanne Irwin

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Colleagues, I would like to welcome you and your students back to your schools, centres and colleges for the new academic year and I wish you every success in the months ahead. Thank you for electing me as President of the TUI and I can assure you that I will work very hard on your behalf throughout my term of office. I would like to take this opportunity to thank my predecessor, Gerry Quinn, for his commitment, hard work and dedication to TUI during his term of office. I wish Gerry well as he returns to teaching.

As you aware, before the summer, TUI members democratically accepted the TUI/DES Agreement, May 2016. A priority for us all is to ensure delivery of the various aspects outlined in this agreement. Steady progress has already been made in this regard and a detailed overview is contained in the pages that follow.

Pay Equality

As TUI President, my main priority will be the campaign for income parity for new and recent entrants to the teaching profession. In this respect I will use every available opportunity to draw public and political attention to the

unacceptable precarious employment status of many teachers and lecturers.

Since members accepted the May 2016 agreement, we have made significant progress on the issue of income parity. TUI and the INTO have had a series of meetings with officials from both the Department of Public Expenditure and Reform (DPER) and the DES. There has been a particular focus on the principle of restoring the value of a qualifications allowance to the common basic scale for teachers. The options in relation to the assimilation of allowances into the scale have been discussed. We have reminded the Departments that we already hold an existing mandate for industrial action on this issue (following a national ballot in January) that we will activate if the need arises.

As we have already stated on numerous occasions, and as has been publicly acknowledged by both the DES and the DPER, the decision to restore the value of their allowance to Firefighters within the Lansdowne Road Agreement is an important precedent that can be applied to teachers affected by the 2012 withdrawal of allowances.

You may rest assured that the campaign



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TUI PRESIDENT, JOANNE IRWIN

will continue until pay parity has been achieved.

Major gains for part-time teachers (CID and fixed-term)

TUI has secured a very significant gain for our part-time members (CID and fixed-term). As a consequence of the DES/TUI Agreement, May 2016, we have negotiated an important revision to Circular Letter 34/09. The result is that hours/posts that become available must now be offered to serving teachers on part-time hours in the first instance. Circular Letter 59/2016, which is effective from 31st August 2016, sets out the sequence for awarding of such hours and full details are included in this issue of TUI News. The critical point is that the sequence is mandatory. In a recent audit, TUI found that 50% of our members under the age of 35 are employed on less than full hours. TUI has now negotiated a mechanism that will go a long way towards addressing this problem. All of the above is in addition to the gains that have been achieved under the Ward Report.

Third level issues

The re-designation of one of the 'flex' hours from January 2017 is a step in the right direction.

As a direct result of several years of savage budgetary cuts that have resulted in a fall in lecturer numbers, students are experiencing larger classes and less access to laboratories, equipment, materials, libraries and tutorials.

A TUI national survey last year showed that academic staff in Institutes of Technology are suffering high levels of stress in their jobs. Their unsustainable workload caused by austerity era cuts must be alleviated and brought into line with international norms. Following on from a commitment in the DES/TUI agreement, a review of matters relevant to lecturing in Institutes of Technology is to commence this month.

Further and adult education

There is much to be done in securing appropriate contracts and terms and conditions for those working in the further and adult education sectors. As with the issue of pay parity, the May 2016 agreement with the DES offers scope for significant improvements in this regard. The discussion on the conversion of BTEI staff is at an advanced stage and we expect to resolve this matter imminently.

As the number of school leavers is set to increase significantly, the artificial cap on the number of Post Leaving Certificate (PLC) places needs to be removed, as does the €200 charge that acts as an impediment to participation for many students. It is clear that the public education system has proven itself to be the gold standard in terms of the provision of these courses and TUI seriously cautions against any further move towards supply by private for-profit providers.

Low morale and the stifling effects of bureaucracy

I have been fortunate enough to have taught in all sectors in which TUI represents members. From both my own experiences and from feedback from colleagues elsewhere, it is clear that teachers and lecturers are

increasingly frustrated by being deflected away from their core work of teaching. Excessive form-filling and box-ticking offer no benefit to either teaching or learning. As educators, we must be allowed to do our real work. In any discussions, we will leave the employer under no illusions about this. Progress has been made on this issue over the summer. The inspectorate has confirmed to TUI that teachers are not required to produce individual class plans and that teachers will not be judged on the basis of their paperwork but rather, as is appropriate, on the quality of their teaching.

Retirement

For those of you retired from teaching, I would like to thank you for your many years of dedicated service to the education system and to TUI. You have been a positive influence in the lives of many throughout your career. I wish you a long and healthy retirement. I would advise you all to join the Retired Members Association (RMA). Visit www.rmatui.ie for details on how to join and to get an overview of the work of the RMA.

The value of our work

I thank you sincerely for placing your trust in me as President of TUI. In addition to advancing the key issues itemised above, I will use every opportunity to assert the professionalism and commitment of teachers and lecturers and the value to society of our work.

Joanne Irwin

UPDATE ON KEY ISSUES

In May 2016, TUI members voted by a margin of 63% to 37% (on a turnout of 57%) in a national ballot to accept a proposed agreement with the Department of Education and Skills.

The agreement addresses key issues which had not been dealt with by the Lansdowne Road Agreement (LRA). In accepting the DES/TUI May 2016 agreement, members also accepted that they would be covered by the LRA. Therefore, the pay restoration measures and other protections associated with it apply to them.

Updates from across the sectors in which TUI represents members are set out below.

PROGRESS IN CAMPAIGN FOR PAY EQUALITY

From February 2012, as a result of a unilateral government decision, qualification allowances were removed from new entrants to teaching. This amounted to a pay cut of approximately 20%, compared to their colleagues. It also resulted in there being three pay rates for teachers, depending on whether they entered the profession pre-2011, in 2011 or post 1st February 2012. Since then the TUI has been campaigning to have this gross inequality eliminated. Progress was made under the HRA by way of adjustments to the 2011 and 2012 rates.

A key understanding underpinning the May 2016 agreement between TUI and the DES was that the scandal of pay inequality could and would be addressed.

The abolition of allowances in 2012 was an additional cut that disproportionately affected only a small number of public service grades – teachers, gardai, prison officers and firefighters. Therefore the necessary first phase in seeking pay parity involves restoring the value of these allowances to teachers who entered post 1st February 2012 in order to bring their pay in line with the 2011 colleagues.

Firefighters, who also lost their allowance, have had the value of that allowance restored, in the context of the LRA and their agreement to enhance delivery of the service they provide. The Minister for Public Expenditure and Reform (DPER), the Minister for Education and Skills (DES) have highlighted the agreement reached by Firefighters as a precedent available within the LRA. The Ministers have stated publicly that similar progress can be made for teachers within the context of the LRA.

Representatives of the TUI and the INTO have, over the summer months, had a series of meetings with officials from both DPER and the DES. There has been a particular focus on the principle of restoring the value of a qualifications allowance to the common basic scale for teachers. While significant progress has been made in the discussions, the union warned in a public statement on 23rd August (extensively reported in the media) that while progress had been made, a clear timescale for implementation is urgently required. We pointed out that another cohort of teachers would commence their careers on significantly lower pay than their colleagues and that it was time to end

the discrimination that is undermining the morale of the profession.

We reminded the Minister and the public that in January, members voted overwhelmingly to engage in a campaign of industrial action, to secure a resolution to key issues - the most critical being the income poverty of new and recent entrants to the profession. We have since engaged, in good faith, in negotiation on these issues. Should definitive progress towards restoration be further delayed, we advised that this existing mandate would be activated.

In response to TUI's statement, the DES stated that the aim of the Departments was to conclude the current discussions by early September. The response also stated that the recent engagement had been taking place in the context of TUI's acceptance of the LRA and having regard to the recent agreement in respect of Firefighters.

We in TUI will proactively continue to seek urgent resolution to this critical issue.

Please check the TUI website for any updates on this issue.

MAJOR GAINS FOR FIXED-TERM/PART-TIME TEACHERS

Arising from the agreement reached between the Department of Education and Skills and TUI in May 2016, a revised procedure and sequence for filling available teacher posts/hours has been agreed and is now set out in Circular Letter 0059/2016. This is an extremely significant development in our campaign against casualisation and income poverty.

As additional hours become available, they must now be assigned in the first instance and in accordance with a mandatory schedule to serving part-time teachers who are suitably qualified. This will provide greater security of employment and access to increased teaching hours for those teachers. The process will be applied having regard to the principles contained in the Report of Expert Group on Fixed-term and Part-time Employment in Primary and Second Level Education in Ireland (The Ward Report). The Circular Letter also states clearly that initial appointments can be made on a permanent basis, scotching the myth and misconception that this was not the case. The circular restates the position secured by the unions through the PCW in that a school/scheme can appoint up to 95% of its initial allocation on a permanent basis. The 95% can be exceeded where entitlements to an initial CID or an enhanced CID arise.

The circular letter has immediate application and supersedes any selection processes that have not been completed, including processes in respect of positions that have already been advertised. It is very important in this regard that all positions that arise in a school/scheme, including positions advertised but not filled, be identified and notified to the branch as a matter of urgency.

Please make sure to bring this Circular Letter to the attention of every member in your workplace. Branches and workplace committees should immediately ask management to draw up the seniority list required by the Circular Letter.

The appendix of the Circular Letter, which sets out the revised procedure and sequence for the filling of available teacher posts/hour, is reproduced in its entirety below.

Appendix to Circular Letter 59/2016

Revised Procedure and Sequence for Filling Available Teacher Posts/Hours

5.1.1

The allocation of posts to each school/sector will continue to be determined in accordance with procedures approved from time to time by the Minister.

5.1.2

As stated in previous Department Circulars, a teacher employed on a contract of indefinite duration (CID) holds an employment status that is equal to that of a permanent teacher.

For the purposes of calculating the number of serving teachers to whom there is an ongoing contractual obligation for any academic year, it is necessary to combine the number of permanent teachers with the number of CID teachers (expressed in whole-time equivalents). The combination of permanent and contract of indefinite duration teachers will result in a school/ETB having a total number of permanent teachers below, equal to or in excess of 95% of the school's/ETB's initial allocation (expressed in whole-time equivalents).

5.1.3

Where the combined number of permanent/CID teachers is equal to or in excess of 95% of the school's/ETB's initial allocation (expressed in whole-time equivalents), no recruitment to permanent posts shall be undertaken (though a CID or enhanced CID will be awarded where an entitlement in accordance with 5.1.4.1 (a) or (b) below arises).

5.1.4

1. Permanent Posts

Where the combined number of permanent/CID teachers (expressed in whole-time equivalents) is less than 95% of the school's/ETB's initial allocation (expressed in whole-time equivalents), the filling of a permanent post may arise. Where such a vacancy (whole-time or part-time) occurs, the employer shall apply the following actions in the sequence shown to the filling of such posts:

- (a) offer a CID where an existing fixed-term teacher qualifies for such in accordance with the terms of this circular and circular 0024/2015; then
- (b) offer an enhanced CID (up to but not exceeding full time hours) where an existing part-time CID holder qualifies for such in accordance with the terms of this circular and circular 0024/2015, having regard to the curricular needs of the school and the qualifications required for the post; then
- (c) submit the vacancy/vacancies for filling by redeployment in accordance with agreed arrangements; then

(d) following the completion of the process in (c), offer unassigned permanent hours to a part-time CID holder on a CID basis, in accordance with this circular and circular 0024/2015, up to but not exceeding full time hours, having regard to the curricular needs of the school and the qualifications required for the post. The employer, having regard to the curricular needs of the school and the qualifications required for the post, shall offer such unassigned permanent hours to the teacher with the longest service to the employer and, subsequently, shall offer any remaining unassigned permanent hours to the teacher with second longest service to the employer; and so on.

