



# news

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**VOTE**  
**Paddy Healy**  
in Seanad Elections,  
See Page 13

Understanding and Learning / Tuigse agus Foghlaim

TUI Congress 2007 • Mick Hanly Tribute • General Election Special

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TUI MEMBERS ON MAY DAY FESTIVAL MARCH, APRIL 29TH 2007



# A Word From The President



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During the three days of the TUI Congress in Bundoran, Co. Donegal, key issues affecting Irish education and the conditions of service of our members were debated passionately and robustly. I believe members left revitalised and invigorated for the challenging times ahead. At the end of the conference the union's position on a diverse range of subjects had been further defined and this will determine our position as we negotiate on behalf of members.

I would like to thank the 2007 Congress Organising Committee, under the Chair of Joe O'Donnell, for all their hard work in making sure that Congress 2007 was the success that it was.

It is important to remember that in addition to the interests of our own members, TUI speaks for those who, very often, do not have a voice in their own right. For most students education is a once off opportunity. If they lose out, in their early years, it will have a damaging effect on the career choices, and life chances. Improvements in the education system cannot be postponed until tomorrow, as it will be too late for the students now attending schools and colleges.

Many of the problems in our education system today can be put down to a lack of funding. In the classrooms and lecture halls of this country teachers and lecturers must address on a daily basis the fallout of investment decisions in public services. Ireland spends less on education than most other developed countries. Recent figures show that we spend about €1,000 less per student than the average spent in the original 15 EU countries and over €2,000 per head less than they do in Denmark. If Ireland was to spend an additional €2,000 spend per student to bring us on a par with Denmark would cost about €2 billion.

This extra money would transform education in Ireland. Education is a human right and not a market commodity. Education is not just about imparting facts or simply churning out students with CAO points. Schools and colleges are communities, where values, together with learning are developed, to improve the life experiences of people. Education is about opening peoples' minds to new ideas, concepts, and experiences. Education is not longer about getting a job for life it is about empowering the person for life long learning.

General election fever is now in full effect and amid the jockeying for position from candidates and media hype, we would urge members to consider what commitments the various political parties vow in advance of the election. We have polled the current Minister and the education spokespersons of the various other political parties on a number of key issues, the results of which you will find in this edition of TUI News. TUI has not and has never had political affiliations, but we sincerely hope that the new Government – however it is constituted – recognises the importance of increasing funding to all levels education.

Several members of the national executive reached the end of their terms as area representatives this Congress. Oliver McCormack, Richard Walsh, John O'Reilly, Barney Winston, Margaret Duignan and Anthony Bradley all carried out remarkable work on behalf of TUI members in their areas. Maurice Sexton and Robert Power also completed their term on Standing Orders Committee, while Marie Hegarty has finished her term on the Security Fund to take up her place on the Executive Committee. I thank them all sincerely for their hard work and valuable contribution to the TUI and wish every success to those taking their place.

Trade unions are going through challenging times. In other countries a drop in union membership has led to a corresponding drop in the living standards of workers. However, TUI continues to be a union of innovation and achievements on behalf of its members. Members need to be constructive in their criticism and active in their participation. An active successful union depends on the commitment of its members.

TUI members can be proud as they approach the end of another school year that they are making a hugely valuable contribution to their profession and to the future well being of Irish Society.

As this is the final issue of TUI News before the summer, I would like to wish you all the very best for the summer months. I hope that you enjoy the much needed break and recharge the batteries before the next academic year.

*Tim O'Meara*

# ‘Tuigse agus Foghlaim – Understanding and Learning’

TUI Annual Congress 2007, Great Northern Hotel, Bundoran, Co. Donegal



TUI PRESIDENT TIM O'MEARA AT TOP TABLE

## EXCERPTS FROM PRESIDENT'S ADDRESS:

### Special Educational Needs

Commendable efforts are being made by many schools and teachers, particularly in the public sector, to provide a rich, appropriate and inclusive education for children with special educational needs. However, we unreservedly condemn the practice of some schools who connive not to enrol children with special educational needs. In fact some make a virtue of the fact that they enrol very few, if any.