2. Fixed-term Hours

Where the process in 1 above has been completed and an employer has remaining unassigned fixed-term hours, the employer shall apply the following actions in the sequence shown to the filling of such hours:

(a) offer unassigned fixed-term hours, having regard to the curricular needs of the school and the qualifications required for the post, to a part-time CID holder on a fixed term basis, in accordance with this circular and circular 0024/2015, under a separate fixed term contract up to but not exceeding full time hours. The employer, having regard to the curricular needs of the school and the qualifications required for the post, shall offer such unassigned fixed-term hours to the teacher with the longest service to the employer and, subsequently, shall offer any remaining unassigned fixed-term hours to the teacher with second longest service to the employer; and so on.

(b) where, following the application of 2(a) above, an employer, having regard to the curricular needs of the school and the qualifications required for the post, has remaining unassigned fixed-term hours, they shall be offered to an existing part-time fixed term teacher on a fixed term basis to augment her/his contract up to but not exceeding full time hours, in accordance with the terms of this circular and circular 0024/2015. The employer, having regard to the curricular needs of the school and the qualifications required for the post, shall offer such unassigned fixed-term hours to the fixed-term teacher with the longest service to the employer and, subsequently, shall offer any remaining unassigned fixed-term hours to the fixed-term teacher with second longest service to the employer; and so on.

3. Advertising and filling of remaining posts

The sequences at 1 and 2 above having been completed, any permanent or fixed-term posts remaining unfilled (whether full-time or part-time) shall be advertised as permanent or fixed-term respectively by the employer and filled through a formal recruitment process using the standard procedures and criteria for the filling of such posts.

PAY INCREASES

IMPORTANT NOTE: To avail of the pay restoration and other protections under the LRA, TUI members in Designated Community Colleges (in the ETB sector) Community and Comprehensive Schools and Voluntary Secondary Schools must complete the short LRA Teacher Consent Form at Appendix 1 of Circular Letter 45/2016.

In **Designated Community Colleges**, the completed form is to be returned by 13th September to the payroll section of the employer Education and Training Board (ETB).

In **Community and Comprehensive schools**, the completed form is to be returned by 13th September to the principal teacher of the school.

In **Voluntary Secondary schools**, the completed form is to be returned to the Payroll Section of the Department of Education and Skills by 8th September. Members should also provide a copy to the principal of their school.

Correspondence outlining this procedure was sent from TUI Head Office to all Branch Officers and Workplace Representatives on 22nd August 2016. The circular letter (including the form at Appendix 1) and related correspondence are available on the TUI website.

Upcoming pay increases due to TUI members as a result of cooperation with relevant collective agreements

2016

■ **1 Sept 2016:** Further increase in PRD exemption threshold to €28,750. This follows the increase in PRD exemption threshold to €24,750 on January 1st 2016. The combined effect of the two increases in the exemption threshold is an annual gross saving in PRD of €1,000.

■ **1 Sept 2016:** €796 (pensionable) added to each point of teachers' salary scales: This represents the first half of the agreed restoration of the S & S payment. This applies only if you are in the collective agreement (i.e. the LRA). As this is an addition to the scale, it is immediately fully pensionable and is not subject to the three year averaging that is applicable to allowances.

2017

■ **1 April 2017:** Restoration of half of the 2014 HRA pay cut to those earning above €65,000.

■ **1 Sept 2017:** €796 (pensionable) added to each point of the Teachers' Scale. This represents the second half of the agreed restoration of the S & S payment. Again, this is immediately fully pensionable.

■ **1 Sept 2017:** €1,000 flat rate increase on salary scale. All salaries up to €65,000 will increase by €1,000 per annum. This flat increase applies to each point of the relevant salary scale/s. Allowances that are held in addition to salary – e.g. Post of Responsibility, Principal, Deputy Principal, Coordinator (etc.) allowances - are not included in the calculation of the €65,000.

2018

■ **1 Jan 2018:** Restoration of the remainder of the 2014 pay cut to those earning above €65,000.

Increment delays/freeze

Under the HRA there were delays in the payment of increments. The effect of these delays has been to change the incremental date for each public servant affected. There are no further delays under the LRA. Increments will be paid on a person's incremental date (as adjusted).

Grace Period

The Grace period - that allows calculation of retirement lump sum and pension on the basis of the June 2013 salary and allowances (i.e. before the HRA cuts applied) – has been extended to 1st April 2019.

USE OF 'CROKE PARK' HOURS

As a result of accepting the DES/TUI Agreement of May 2016, members are also covered by the Lansdowne Road Agreement and have an ongoing commitment in regard to the 33 Croke Park Agreement (CPA) hours.

The May 2016 agreement increases from 5 to 8 the number of hours (of the 33) that can be done in tranches of no less than 30 minutes and on other than a whole-school basis in the 2016/17 school year. From the 2017/2018 school year, 10 of the 33 hours can be done in this way.

The TUI understands that the ASTI has directed its members not to fulfil the 33 Croke Park Agreement (CPA) hours as set out in CL 0025/2011, as amended by CL 0043/2014. Therefore, as advised in TUI's letter of 31st May to members, the resultant situation will need to be managed in a way that is respectful of all parties.

In this context, the Union is providing the following clarification to members in regard to the 33 CPA hours:

- TUI members have engaged with the normal planning process for usage of the 33 CPA hours. This involved the development, before the end of the last school year, of a calendar for use of the hours. In relation to blocks of more than 2 hours or scheduling outside of 167 days, decisions in relation to the calendar required consensus.
- Members of the TUI should be available to fulfil each element of their commitment in respect of the 33 hours, as set out in the school's calendar for 2016/17. This means that members must be in attendance in their school/centre on the day/s designated in the

school calendar for use of the 33 hours.

- The designation of a day as a staff day to utilise some of the CPA hours (i.e. what is often referred to as a "Croke Park day") – typically, the first day or two following the summer break – is generally intended for whole school purposes, unless otherwise specified in the calendar for use of the hours. Whereas TUI members must be in attendance on such a designated day, whole school purposes cannot be served where attendance by teachers is not on a whole school basis.
- If, as a result of the ASTI directive or for any other reason, management locally or nationally decides not to proceed with some element of the calendar for the specified scheduled usage of the 33 hours (for example, a staff day) the TUI will regard members affected by that decision as having fulfilled that element of their CPA hours commitment.
- If, for example, Thursday 25th August (and/or any other day) was scheduled as a staff day to utilise 6 of the CPA hours, TUI will regard members as having done those hours in the event of a decision by management:
 - not to proceed with the staff day
 - to re-designate all or part of the day as a school day within the 167 days
 - to relocate/defer the staff day to a later date or
 - to re-designate all or part of the staff day as being for a purpose other than that which was set out in the agreed calendar for usage of the CPA hours.

The net effect is that the TUI will in any such circumstances regard members as having completed 6 of the 33 CPA hours, and will support members where or if this position is challenged.

- Arising from the DES/TUI Agreement of May 2016, and effective from the commencement of the 2016/17 school year, 8 of the 33 hours are for use in blocks of no less than 30 minutes and on other than a whole-school basis, in accordance with the terms of CL43/2014, as amended by paragraph 21 of CL45/2016. The 8 hours, that are to be done on other than a whole school basis, cannot be included in a staff day designated for whole school purposes. The 8 hours remain to be delivered in line with the DES/TUI Agreement of May 2016 from within the residue of CPA hours (i.e. from within the hours that remain when the hours assigned per staff day are discounted).
- The TUI understands that the ASTI has advised its members that attendance at enrolment open nights is not prohibited by its directive and may be undertaken on a voluntary basis. The TUI is aware that, in many schools, attendance at such open nights forms part of the usage of the 33 CPA hours, as does attendance at registration nights etc. That will continue to be the case for TUI members.
- As the ASTI is in dispute in relation to the 33 hours, a member of the TUI may not, in the course of usage of the 33 hours, undertake any work normally done by a member of the ASTI.

The TUI will provide regular updates. If you require any assistance or advice, please contact your branch or Area Representative (Contact details are available in the TUI Diary and Handbook).

FURTHER EDUCATION – UPDATE

Annual Leave

Arising from the DES/TUI Agreement, May 2016, discussions have been held during the summer with the Department of Education and Skills (DES) and Education and Training Boards Ireland (ETBI) in relation to Circular Letter 08/14 and its application to a number of grades represented by the TUI. This circular letter reduced the effective leave entitlement of a number of grades that TUI represents including:

- Adult Literacy Organisers (Circular M15/01)
- Adult Guidance Counsellors/Co-Ordinators (Circular 70/04)
- Community Education Facilitators (CL 45/02)
- BTEI Co-Ordinators
- Adult Education Officers

The circular letter required that days of closure (e.g. at Christmas and Easter) which had previously been excluded from the counting of annual leave, were to be considered as encompassed within the annual leave entitlement as set out in contract.

The TUI has now secured an increase in the holiday entitlements of the grades listed above to 35 days inclusive of periods of ETB closure.

The DES has confirmed that the annual leave provisions of the nationally agreed contracts mentioned above are amended to reflect this increase to 35 days.

Application of Circular Letters

The DES confirmed, by letter dated 7th July, that the terms and conditions of employment set out in DES circulars in respect of Adult Guidance Counsellors and Adult Education Officers must be applied to individuals appointed to such posts. This will benefit a number of members to whom the appropriate terms and conditions had not been offered.

Directors of Outdoor Education Centres

In 2009, TUI won a case in the Labour Court on behalf of the Directors of Outdoor Education Centres. In common with other outstanding claims, the Court's recommendation was not implemented, due to the imposition of austerity measures. Further to the TUI/DES Agreement, May 2016, the DES wrote to the TUI on 23rd June 2016 to confirm that the Labour Court ruling would be applied with effect from 1 July 2016. A new enhanced pay scale, as recommended by the Labour Court, applies to this grade from that date.

BTEI Conversion Process

The DES has confirmed unequivocally that the commitment to convert those qualified and registered as teachers to

the teaching grade will be honoured. A number of issues are currently being finalised in relation to the position of unqualified persons teaching in the BTEI Programme. The DES is preparing a proposal for TUI's consideration.

BTEI County Co-Ordinators

The DES is currently preparing a contract template to include common pay and conditions for TUI's consideration. Any agreed contract will be with effect from 1 July 2016.

Incremental credit scheme for the Youthreach Co-Ordinator and Youthreach Resource Person

TUI has furnished the DES with a draft incremental credit scheme for the Youthreach Co-Ordinator and Youthreach Resource Person grades for its consideration.

Formal engagement with ETBI/QQI forum and SOLAS

Meetings have been arranged by the union with both the ETBI/QQI Forum and with SOLAS. These meetings will take place in mid-September.

THIRD LEVEL – UPDATE

Circular letter 52/2016 confirms that half of the two additional flex hours for Institute of Technology lecturing staff introduced by Circular 26/2011 will be re-designated to wider duties other than teaching from 1st January 2017.

The Department of Education and Skills has confirmed its view that "wider duties other than teaching" should be read as meaning duties set out in the agreed contract of employment.

The hours will be re-designated in consultation with lecturers and in accordance with Institute needs and priorities.

This interim measure will continue pending a review of matters relevant to lecturing in the sector. The review will be completed by March 2017. The terms of reference of the review will be agreed between the parties and will have regard to:

- as a priority, usage of the full flex hours for duties other than teaching in accordance with institute needs
- the current workload of lecturers
- maintaining and enhancing the quality, effectiveness and efficiency of education within Institutes of Technology
- other developments in the sector that are relevant to the lecturing role.

Significant advance in campaign against casualisation at third level

Following vigorous representations on the issue by TUI, the Cush report on Fixed-Term and Part-Time Employment in Lecturing in Third Level Education in Ireland was published in May 2016. In July, Circular Letter 41/2016 set out the procedures for the implementation of its recommendations.

The key provisions include:

Reduction of the period of qualification for eligibility to a CID

The qualification period for the granting of an initial CID has been reduced from a period of continuous employment in excess of three years with the same employer to a period of continuous employment in excess of two years with the same employer. This reduction means that a lecturer will be awarded a

CID rather than a further Fixed Term Contract provided the conditions and procedures set out in Circular 93/2007 are satisfied.

Qualification period for a further CID for additional hours

Where additional hours are awarded to an existing CID holder, the qualification period for a further CID in respect of those additional hours should be one year, provided that the conditions and procedures for the awarding of a CID set out in Circular 0093/2007 are met.

Awarding of additional hours

In advance of advertising available hours in a particular course, an Institute of Technology should carry out a review to ascertain whether there are existing

qualified lecturers on CIDs or pro-rata fixed-term contracts for less than full hours who have the necessary qualifications to teach the course and who could benefit by the augmentation of their existing contract. If this is the case, the extra available hours should be offered first to such lecturers before being advertised generally.

Significant advance in campaign against casualisation at third level

The recommendations to be implemented, in the main, mirror those of the Ward Report (2nd level).

The implementation of these recommendations represents a significant advance in our campaign against casualisation and precarious employment at third level.

Loans system could deter students from participation in higher education

In its initial response to the July publication of the Report of the Expert Group on Future Funding for Higher Education, TUI warned that an income contingent loans system could deter students from participation in higher education.

TUI favours a publicly funded education system at all levels. Along with the clear educational and social benefits, such a system also makes compelling economic sense, with a significant return on every euro invested.

It follows that we believe in a higher education system that is free and which does not saddle young people with significant levels of debt as they commence their working lives. The prospect of such debt could deter students from lower socio-economic backgrounds from participating in higher education.

Recommendation of employer contribution welcome

The union welcomed the recommendation in the report of a structured contribution for employers. It is established TUI policy that a 1% levy should be applied to corporate profits in order to generate additional funding for the resource-starved higher education sector. The corporate sector derives direct and invaluable benefit from the availability in Ireland of a highly skilled, graduate labour pool which is the product of extensive higher education provision. The introduction of a levy would further enhance the quality of the graduate labour pool, the capacity of institutions to recalibrate to meet evolving need and, ultimately, the sustainability of the enterprises that contribute to the fund. Crucially, the levy would represent a tangible contribution by corporations to the achievement of public policy goals and would ameliorate our very strong perception that the corporate sector has no allegiance to the society in which its profits are generated.

Funding crisis must be tackled as matter of urgency

Clearly, there has been a funding crisis in the sector for a number of years. Funding for the Institute of Technology sector alone fell by €190m (35%) between 2008 and 2015. Over the same period, student numbers rose dramatically by 21,411 (32%) while 535 (9.5%) lecturing positions were lost. As a result, lecturer workload has reached unsustainable levels, staff morale has been severely damaged and the capacity to deliver a quality service to students has been adversely affected. Urgent, additional funding is required to tackle the corrosive and damaging effects of these cutbacks that have resulted in a diminished experience for today's students with increased class sizes and limited access to laboratories equipment, materials, libraries and tutorials.

Junior Cycle update – a reminder of what has been achieved

In a national ballot conducted last year, TUI members voted to accept Junior Cycle proposals developed in detailed negotiations between the unions (TUI and ASTI) and the Department of Education and Skills. The negotiations followed an extensive campaign of industrial action by TUI members.

1 *Has the Junior Certificate been saved from abolition?*

Yes. The Junior Certificate is retained. It will continue to be state certified, with a terminal examination in June. The cost of retention of the Junior Certificate, which was in danger of abolition, is approximately €20m.

2 *Will the Junior Certificate continue to be fully externally assessed by the State Examinations Commission (SEC)?*

Yes. Teachers will not assess their own students for the Junior Certificate (i.e. there is no 60/40 split).

3 *Will the finished artefact/performance in Junior Cycle projects/practicals (etc). in Art, Music, Home Economics and the Technology subjects continue to be externally assessed?*

Yes. These will continue to be marked by the SEC.

4 *Will there also be a Student Profile of Achievement?*

Yes. This is to encourage schools to recognise other forms of student achievement not captured in the Junior Certificate. The school, not the SEC, will issue the Student Profile of Achievement.

5 *Will professional time be provided for teachers?*

Yes, and within timetable. From September 2017 a full-time teacher engaged in the Junior Cycle will have a weekly timetable comprising 40 minutes professional time and a maximum of 21 hours 20 minutes class contact time. The professional time comes to 22 hours per annum (pro-rata for part time teachers) and will create hundreds of new teaching positions at second level. This will give members on low-hour contracts an opportunity to gain additional hours in schools around the country.

6 *How can we be sure that no new, extra work will be imposed on teachers?*

An Implementation Committee comprised of both Union and Department of Education and Skills representatives is monitoring implementation of the new programme. Through this body, TUI will ensure that the agreement delivers on its commitments and that no additional work is imposed on teachers.

Are you a branch officer/workplace representative?

If so, all union correspondence is now being sent to your 'tuimail' generic email address.



'tuimail' addresses have been issued to all Branch officers (i.e. Chairperson/Secretary/Treasurer/Equality Officer) and all Workplace Representatives.

All communication from Head Office is now conveyed electronically, other than some materials which are not suitable for electronic communication. As well as providing immediate access to members on important issues, it is more cost effective.

It is very important, therefore, that Branch Officers and Workplace Representatives check the generic email account allocated to them on a regular basis.

If you are a Workplace Representative and have not received your email address please let us know immediately.

A number of workplaces and college departments have yet to return details of their current representatives. This places the members working in these colleges/schools/centres at a disadvantage as they will not be kept up-to-date with union business. Head Office has email addresses ready and waiting to launch for these workplaces/departments but can only issue a username and password when we have identified a representative/contact person for the workplace.

Therefore, as an immediate measure, is vital that each workplace/department has a named person who will take responsibility for monitoring the email, regardless of whether or not s/he wishes to act as School/College/Workplace Representative. A name should be sent to reception@tui.ie or advised by telephoning Head Office on 01 4922588.

If you require any assistance with your new email account, please contact Marie Sandland at msandland@tui.ie or 01 4922588.

Have we your correct membership details?

- Has your union membership status changed?

e.g. from Part-Time to Whole Time, from Whole Time to Job-Share or have your part-time hours increased/decreased, etc.

- Have you moved from one employer to another?
- Have you just returned from a Career Break, Leave of Absence or any other form of unpaid leave e.g. maternity or parental leave?

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

Dara Blighe, Membership Secretary, TUI, 73 Orwell Road, Rathgar, Dublin 6 – dblighe@tui.ie

DAS forms are available on the TUI website – www.tui.ie. They are also available from your School/College/Workplace Representative and from Head Office and on p.33 of this magazine.

You can also update your status and/or hours by using your membership card to log onto tuiservices.ie

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

HELP KEEP OUR DATABASE UP TO DATE. KEEP US INFORMED!

TUI's Third World Fund

TUI's Third World Fund was established with the distinct purpose of assisting TUI's Third World Fund was established with the distinct purpose of assisting educational, developmental and trade union projects in developing countries as approved by the Executive Committee from time to time.

Applications for donations from the Third World Fund are considered once a year at the November or December meeting of the Finance Sub-Committee and notification regarding successful applications is posted shortly after. This year, the Third World Fund will have over €20,000 at its disposal.

If you wish to receive monetary support from the Fund for a project you are involved in or support please make a written submission to Nadia Johnston, Administrative Officer, via email to njohnston@tui.ie. Due to the large number of applications received, a member may only submit one application. Requests must be submitted by 28th November 2016 and should outline details of the project.

Among the total of 12 projects that received a contribution from the Third World Fund in 2015, were:

- Bugisi Mission Project (expansion and maintenance of a school in Tanzania)
- Nepal Leprosy Trust (water and sanitation work)
- HIRN Zif Girls School Palestine (construction of classrooms)

While the amount donated to each project is modest, the feedback we receive from the various recipients indicates that your funding of these projects has a significant impact and is greatly appreciated. Of course, there is an added advantage in that the money goes directly to the projects concerned.

TUI's Third World Fund can make a real difference to worthy causes at ground level and members are encouraged to nominate a chosen project before the closing date.

Last year, TUI member, Muireann de Barra, nominated the HIRN Zif Girls School project. Muireann spoke to TUI about the project and how the donation from the Third World Fund was used. The interview appears on page 20.

Your contract explained – when should you

When you are offered a contract of employment – and before you sign and return it to your employer - you should take the time to check that it is the appropriate contract for your grade and that it accurately sets out the terms and conditions to which you are entitled. If only in prudence and as a precaution, you need advice. Therefore, we would urge you to speak to your TUI school representative, a TUI Branch Officer or Area Representative. They will answer any questions you may have and offer relevant advice and/or information. Where necessary - and only with your prior approval - they will make representations to management on your behalf.

It is important to be aware that the contract of employment offered to you should have full regard to and should comply with relevant legislation, collective agreements and (Department of Education and Skills) Circular Letters. A Circular Letter is, typically, an instruction from the relevant government Department to agencies, employers and employees within its remit. The Department of Education and Skills (the DES) issues Circular Letters to employers and school management bodies in the education sector.

When will I receive my contract?

The entitlement to a contract and the necessary minimum content of a contract are set out in the Terms of Employment (Information) Act, 1994.

Section 3 of this Act requires that, at a minimum, an employer must provide an employee with a written statement of the terms of her/his employment within two months of commencement of that employment. In practical effect, a written statement of the terms of your employment amounts to a default contract, albeit a minimal one.

In some sectors there is not yet an agreed contract in written form. For example, there is none for teachers appointed to permanent whole-time positions in Community Schools. However, in such cases there is an unwritten (implied) contract that is enforceable and, of course, there is an entitlement to a written statement of the terms of the employment.

What should my contract look like?

That depends on the status of the position to which you are appointed.

■ **Permanent:** You could be appointed to a permanent position (either on full hours or part-time hours). If your initial, day-one appointment is to a permanent position you will have a **Permanent Whole-time** or a **Permanent Part-time** contract. Appointment to permanent positions follows a national advertisement of the position and a formal selection process using agreed procedures. Initial appointment on a permanent whole-time basis used to be the norm but, regrettably, has not been in recent years. TUI has addressed this issue under the TUI/DES Agreement, May 2016. The agreement clarifies that employers can make initial appointments on a permanent basis within the approved teacher allocation. The Department of Education and Skills issued Circular Letter 59/2016 on 31st August 2016 confirming this to be the case.

■ **Contract of Indefinite Duration:** When, as a teacher or lecturer, you have completed in excess of **two** years of continuous service with the employer under two or more Fixed Term contracts (see below) and if that service satisfies the terms of the relevant Circular Letters, you become entitled to a Contract of Indefinite Duration (commonly referred to as a CID). A CID is a permanent contract, either whole-time or part-time.

This qualifying period of in excess of two years was secured by the union through the Expert Groups that were established under the Haddington Road Agreement. This is a significant improvement on what is provided for in law – a period of continuous employment of in excess of four years. The TUI also secured the removal of covering for career breaks and secondments from the list of valid reasons (known as “objective grounds”) for denying the award of permanence by way of a CID.

Currently, under the TUI/DES Agreement, May 2016, the TUI is engaged in negotiating the application of similar measures for the Youthreach Resource Person and Co-ordinator grades.

■ **Fixed-Term Contract:** If you are appointed to a temporary, time-limited

position you will have a **Fixed-Term contract**. This is not a permanent contract. It has a specified termination or end-date. An initial fixed-term contract tends to be for one year. A teacher is notified that her/his employment is to terminate at the end-date of the fixed term contract and that the position will be advertised (assuming continuation of the service/position). A selection and interview process follows through which the teacher may, if successful, be re-engaged for a second year under a new fixed term contract. After the second year of fixed-term service a Contract of Indefinite Duration will be awarded subject to certain criteria being met, including continuation of the service into a third successive year.

Appointment to a fixed-term position follows national advertisement and a formal selection process using agreed procedures (as for Permanent Appointments).

Contract templates

The agreed Contract of Indefinite Duration for Post Primary Teachers, which is provided as an appendix to Circular Letter 24/2015, is illustrative of the basic provisions that a teacher's contract should contain. Other nationally agreed contracts are appended to other Circular Letters. Examples are:

- Youthreach Resource Person/ Co-Ordinator (Circular Letter 12/03)
- Adult Literacy Organiser (Circular M15/01)
- Adult Guidance Counsellors/ Co-Ordinator (Circular Letter 70/04)
- Community Education Facilitator (Circular Letter 45/02)

What details should my contract contain?

In compliance with the Terms of Employment (Information) Act, 1994, the following should be noted in each contract:

The full names of the employer and the employee and the address of the employer

There is a number of employers in the Education Sector and the specific employer should be named on your contract.

- Education and Training Boards
If your employer is an Education and

u receive it and what should it contain?

Training Board (ETB) your appointment is to the “scheme”. This means that you may be assigned to any Vocational School or Community College/Designated Community College or to any Education Centre within the particular ETB. You may, in subsequent years, be transferred within the scheme (subject to the terms of the particular transfer agreement that is in place at the time).

- Community and Comprehensive Schools and Voluntary Secondary Schools Community and Comprehensive (C&C) schools and Voluntary Secondary schools are stand-alone employers. As such, your employer will be named as the Board of Management of the specific school that you have been appointed to.
- Institutes of Technology Institutes of Technology are also stand-alone employers. As such, your employer will be named as the Institute that you have been appointed to.

The place of work or, where there is no fixed or main place of work, a statement specifying that the employee is required or permitted to work at various places

In the case of Community & Comprehensive Schools, Voluntary Secondary Schools and Institutes of Technology the place of work is the specific employer. In the case of an ETB, the school/centre to which you are deployed in the current academic year should be stated clearly. For example, you may be employed by Galway and Roscommon ETB and your place of work for the academic year 2016/17 may be listed as Galway Community College. In subsequent years the ETB - provided that it complies with the relevant transfer agreement negotiated with the TUI - may choose to move your place of work to another school/centre in the ETB. In some cases a contract may state that a person will have more than one place of work. For instance, the ETB might deploy you to

School A for Monday and Tuesday and School B for Wednesday, Thursday and Friday.

The title of the job or nature of the work for which the employee is employed

The contract should set out the title of the job i.e. the grade. This will then determine the specific terms and conditions of employment and the pay-scale to be used. You should note carefully the grade stated and check the agreed contract for that grade. For example, if ‘teacher’ is the stated grade, then compare the contract you are offered to the contract appended to Circular Letter 24/2015 to ensure its accuracy. If ‘Youthreach Resource Person’ is stated, then compare your contract to the contract appended to Circular Letter 12/2003.

The date of commencement of the employee's contract of employment

If the contract offered to you is Fixed Term (that is, for a specified or period of time and with a stated termination or end-date) it will typically – but not always - be for an academic year, commencing on 1st of September and ending on 31st August of the following year. Notwithstanding this commencement date, most schools open before 1st September and will require you to present for work in the last days of August. This is to be expected and is not an issue to be concerned about. The payment period for such a fixed-term contract will be the twelve months from 1st September to 31st August, inclusive.

In some cases, a contract may commence later, or conclude earlier. This typically applies if you are employed to substitute for an employee on maternity leave or another form of short-term leave.

If your fixed-term contract commences before the 1st November, its termination/ end date should normally be 31st of the

following August. This provides for continuation of salary payment during the summer months.

If your contract is at variance with this, there may be an error and you should contact the TUI for advice.

Other Terms and Conditions to be contained within the contract

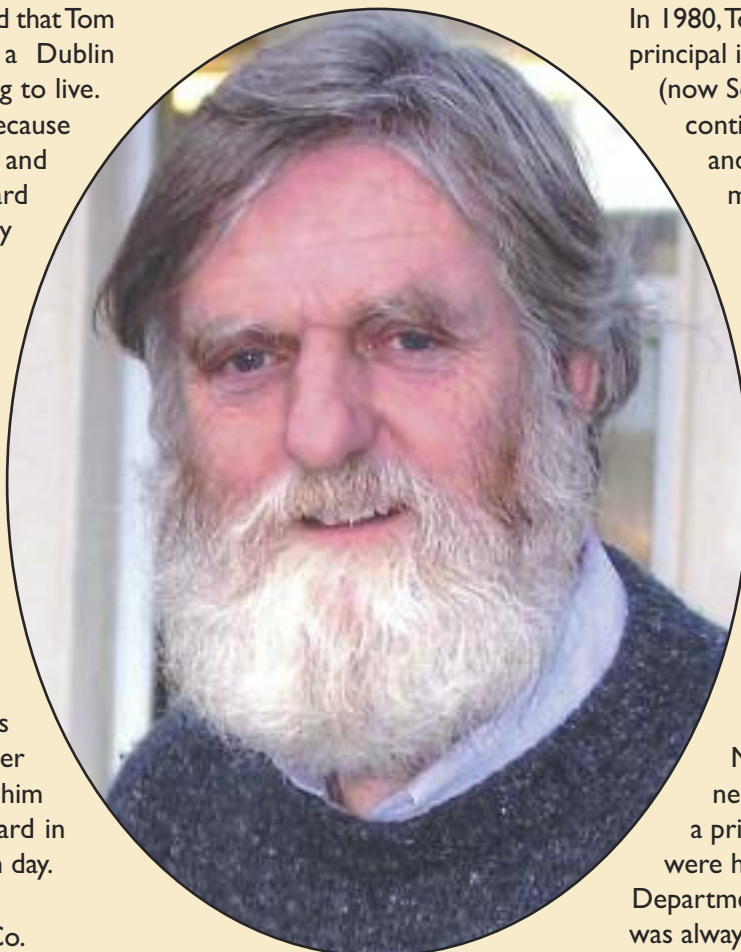
- In the case of a temporary contract of employment, the expected duration thereof or, if the contract of employment is for a fixed term, the date on which the contract expires
- the rate or method of calculation of the employee's remuneration – the pay scales for each grade are available in the TUI Diary and Handbook
- the length of the intervals between the times at which remuneration is paid – i.e. the frequency of salary payment, whether weekly, monthly or at any other interval. The frequency of payment during leave periods should be consistent with the agreed contract.
- any terms or conditions relating to hours of work (including overtime) - i.e. how many hours of work per week
- any terms or conditions relating to paid leave (other than paid sick leave)
- any terms or conditions relating to—
 - incapacity for work due to sickness or injury and paid sick leave, and
 - pensions and pension schemes,
 - the period of notice which the employee is required to give and entitled to receive (whether by or under statute or under the terms of the employee's contract of employment) to determine the employee's contract of employment or, where this cannot be indicated when the information is given, the method for determining such periods of notice,
 - a reference to any collective agreements which directly affect the terms and conditions of the employee's employment including, where the employer is not a party to such agreements, particulars of the bodies or institutions by whom they were made.

TUI advises that you retain the following documents for your personal records and to assist TUI in the event that you require advice or representation:

- Advertisements for any/all jobs in which you have been employed
- Letter of Offer/Appointment Contract(s) AND Cover Letter(s) for all jobs in which you have been employed
- Any other documentation/correspondence relating to your employment
- All Payslips
- Annual Timetables
- All Teaching Council Records/Documentation
- Attendance Certificates for all CPD including that related to induction programmes

‘He saw their potential and knew that drawn out and built upon’

On March 14th 2016 we heard that Tom Hunt was seriously ill in a Dublin hospital and did not have long to live. This could not be possible because Tom was always so vibrant and larger than life. When we heard that he had died in the early hours of March 18th there was such a palpable feeling of disbelief, sadness and numbness among the whole TUI and RMA community in Co. Kilkenny and it was hard to comprehend how this could be. At his funeral, people said that they thought that Tom would bury them—he was only 72 and had walked the Camino de Santiago for 35 days as recently as September/October 2015 but now we were laying him to rest in a country churchyard in Co. Kilkenny on a cold March day.



Tom was from Lisronagh in Co. Tipperary and he never forgot his Tipp roots—a lovely touch at his burial was when daffodils from his family’s home farm were put in his grave by his nine beloved grandchildren.

Tom came to Co Kilkenny in 1972 where he was appointed to Kilkenny City Vocational School to teach English. For us young teachers who came along later, Tom was always synonymous with TUI, the union which we had all joined as soon as we were appointed. We knew that Tom was “important” in the union and often went to meetings to “Head Office” in Orwell Road. We were mesmerised at branch meetings back in Kilkenny when he told us of negotiations which

were going on to make conditions better for teachers, a cause for which he worked tirelessly all of his life.

Tom was President of TUI between 1981 and 1983. In his address to the 1983 TUI Annual Congress, he denounced what he saw as a serious undermining of the concept of free second-level education in order to save a few “paltry” pence. He said that no President had stood in front of an Annual Congress in the previous two and a half decades amid such educational devastation. Worse was to come over the next 30 years, much to Tom’s dismay.

In 1980, Tom was appointed as deputy principal in Ballyhale Vocational School (now Scoil Aireagail). The school continued to grow at this time and soon outgrew the original main buildings. Prefabs were brought in to accommodate the growth but these prefabs rapidly deteriorated and were replaced by more prefabs. Tom spearheaded various campaigns over the years to have a new school provided and he always had great support from the parents and staff. He was tenacious in this regard and he fought along with the parents’ committee and Board of Management to highlight the need for a new school. This was a priority for him. Many meetings were held with the VEC and Department of Education but there was always a problem—the site, educational cutbacks and funding matters. So, although Ballyhale had absolute priority over the other schools in Kilkenny since 1979, it was only in 1999 that Micheal Martin, then Minister for Education, opened the new school.

Tom had become principal of Ballyhale in 1992, but, until 1999, whenever he wanted to announce news to the school community, whether bad or good, he had to stand on a chair, outdoors, in the wind and rain. From 1999, he had a new assembly area/ PE hall in which to address the students and staff.

Although the physical conditions were dreadful in Ballyhale, there was always a great spirit which was full of energy.

they all had something which could be – Remembering Tom Hunt



TOM PICTURED WITH VARIOUS TUI FRIENDS AT A FUNCTION LAST YEAR. FROM (L-R) SEAMUS LAHART, ELEANOR REDDY, NADIA JOHNSTON, GERRY QUINN, ELEANOR PARKES, TOM HUNT, GERRY DOWLING, EILEEN MOYLES, MAIRE COTTRELL

The students all loved Mr Hunt, except when he caught them smoking - and he knew all of their hiding places! With him as mentor, they excelled at and won many national competitions in Slógadh and Scoil Drámíochta. For over 25 years his students regularly were national winners in public speaking and debating. Tom also trained young hurlers and runners and they regularly “ran around the block” and in Gowran Race Course, at lunch time, as part of their training for competitions.

But it was not just the “good” students that Tom inspired and helped. He gave children, who would have been lost and forgotten in other schools, a chance. He saw their potential and he knew that they all had something in them, which, given the opportunity, could be drawn out and built upon. He

did this with so many boys and girls who came to Ballyhale from all over Co. Kilkenny. He used to say that everyone deserved to taste success for one day in his or her life. Because of Tom Hunt, so very many past pupils, whether as debaters, actors, athletes, public speakers, hurlers or runners, did taste success and so they left Ballyhale both confident and well prepared to face the world.

Tom retired in September 2008 and became a member of the TUI’s Retired Members’ Association. Since the South-east branch was formed in 2014, Tom attended all meetings and functions and had so much to contribute, and, as we did over the years while members of the TUI, we always listened to what he had to say with interest.

Tom leaves behind his wife, Daphne and their five children, Orlagh, Thomas, Darragh, Eoin and Tadhg who all joined their father in Ballyhale for their second level education.

We extend our sincere sympathy to them in their great loss.

Ar dheis Dé go raibh a anam dilis.

Eileen Moyles

TUI Third World Fund supports building of West Bank school

Muireann de Barra, a Dublin native teaching in Limerick College of Further Education, talked to Marie Sandland about her involvement in the TUI Third World Fund, which recently helped to fund a girls' school in Palestine.

Prior to taking my position in LCFE, I worked in the media as a freelance documentary researcher. I'm also an independent producer and have made documentaries for broadcast in Ireland, which is what introduced and brought me to Palestine. I've visited three times since 2005, looking at different social-justice issues such as water as a human right. There has always been a social justice aspect to my work, with funding received in the past from Irish Aid's Simon Cumbers fund. My last visit to Palestine was in 2013, when I went to make a radio documentary about how yoga empowers women. While I was there, I interviewed different human rights experts and that's how I met Hamed Qawasmeh, Director of Hebron International Resources Network (HIRN). HIRN is a non-profit human rights and educational development organisation based in Hebron that supports poor communities in the outlying and at-risk areas located close to the Green Line.

After I returned to Ireland, I supported some crowdfunding initiatives HIRN was organising. It was easy to support them with a click of a mouse and every penny was going directly to them. So, back last September, I knew there was a project underway to build a new secondary school for girls in Zif village in the West Bank. Hamed had gone to England to run the London marathon to fundraise for it, but they still needed additional funding. I was in the staffroom one day and opened up the TUI magazine and saw the paragraph about the Third World Fund and I just thought 'wow, that's perfect!'. Knowing this educational project was already underway and that HIRN had been promised match-funding from other funders if a certain target



MUIREANN DE BARRA

was reached, I felt really excited about the idea that the TUI could potentially support a project like this. It felt like a great opportunity to do something really practical and express solidarity in a very concrete way by supporting Palestinian girls in retaining and gaining access to education beyond primary school level. Having supported HIRN, the TUI is the only Irish donor, and the only non-Palestinian Trade Union involved in the school.

The school has now been built in Zif Village, in the Southern Hebron hills area, where a high drop-out rate has been experienced by girls due to gender mixing. Basically, once girls reach puberty, they can't mix with boys and have to drop out, whereas boys tend to continue with their education. The area is predominantly comprised of Bedouin and traditional Palestinian villages, which tend to lean more conservatively and are very poor.

There's very strong civil society support for education generally in Palestine. In the context of living under military occupation, education is one of the things people can control and claim agency over from the ground up. From my own experience, I've seen how

Palestinians really value the right to be educated, but the issue in this area, in addition to the cultural conservatism, is down to logistically being able to build and bring the necessary materials into these locations. It's not that there aren't enough girls there, but it is still a very patriarchal society in lots of ways. By comparison, when you go to cities like Ramallah and Nablus you'll see plenty of women attending universities there. The West Bank is quite diverse: there are some areas that are more conservative than others but this area is quite conservative because of the nature of where it's located. It's right on the Green Line so in a sense they are at the coalface of the occupation. Teaching is highly respected in Palestine. One of the questions I had for Hamed when I interviewed him after the school was opened was, 'Do you have enough teachers?'. Apparently the Education Ministry said, 'You tell us how many teachers you need and we will supply them and they will be paid for'. They are now hoping to build more classrooms and HIRN are launching another wave of funding to extend the school. They call them caravans, they're like prefabs basically.

Education is really valued in Palestinian society as a tool for empowerment and to understand the historic, social, cultural and political context and realities experienced there. It's an impoverished society and we would be familiar in Ireland with all the issues that come with that. Unemployment levels are extremely high in Palestine, so education provides opportunities which otherwise wouldn't be realised. Some students walk three to five kilometres to school and very often in precarious situations. We all have days where we don't want the alarm to go off in the morning and get up to go to work or school or college, but in Palestine there's a real sense of pride in education. Even the small things, like school uniforms – they are pristine – reflect the level of pride and the value that's given to education.



STUDENTS AT HIRN ZIF GIRLS' SCHOOL

The school was launched in May 2016 and there are now over 100 girls accessing secondary education thanks to the support of the TUI Third World Fund. Hamed tells me there's a plaque there acknowledging and thanking the Union for supporting the project! The great thing about the TUI Third World supporting HIRN is knowing that members are supporting something very real, tangible and with immediate impact and that the funding has gone directly to the project.

Irish people might not necessarily think of everyday activities when they think about Palestine, like something as basic as kids going to school, because when we think of the region, it's often in times of crisis that we hear what's going on. Education is part of daily life and goes on behind the headlines. Of course greater internet access has opened up their world to ours a lot more in recent years and this offers more by way of an exchange of information, which is great.

It would be nice to see exchanges of experience happening between schools in Ireland and Palestine in this way.

If anyone has an idea for the TUI Third World Fund, and if it's achievable and feasible within a specific timeframe then you should apply. The creation of this girls' school all happened within a six-month period. They had everything ready to go, builders and materials. They just needed the extra push on funding and it all happened. You should definitely look for projects that are sustainable and that have support on the ground. The development model of 'we know best what you need' doesn't always work, so it's great to engage with organisations on the ground. The idea of education as a human right comes alive in Palestine in ways you might not find in other places, especially for the girls for whom early school leaving has been the trend. So, look out for ways to link education with development. When you ask the girls what they want to be when they grow up they say 'doctors, teachers, nurses' – they have the same dreams and aspirations as girls here. The more support and solidarity between teachers around the world the better and the TUI Third World Fund is a great way to express this.



HIRN ZIF GIRLS' SCHOOL

Do you know of a project that could benefit from TUI funding?

TUI's Third World Fund was established with the distinct purpose of assisting educational, developmental and trade union projects in underdeveloped countries as approved by the Executive Committee from time to time. See p. 14 for full details on how to make an application for a project.

Don't miss out!

Have you claimed back all your relevant tax entitlements?



As anyone who has looked at the right hand side of their payslip will know, there are numerous deductions from your nominal salary:

- Tax up to 40%
- PRSI up to 4%
- USC up to 7%
- PRB up to 10%
- Pension at 5%
- Spouses and children 1.5%

The only one of these that the individual has an opportunity to reduce is their tax credit certificate. You must make sure it is correct and that you are claiming all your tax relief. If it is wrong you pay too much or too little tax.

Methods of assessment

1. Single assessment: taxed as a single person throughout the year and the end of year review.
2. Separate assessment: taxed as a single person throughout the year. Unused credits and rate bands may be transferred between spouses after year end.
3. Joint assessment: taxed jointly throughout the year. Allows flexibility in allocating tax credits and rate bands.

It is up to you to ensure that you are claiming all your personal tax credits. **If they are incorrect, you can only get a refund going back four years.** Therefore, to avoid losing eligibility for 2012 tax credits and reliefs, you must make your claim before 31st December this year. **Refunds for four years can run into substantial amounts of money.**

Main reliefs and credits – claims to be made inside four years (use it or lose it!)

Relief at marginal tax rate:

- Expenses in employment
- Flat rate expenses for teachers (€518)
- Flat rate expenses for principals (€608)
- Teaching Council (€90 for pre-2014 claims, €65 for post-2014 claims)
- Personal pension, including AVCs, can all be claimed for tax relief at source (TRS).

Tax credit – Amount paid (subject to certain limits)

- Rent relief – if renting prior to 8th December 2010, this will be phased out by 2017
- Mortgage interest relief (TRS)
- Tuition fees
- Medical expenses
- Health insurance

Tax relief on private health insurance premiums will be limited to €1,000 for each adult insured and €500 for each child. This change applies to policies which are renewed or started on or after 16th October 2013. For the purposes of this provision, a child includes a student over 18 and under 23 who is in full-time education.

You should also make sure that you claim all tax credits that may be due to you in the previous four years. These credits are as follows:

- Single Person's Tax Credit
- Married or Civil Partner Tax Credit
- Widowed Person or Surviving Civil Partner Tax Credit
- Age Tax Credit (if either you, your spouse or civil partner is aged over 65)
- PAYE Tax Credit
- Single Person Credit Carer Credit
- Incapacitated Child Tax Credit
- Widowed Person or Surviving Civil Partner with qualifying child Tax Credit
- Home Carer Tax Credit

- Dependent Relative Tax Credit
- Blind Person's Tax Credit
- Incapacitated Person – Relief for Employing a Carer

Tuition fees: Personal courses undertaken by the tax payer or his/her dependent children

Tax relief at the standard rate of tax (20%) is available for tuition fees which includes the student contribution but does not include examination fees, registration fees and administration fees. The maximum limit on such qualifying fees for the academic years is €7,000 per individual, per course.

The amounts of qualifying tuition fees shown in the table below are disregarded in respect of each claim:

Year	Full time (Where any one of the students in respect of whom relief is claimed is a full-time student)	Part time (Where all the students in respect of whom relief is claimed are part-time students)
2012	€2,250	€1,125
2013	€2,500	€1,250
2014	€2,750	€1,375
2015	€3,000	€1,500
2016	€3,000	€1,500

The disregards set out above are in respect of a claim, the subject of which may be one or more students. The general effect of this is that claimants who are claiming for more than one student will get full tax relief on the student contribution for 2nd and subsequent children in their claim.

For example, in a family with two students in third level education in 2012 where student fees amounted to €8,000 and the student contribution amounted to €2,250, the tax relief payable would be €1,400 (ie Max €7,000 + €2,250 less disregard of €2,250 = €7,000 @ 20% = €1,400)

Where fees are refunded or partly refunded, the claimant must notify their Revenue office within 21 days. Failure to do so may result in penalty charges.

Tax relief on health expenses

Qualifying expenses

- Cost of doctor/consultant fees, dentist's fees and items/treatments prescribed by a doctor
- Maintenance/treatment in hospital or approved nursing home for an individual or approved dependents.
- Non-routine dental treatments
- Prescriptions and appliances.
- Certain dietary products for coeliacs (receipts available through some loyalty cards)

Exclusions

- Routine optical or routine dental care
- Reimbursement from health insurers, HSE or court compensation

Claim for medical expenses

Relief for expenses paid or insured should be claimed by the end of the tax year. Receipts, although not submitted must be retained for at least six years for tax audit purposes.

For more information and to download leaflets on all of the above, go to www.revenue.ie

Fitness to Teach provision enacted

The Minister for Education and Skills commenced the Fitness to Teach provisions of the Teaching Council Acts 2001-2015 on the 24th July 2016. This means that any person, including a member of the public, an employer or a teacher can make a complaint about a registered teacher to the Teaching Council.

Underperformance or misconduct will continue to be dealt with in the first instance at school level through the disciplinary procedures established under Section 24 of the Education Act 1998. In general, disciplinary procedures at school level should be exhausted before any inquiry by the Teaching Council takes place.

Grounds for complaints

Complaints can be made to the Teaching Council on a number of grounds set out in section 42 of the Teaching Council Act. These include:

1. Professional misconduct
2. Poor professional performance
3. Engaging in conduct contrary to the Code of Professional Conduct for Teachers
4. Being medically unfit to teach
5. A court conviction for certain offences
6. Failing to comply with, or contravening a provision of the Teaching Council Acts 2001-2015, the Education Act, 1998, the Education Welfare Act, 2000, the Education and Training Boards Act, 2013, and any regulations, rules or orders made under those Acts
7. Failing to comply with an undertaking or to take any action specified in a consent given to a panel of the Disciplinary Committee at an inquiry,
8. Erroneous registration due to a false or fraudulent declaration or misrepresentation.

The Teaching Council can also make a complaint to the Investigating Committee about a teacher in certain instances arising from:

1. Information set out in a vetting disclosure received by the Teaching Council on behalf of school employers or potential employers
2. Information contained in an overseas disciplinary notification
3. Information which comes to the attention of the Teaching Council through the media or otherwise.

How a complaint is processed

Once the Teaching Council receives a complaint, it goes to the Director of the Teaching Council who reviews the complaint. In reviewing the complaint, the Director can:

1. Refuse the complaint if it is not in writing, signed, and accompanied by relevant documents and information
2. Refuse the complaint if the Director considers it to be frivolous, vexatious, made in bad faith or an abuse of process
3. Refer the complaint to the Investigating Committee, of the Teaching Council

In regard to a complaint referred to it, the Investigating Committee can either:

- refer all or part of the complaint to the Disciplinary Committee for an inquiry
- or
- decide that no further action is required.

The complaint must be of a serious nature for the complaint to be referred by the Investigating Committee to the Disciplinary Committee.

If a case is referred to the Disciplinary Committee, an inquiry will normally take the form of an oral hearing before a panel of the Disciplinary Committee, which is similar to a hearing before a court or tribunal.

Hearings will normally take place in public unless the subject of the complaint or a witness about whom personal matters may be disclosed requests the panel to hold the

hearing or part of the hearing in private and such a request is granted by the Disciplinary panel. The first hearings, likely to be held within the next nine to 12 months, will be held in public, by default. This default position was strongly opposed by the TUI. We contend that there is an unfairness inherent in it, as the public hearing itself constitutes a form of sanction, especially for a teacher in respect of whom a complaint is not upheld.

The Disciplinary panel will prepare a report at the end of the inquiry. The report will say whether the complaint has been proven. Usually, complaints have to be proven beyond a reasonable doubt at inquiry. If the complaint is proven, the disciplinary panel will have to decide whether to impose a sanction.

The panel may decide to:

- a) advise, admonish or censure a teacher
- b) place conditions on a teacher's registration
- c) suspend a teacher from the Register for a specified period of time (up to two years)
- d) remove a teacher from the Register and not allow a teacher to apply to be restored to the Register for a specified period of time. (an unregistered teacher cannot teach in a position funded by the Department of Education and Skills.)

In general, the Teaching Council can only consider complaints where the matters complained about took place on or after 25 July 2016, the commencement date for Part 5 of the Teaching Council Act.

If complaints are submitted about events which occurred prior to the 25 July 2016, the Investigating Committee can only in exceptional circumstances proceed to consider and investigate such complaints.

More information about the Fitness to Teach provisions of the Teaching Council Act are set out on the Teaching Council Website www.teachingcouncil.ie

Any teacher who receives a communication from the Teaching Council stating that a complaint has been made against him/her under the Fitness to Teach provisions set out in Part 5 of the Teaching Council Act 2016 should contact TUI Head Office immediately.

Report recommends mandatory gender quotas for academic promotions



The introduction of mandatory quotas for academic promotions in Higher Education Institutions (HEIs) is one of the key recommendations set out in a report commissioned by the Higher Education Authority (HEA), which was compiled by an expert group chaired by the former EU Commissioner Máire Geoghegan-Quinn (*HEA National Review of Gender Equality in Irish Higher Education Institutions, June 2016*). The expert group met with a wide number of stakeholders including the Teachers' Union of Ireland.

The report states that, "the reason why women are not found in the same proportion as men in the most senior positions is not because women are not talented or driven enough to fill these roles. It is because of numerous factors within HEIs, conscious and unconscious, cultural and structural, which mean that women face a number of barriers to progression, which are not experienced to the same degree by their male colleagues. Systematic barriers in the organisation and culture within higher education institutions mean that talent alone is not always enough to guarantee success."

The under-representation of women at senior levels in HEIs and on key decision-making bodies is a clear indication of the absence of gender equality in higher education, according to the report.

Under-representation of women in HEIs – the facts

Academic staff

In the Institute of Technology (IoT) sector, in respect of academic core funded staff:

- 50% of assistant lecturers were male and 50% were women
- 57% of lecturers were male and 43% were women
- 69% of senior lecturers were male and 31% were female.

As of March 2016, there were only four female presidents in fourteen IoTs (29%), one female president in the Colleges (20%) and since the establishment of the first university (c.434 years ago) there has never been a female President .

Governing authority/body

Only eight of the fourteen IoTs had 40% or more women on their governing authority/body, ranging from 59% in DKIT, down to 37% in AIT, CIT and LYIT, and a sector average of 44% women.

Academic council

Six of the 14 IoTs had 40% or more women on their Academic Council, ranging from 64% in IADT, to 30% in, both CIT and DIT, and a sector average of 40% women.

Executive Management Teams

Only three out of fourteen IoTs had 40% or more women on their executive management team, with ITB the highest at 53% women and a sector average of 23%. Two IoTs had no women on their executive management teams (AIT and DIT).

The report recommends that:

- Each HEI introduce mandatory quotas for academic promotion, based on the flexible cascade model where the proportion of women and men to be promoted / recruited is based on the proportion of each gender at the grade immediately below.
- Gender equality is identified as a national priority and key system objective in the Higher Education System Performance Framework.
- Agreed targets and indicators of success are included in higher education institutions' compacts with the HEA, and that funding should therefore be linked to institutions performance, and will be withheld if they fail to meet agreed targets.
- Each institution appoint a vice-president for equality, who would be a full academic member of the executive management team and who would report directly to the president.
- The HEA establish a comprehensive database of staff in higher education institutions to provide an evidence base for monitoring progress in addressing gender inequality.

The full report can be accessed on the HEA website www.heai.ie

“Is access to education worth the price of a cup of tea?”

Support Global Schoolroom’s Tea for Teachers

Have you thought about how you will be celebrating World Teacher’s Day 2016? Do you believe all children should have access to quality education?

Global Schoolroom’s Tea for Teachers is back after an exciting inauguration in 2015!

Tea for Teachers is a one-day celebration of teachers and all those involved in providing the high standards of education available to children in Ireland. 85% of Irish 24 - 34 year olds have attained at least upper secondary education. At the same time, we will take time over a cup of tea to consider the 59 million children around the world who do not have access to education. This shocking figure has been rising since the global economic downturn of 2009.

Global Schoolroom is an Irish charity dedicated to delivering high quality teacher training where it is most needed. We believe that high standards of teacher education are crucial to tackling the crisis in access to education in the world’s poorest countries.

This year, funds raised through Tea for Teachers will support the expansion of our accredited teaching education programmes in India, Kenya and Sierra Leone.

Please Support Global Schoolroom by organising a tea break in your home, school or office.

To sign up and receive your Organiser’s pack simply go to www.globalschoolroom.net/teachers

What Our Tea-Drinkers Said Last Year

“It was fun & easy to organise. People love the social media side of it too!”

“A positive message for teachers.”

“It was a new and fun idea!”



What is Global Schoolroom?

Global Schoolroom is a teacher education initiative established by two Irish teachers in 2006, which has since then brought Indian, Irish and Ugandan teachers together to share their educational experience, expertise and good practice. Focussing almost entirely on India since 2010, Global Schoolroom has facilitated professional development and in-service for over 1000 Indian teachers with approximately 600 of them progressing to a Level 7 award from University College Dublin, recognised in India through an MOU with Assam Don Bosco University.

Global Schoolroom’s teacher education programme in India, delivered by volunteer Irish teachers, has been accredited by UCD since 2011. Indian teachers leave the three-year programme with an internationally recognised teaching diploma from UCD.

Global Schoolroom also needs volunteers to work in India and Africa in July 2017. If you would like to do something really worthwhile and spend your Summer 2017 in India, Kenya or Sierra Leone apply at globalschoolroom.net. To find out more email info@globalschoolroom.net or phone 01-8456901.

Global Schoolroom is supported by TUI, ASTI and INTO and by Cornmarket Group Financial Services Ltd. and Irish Life.

Brew up
Donate
Celebrate



Donncha Mac Amhlaoibh

(Requiescat in pace)

Cé nach raibh sláinte Dhonncha ar fónamh le roinnt blianta anuas, ní raibh coinne dá laghad againn lena imeacht uainn i lár Mhí Bhealtaine seo caite. Ba le scamall dubhróin a chualamar faoina bhás

Rugadh Donncha i gCathair Chorcaí, áit ar chaith sé formhór a shaoil. Corcaíoch go smior a bhí ann, le saineolas aige ar gach gné de shaol na cathrach: dinnseanchas, logainmneacha agus na canúintí éagsúla. Bhí aithne mhaith ag Donncha ar na carachtair éagsúla a mhair sa chathair lena linn, agus spéis aige ina nósanna beatha agus ina gcuid scéalta. Ar ndóigh, carachtar den chéad scoth ab ea Donncha é féin sa bhrí is leithne agus is inspéise den fhocal sin. Níorbh' aon dóichín é mar aisteoir ach an oiread agus chleacht sé an ghairm uasal sin le Compántas Chorcaí.

Cháiligh Donncha ina mhúinteoir sna seachtóidí: Gaeilge, Laidin agus Tíreolaíocht na hábhair a bhí sa chéim aige. Thosaigh sé a shaol múinteoireachta – launched his pedagogical career - mar a

deireadh sé, i gCill Mhic Thomáis, scoil a thaitin go mór leis freisin.

Thosaigh sé ag múineadh in Acadamh Ardleinn an Chóibh, alias An Cheardscoil nó An Pobal-Choláiste, i 1977. Chomh maith le bheith ina shár-mhúinteoir bhí Donncha an-chaidreamhach le pobal uile na scoile. Seachas sain-eolas a bheith aige ar na hábhair a mhúin sé, bhí an-chumas ann tarraingt as toibreacha agus foinsí eolais ó shaíocht na linne seo siar go miotaseolaíocht na sean-Róimhe agus na sean-Gréige le taobh-fhorbairt a dhéanamh ina mhúinteoireacht agus suim is fiosracht na ndaltaí a mhúscailt. Lena réimse leathan eolais, pearsa thaitneamhach agus a chuid módhanna féin múinteoireachta bhí smacht gan stró gan dua aige sa seomra ranga agus an-mheas ag na daltaí air. Ghlac sé páirt i ngach gné de shaol na scoile: drámaí, tráthanna na gceist, agus cluichí páirce.

Sna hochtóidí rinne Donncha diplóma san Oideachais Feabhais agus chaith sé tamall freisin ag múineadh i bpríosún Inse Píce.

Níor fhág Donncha a éirim aisteoireachta ina dhiaidh san amharclann. Bhí an aisteoireacht, féith an ghrinn agus dea-iúmar fite fuaite tríd an iliomad gnéithe dá shaol laethiúil.

“All the world’s a stage and all the men and women merely players...”

Gan dabht ar bith ghlac Donncha páirt ghníomhach ar stáitse an tsaoil; mór an trua gur tháinig an brat deireanach anuas chomh sciobtha san.

Suaimhneas síoraí dá anam uasal.

(Le h-ómós duit, a Dhonncha, ó do shean-chairde)

Chomhbhrón le Therese, lena iníon, Myra, lena chlann mhac Joe agus Jack, lena dheirfiúr, Gearóidín lena dheartháireacha, Séamas, Pádraig, Tadhg agus Proinsias agus lena ghaolta uile.

TUI MEMBERSHIP SUBSCRIPTION RATES 2016/17

Category	Rate Per Annum	Rate Per Month
Permanent Wholetime 2nd Level - 22 hours Other Education Grade - 35 hours 3rd Level - 18 hours	€379.29	€31.60
Job-Share	€189.64	€15.80
Part-Time 2nd Level - 22 hours Other Education Grade - 35 hours 3rd Level - 18 hours	€379.29	€31.60
Part-Time 2nd Level - 11 hours and less than 22 hours Other Education Grade - 17 hours and less than 35 hours 3rd Level - 9 hours and less than 18 hours	€189.64	€15.80
Part-Time 2nd Level - 6 hours and less than 11 hours Other Education Grade - 9 hours and less than 17 hours 3rd Level - 5 hours and less than 9 hours	€94.82	€7.90
Part-Time 2nd Level - less than 6 hours Other Education Grade - less than 9 hours 3rd Level - less than 5 hours	€40.63	N/A
Associate Member	€15.24	N/A
On career break or other approved leave	€0.00	Subject to TUI being advised
New members in first year of teaching	€1.00	

Young Environmentalist Awards – a fun way to build awareness of environmental issues

ECO-UNESCO is calling on all schools and youth groups across Ireland to take part in ECO-UNESCO's Young Environmentalist Awards 2016-17. Registration is now open for Ireland's biggest ECO-action programme, the Young Environmentalist Awards (YEA), providing a fun and exciting way to empower young people to build awareness of environmental issues in their community and promote local actions and simple lifestyle changes to improve the environment for all.

The programme is open to any group of young people in the Republic of Ireland and Northern Ireland aged between 10-18 years old. The programme complements the school curriculum (particularly geography, science, business studies and home economics); is an ideal Transition Year or CSPE project; integrates with the Leaving Cert Applied and Leaving Cert Vocational Programme; fosters the personal development of students and become active citizens; and your school can benefit from positive environmental action.

ECO-UNESCO will provide free training to all registered groups in their school, youth or community centre from September to October. The training will provide support and advice to the young people in developing project ideas, exploring what is involved in project management and helping to understand the various phases of the YEA programme. For more information and to register visit www.ecounesco.ie or contact yea@ecounesco.ie or call (01) 662 5491.

The YEA 2017 Timeline

Sept – Nov 2016:	Project Registration
Sept – Oct 2016:	YEA 6 Steps to Success Free Training
Nov 2016 –	Feb 2017: Project Submission
Mar – Apr 2017:	Regional ECO-Den Semi-finals
May 2017:	Showcase & Awards Final Ceremony

Important notice - NIPT relocation

The National Induction Programme for Teachers (NIPT) will be relocating to Dublin West Education Centre from September 1st 2016.

From September 1st all postal correspondence should be directed to:

NIPT Office
Dublin West Education Centre
Old Blessington Road
Tallaght
Dublin 24

Contact numbers from September 1st will be Máirín Ní Chéileachair (National Co-ordinator) 01 4528008
Angie Grogan (Post Primary Schools) 01 4528018

Doireann Quinn (Primary Schools) 01 4528020

All current NIPT emails and mobile phone numbers will remain valid. NIPT will update its website to reflect any further changes.



MEMBERSHIP APPLICATION FORM

Teachers' Union of Ireland / Aontas Múinteoirí Éireann

73 Orwell Road, Rathgar, Dublin, D06 YP89. T: 01 492 2588 F: 01 492 2953 E: tui@tui.ie W: www.tui.ie

Personal Details

Surname in English: _____ Surname in Irish: _____

Previous surname(s) (if any): _____ First Name(s): _____

Home Address: _____

School / Centre / Institute (name and address / department): _____

Date of Birth: _____ Mobile Tel: _____ Email address: _____

Academic Qualifications (Full): _____

Degree Subjects: _____

Date of Appointment (Current Employer): _____

Subjects Taught: _____

Are you registered with the Teaching Council?

Yes No

Grade (e.g. Teacher, Youthreach Resource Person etc.): _____

Is your post ...	Permanent/CID	—	Full hours/whole-time?	<input type="checkbox"/>	*If on fewer than full hours, please indicate the number of regular weekly timetabled hours <input type="text"/>
			Fewer than full hours?*	<input type="checkbox"/>	
	Non-Permanent	—	Full hours?	<input type="checkbox"/>	
			Fewer than full hours?*	<input type="checkbox"/>	
	Job-share?			<input type="checkbox"/>	

Union Membership

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

Yes No

If 'Yes', please state name of Union/Branch/Place of Employment/Dates: _____

A. I am a new member in my first year of teaching and therefore I am eligible for one year's membership subscription at the nominal fee of €1.

B. I am a new/returning member who is not in my first year of teaching and am therefore not eligible for €1 membership.

New Members

I hereby apply for membership of the Teachers' Union of Ireland, and, if accepted, agree to be bound by the Rules of the Union.

Signature: _____ Date: _____

TUI may occasionally send general union-related information via SMS or email. Please tick if you do not wish to be added to this database. This will not be used for commercial purposes.

Note: 1. Once all sections of the membership application form are fully completed please forward it to the Membership Section, TUI Head Office, 73 Orwell Road, Rathgar, Dublin 6, D06 YP89. Applications received will then be forwarded to the relevant Branch Secretary for Branch consideration.

2. Please return a fully completed DAS form (attached) with your application form. DAS forms are also available from your TUI workplace representative, TUI Head Office or, online, at www.tui.ie. A PayPal facility is also available online at www.tui.ie.

Office Use Only

New Member Existing Member

Number: _____ Area: _____ Branch _____

To ensure that you avail of the many special discounts available to you as a new member through TUI Rewards, please tick here

To ensure you get your car insurance discount, please confirm month of renewal

Please note: TUI Rewards provides new members with discounts and special offers on insurance and financial products which are provided by Cornmarket Group Financial Services Ltd. By ticking the box to avail of TUI Rewards, you consent to the use and recording of your personal details by Cornmarket. Cornmarket will use the data provided to contact you by mail/email/telephone/mobile phone/sms about TUI Rewards and other products and services which may be of interest to you. You can opt out of receiving this information at any time. The information provided by you will not be passed on to third parties for the purposes of direct marketing. From time to time Cornmarket may share your contact details back with the TUI in order to ensure they are kept up to date. For full details on how your data will be used by Cornmarket, please visit www.cornmarket.ie/data-protection. Cornmarket Group Financial Services Ltd. is regulated by the Central Bank of Ireland. Cornmarket is part of the Great-West Lifeco group of companies, one of the world's leading life assurance organisations.



DEDUCTION AT SOURCE AUTHORISATION FORM

Teachers' Union of Ireland / Aontas Múinteoirí Éireann

73 Orwell Road, Rathgar, Dublin, D06 YP89. T: 01 492 2588 F: 01 492 2953 E: tui@tui.ie W: www.tui.ie

Personal Details

Surname in English: _____ Surname in Irish: _____

Previous surname(s) (if any): _____ First Name(s): _____

Home Address: _____

School / Centre / Institute (name and address / department): _____

TUI Branch: _____

Grade (e.g. Teacher, Youthreach Resource Person etc.): _____

Is your post ...

Permanent/CID	—	Full hours/whole-time?	<input type="checkbox"/>	*If on fewer than full hours, please indicate the number of regular weekly timetabled hours <input type="text"/>
		Fewer than full hours?*	<input type="checkbox"/>	
Non-Permanent	—	Full hours?	<input type="checkbox"/>	
		Fewer than full hours?*	<input type="checkbox"/>	
Job-share?			<input type="checkbox"/>	

Deductions

Payroll Number As it appears on your payslip							
TUI Subscription	€						

Deduction at source cannot be processed without payroll number

Authorisation – If employed by an Education and Training Board (ETB) or an Institute of Technology

I hereby authorise:

_____ Education and Training Board (ETB)

_____ Institute of Technology

to deduct monthly from my salary, until further notice, the Union subscription appropriate to my employment at any time as a teacher/lecturer,* to be paid to the TUI on my behalf. The amount of subscription to be determined by Annual Congress.

Signature: _____ Date: _____

* This authorises the Employer to alter my Union Subscription to the subscription appropriate to my employment.

Authorisation – If employed in a Community and Comprehensive School or a Voluntary Secondary School

I hereby authorise the Payroll Division of the Department of Education and Skills, to make a deduction directly from my salary/pension in the amount of _____ and to pay this amount to the Teachers' Union of Ireland on my behalf. I understand and agree that:

- The deduction at source facility is being made available solely as a matter of convenience to me
- Beyond paying the sums deducted to the Teachers' Union of Ireland, the Department of Education and Skills accepts no responsibility of any kind in the matter
- The deduction is to commence as soon as possible and to continue until and unless I serve further written notice to the Teachers' Union of Ireland
- The Teachers' Union of Ireland has the right to alter the amount of this deduction in line with agreed amendments in the rate of subscription
- Any arrangements for refund of deductions or collection of arrears are to be made directly with the Teachers' Union of Ireland and that the Department of Education and Skills will not be responsible for such matters
- It is my own responsibility to ensure the correct deduction is made from my salary/pension and to notify the Teachers' Union of Ireland if I wish to amend or cancel the deduction from my salary/pension
- There may be a delay in commencing or ceasing my deduction due to payroll scheduling and the fact that amendments to mandates are submitted to the Department of Education and Skills on a monthly basis
- I will correspond directly with the Teachers' Union of Ireland in relation to the deduction from my pension/salary or the product that I am availing of.

Signature: _____ Date: _____

N.B. With effect from July 2006, the Dept. of Education and Skills is not accepting DAS forms and has requested that TUI hold the original forms on behalf of members.

Office Use Only

New Member Existing Member

Number: _____ Area: _____ Branch: _____

Data Protection: TUI will process personal data of members in accordance with the legitimate business of the union as expressed in the TUI rules, policies and procedures. TUI will not otherwise forward the personal data of a member to a third party. TUI will process, manage and store personal data in a professional manner complying with data protection guidelines.

TUI in the media



A small sample of issues recently addressed by the union in the national media

In interviews on **RTE's Morning Ireland** programme and on **RTE** television news bulletins, on August 24th, TUI President Joanne Irwin expressed the union's frustration with the recent pace of progress on the issue of pay inequality and warned that the union already has a mandate for industrial action on this issue if sufficient additional progress was not made.



Speaking on **Newstalk's Right Hook** programme on **Newstalk on August 9th**, TUI General Secretary John MacGabhann said that every school should be a school for the community in which it is located. He criticised the exclusionary tactics of some schools in not taking students with special educational needs. He also said that progression rates to third level relate very predictably to socioeconomic background and say little or nothing about the quality of a school.

Teacher talks explore restoration of allowances - Irish Times 29/7/16
 'Joanne Irwin, the new president of the TUI, said pay parity for new teachers and lecturers will be a key priority of her term of office.

"We cannot allow a situation where reduced pay and low-hour contracts result in the teaching profession becoming increasingly less attractive to the country's best graduates, when they can earn considerably more in industry and enjoy full hours, better job security and promotional prospects from the start of their career." She said the recent decision to restore allowances for firefighters was a "very important precedent that we can exploit. The Irish Congress of Trade Unions has acknowledged the TUI's role in highlighting the injustice of pay inequality and has committed to prioritising this issue for resolution within the Lansdowne Road Agreement, which TUI members are now covered by as a result of the decision taken in May's national ballot."

TUI representatives were interviewed on **25/7/16**, the day that the Fitness to Teach provisions of the Teaching Council Acts were commenced by Education Minister Richard Bruton. In interviews on **TV3 and UTV**, TUI Deputy General Secretary Annette Dolan said that any fitness to teach issues should be dealt with in schools in the first instance, utilising the existing procedures.



'An old girls and boys network' - Sunday Independent 17/7/16

'The Teachers' Union of Ireland (TUI) has again stressed that recently qualified graduates should always be given preference when substitution opportunities arise. Difficulty in finding a suitable candidate to fill a particular slot at short notice may explain the hiring of retirees in some cases, according to a TUI spokesman.'

SPIKE ISLAND ADVENTURE TRANSITION YEAR 2016-17



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€225 per week

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Week long activities including food and accomodation

Your students will spend a week with us in Mount Melleray learning about first aid, mountain survival skills, navigation, self-defence, diet and nutrition.

Confidence training instruction enables them to climb the Knockmealdowns as a team, build overnight shelters in Glenshelane woods, go orienteering, cycling and kayaking.

They spend their evenings being entertained with student cabaret, escape and evasion games and a host of other activities.

If you are still not sure please come see us in action this September in Melleray or request a TY change over pack from our office.

Contact us today
 021-4652004
info@spikeadventure.com



RMA News

We held our AGM in the Newpark Hotel Kilkenny at the end of May under the new format that had been decided at the previous AGM. Adjustments to the organisation proved very successful, with document packs for all members attending available at registration, and the use of a data projector for most of the agenda items. Standing Orders for the AGM has now been given its proper status, with three non-Management Committee members and continuity assured through the election each year of one replacement. The current Standing Orders members are Frank Dooley, Ted Forde and Mick Daly.

A number of amendments to our Constitution were passed which make it more coherent and have since been approved by the TUI Executive Committee. The revised Constitution is also downloadable from the website.

The AGM was also presented with a report from the Benevolent Fund sub-committee. Vincent Breslin, in the absence of Jim Connolly, the sub-committee's secretary, informed the meeting that the sub-committee had investigated a number of models and that they were nearing completion of their work and would bring a final report to the Management Committee in the near future.

Resolutions were passed dealing with the Alliance, TUI support, pensions and communication with members. A motion to increase the Annual Subscription from €20 to €25 was carried and this is now due unless you are a new member. Guests at our AGM included representatives from the Retired Teachers Association of Ireland and the Retired Secondary Teachers Association. The meeting was also addressed by Sean O'Riordain from the Alliance of Retired Public Servants. TUI was represented by Joanne Irwin and Barry Williams (President and Vice-President elect at the time) and by Michael Gillespie, Assistant General Secretary.

The following officers were elected: Secretary - Dan Keane; Treasurer - Tim O'Meara; Membership Officer - Michael McNulty and Social/Cultural Officer - Martin Hoye. These join Chairperson Jim McCarthy to form an officer board to work on your behalf over the coming year. The Chairperson thanked Joan Kavanagh and Paddy Byrne for their work over the past several years.

As has been tradition, our Gala Dinner was the occasion for the Dr. Charles McCarthy Memorial Lecture. This year, we were privileged to have Sean Connolly – great grandson of James Connolly – talk to us about the life, work and family of the patriot. Sean gave us an excellent presentation complete with overhead slides of photographs and letters between family members. We look forward to Sean joining our association shortly.

The following day's trip took us to Altamount Gardens, where we had an opportunity to savour not just peace and tranquillity but a sea of vibrant colour. The gardens are a rich mosaic of flowers, plants, trees and bird life. I would highly recommend a visit, but time it for when the flowers are in bloom – late May

onwards. Lunch awaited us at the nearby Forge restaurant. This was a real treat; well presented, friendly staff, great choice and good value. Who could ask for more?

Of course it's autumn again and another break looms. This time it's off to the Sligo Park Hotel and Leisure Club, from October 11th to the 14th. Check your membership renewal notice pack or the website for a booking form and other details. The programme includes two tours and a very attractive package has been negotiated.

Reminder to Retired VEC/ETB/IOT members. Have you returned your completed DAS authorisation form? If not please consider doing so today

Finally, I would like to remind you that membership renewal forms are available on the website as are a host of other items e.g. Security Fund refund forms, the Constitution, contact details for Management Committee members and Branches. The website address is www.rmatui.ie

Dan Keane, RMA Secretary



Join the RPL Practitioner Network Ireland...

WHY	WHAT IS THIS
Your students' prior learning matters. Valuing it can be a challenge. Recognition of prior learning is possible.	A Practitioner-led Network supporting good practice, sharing learning, and informing policy development.
WHERE	
Join our online Forum www.rpl-ireland.ie	
<i>...your students' prior learning matters.</i>	



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ADULT EDUCATION & TRAINING
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Winner of Vol 38 No 9 Crossword Competition

Crossword

€250 prize for the first correct answer drawn from the entries

Only one entry per member.
Photocopies can be submitted.

Name _____

Workplace _____

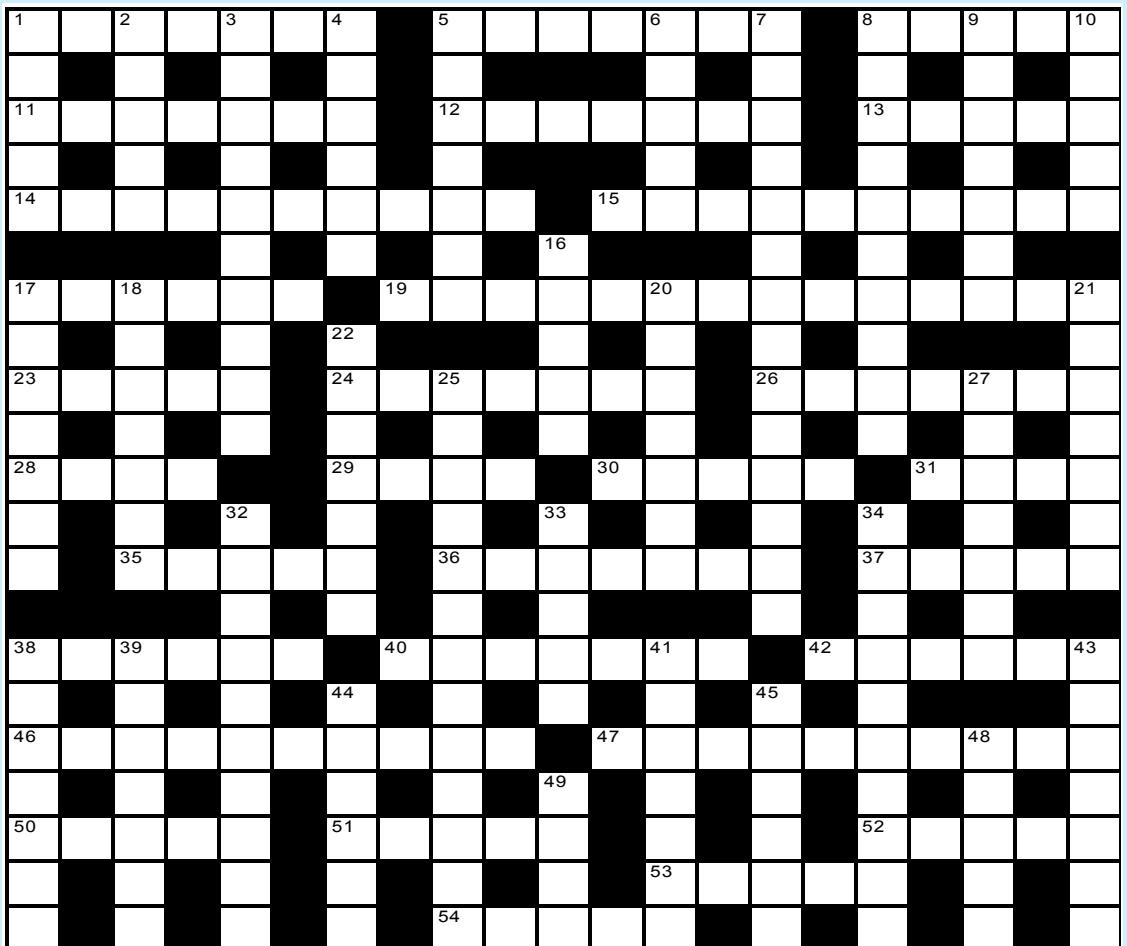
Address _____

Contact number _____

TUI Branch _____

Send entries to TUI
Crossword Sept'16, TUI, 73
Orwell Rd, Rathgar, Dublin 6

Closing date for entries:
Friday, 21st October 2016



ACROSS

- 1 Lens for correcting defective vision in one eye; held in place by facial muscles (7)
- 5 Having or showing profound knowledge (7)
- 8 The expensive dark brown fur of the marten (5)
- 11 2000 film directed by Christopher Nolan (7)
- 12 Howl or cry as expression of strong emotion (7)
- 13 Extremely sharp or strongly felt (5)
- 14 Of or relating to the eye (10)
- 15 Port and resort city in north-western Jamaica (7,3)
- 17 A woman's close-fitting hat that resembles a helmet (6)
- 19 President of USSR 1977-1982 (6,8)
- 23 An extremely happy, peaceful, or picturesque period or situation (5)
- 24 Person who makes and serves coffee in a coffee bar (7)
- 26 Tiredness or inactivity, especially when pleasurable (7)
- 28 The time of day immediately following sunset (4)
- 29 A jaunty rhythm in music (4)
- 30 A paved surface where aircraft stand while not being used (5)
- 31 An extinct volcano in south central Honshu that is the highest peak in Japan (4)
- 35 Irish poet and dramatist (1865-1939) (5)
- 36 ----- Flame, 1989 No. 1 hit single for The Bangles (7)
- 37 Any system of principles or beliefs (5)
- 38 A series of mental images and emotions occurring

DOWN

- 40 Cheap or inferior goods or material; trash (7)
- 42 A student who works (often without pay) in order to gain experience (6)
- 46 The thymus or the pancreas, especially of calf and lamb (10)
- 47 A coffee drink that is traditionally prepared with espresso, hot milk, and steamed milk foam. (10)
- 50 Pope who excommunicated Elizabeth I (4,1)
- 51 A small cottage, especially one for communal use in remote areas of Ireland and Britain (5)
- 52 The defence by an accused person of having been elsewhere at the time an alleged offense was committed (5)
- 53 The rough silk enveloping a silkworm's cocoon. (5)
- 54 Tall and thin and having long slender limbs (5)

- 8 Observing the stars or indulging in a fantasy (4-6)
- 9 A whiskey that originates from Kentucky (7)
- 10 An opposing military force (5)
- 16 Nervous and unable to relax (5)
- 17 Connemara's largest town (7)
- 18 A long, wandering, and eventful journey (7)
- 20 Impassive or expressionless (7)
- 21 1958 Hitchcock film (7)
- 22 The capital and largest city of Georgia on the Kura river (7)
- 25 Elevated railway in an amusement park (6,7)
- 27 A small guitar having four strings (7)
- 32 An initiation ceremony marking the 13th birthday of a Jewish boy and signifying the beginning of religious responsibility (3,7)
- 33 Name of the female protagonist in Disney's Beauty and the Beast (5)
- 34 A person who attacks or criticises cherished beliefs or institutions (10)
- 38 A flat handheld receptacle into which waste can be swept from the floor. (7)
- 39 Kill as a means of socially sanctioned punishment (7)
- 41 Make clear and (more) comprehensible (7)
- 43 A stone tool from the Neolithic Age (7)
- 44 Dirty, grimy (6)
- 45 A tap (6)
- 48 Language, dialect or style of speaking peculiar to a people (5)
- 49 Of a bluish shade of green (4)