The TUI is angry and disappointed that, to date, the Department and the NCSE have not addressed the failure of these schools to apply public policy on inclusion. We note the Minister's oft-stated intention to address this serious issue and wonder when she will act. We, in TUI, remain committed to the provision of a first class education service for all our children. We await tangible evidence

that the government, the Minister and her department share our commitment.

TUI has called for sanctions on schools - including the progressive withdrawal of state funding - which avoid their duties by contriving to prevent students with special needs or challenging behaviour from enrolling. TUI condemns this social apartheid. The National Council for Special Education and the Minister must insist that all children have access to their local school where they can be educated in an inclusive environment with siblings, friends and neighbours. They must use their extensive statutory and executive powers to bring to heel those school managements that show contempt both for public policy and for the most vulnerable of our nation's children. Delay in this respect is failure; excessive patience is cowardice.

### Student Disruption

Maeve Martin's "School Matters" report is

now nearly a year old. What has happened since? The Minister has established a Behaviour Support Service for schools. However, the service will only benefit one in every fifteen schools. It is a good idea but it was 'asset-stripped' before construction. It is so fledgling it may never get off the ground. If the Minister thinks that only 50 schools in the whole country are in dire need of resources for to deal with disruptive students I wonder what schools she has been visiting? She must be visiting those schools that operate selective admission policies or else she herself has a selective memory

Teachers have been burdened for too long with the expectation that they can solve this matter on their own. They cannot, of course. In many cases the problem lies outside the school and must be tackled in a holistic way. Without a supportive home culture for education the teacher and the school can achieve little. We need resources in terms of time, training and support services.

The TUI welcomes the amendment of Section 29 of the Education Act. This represents a small but important step in redressing the balance between the rights and responsibilities of students in schools. This is one small step. We await with interest the next steps.

### ICT

TUI is critical of Government's short sighted approach to ICT in the classroom. Students, today, use the latest technologies from a very early age. However, teachers and pupils are being let down by the lack of up to date, usable equipment in our schools. The recent provision of funding for ICT in schools in the National Development Plan is welcomed. However, even with this funding



TIM O'MEARA AND CATRÍONA RUANE, NEW MINISTER FOR EDUCATION, NORTHERN ASSEMBLY



TIM O' MEARA, JIM DORNEY AND MINISTER MARY HANAFIN

Ireland still lags behind other developed countries. It is therefore vital that schools are given the necessary funding to ensure that their computer facilities are a benefit to the learning experience and not antiquated museum pieces.

### Teacher Unity

Our employers are better organized than ever before. It is therefore crucial that the education unions collaborate more. Remember we are all educationalists undergoing severe pressure from a market-driven economy which would like to see education and scholarship as a tradable commodity. Put plainly, it is time now as Benjamin Franklin said to hang together because I fear if we do not hang together we will most assuredly all hang separately.

### EXCERPTS FROM GENERAL SECRETARY'S SPEECH:

#### National Agreements

National Agreements have done much for securing the stability and advancement of this state. Above all else, they created full employment and advanced the social agenda.

The question now for the trade union movement is are they relevant in the new circumstances which prevail in the Irish economy.

One thing is for sure, irrespective of whether or not there is a National Agreement, it is essential that we are at the negotiating table putting our view and seeking to advance

our interests. There are those outside the Union who would seek to put obstacles in our way which may prevent us participating. I say to them – think again.

We will not easily abandon the field of play. We want to participate as we have always done in terms which allow us to reflect the interests of our members. We need to be facilitated with a clause in the Agreement to deal with our conditions of service which are particular to us and no one else.

#### Further Education

Further education has been the Cinderella of our education system. The courses grew up organically in the schools on the initiative and hard work of teachers. At our insistence, the Department of Education and Science commissioned a report entitled the McIver Report which was published in 2003 and charts the way forward in this vital area. Since 2003 we have been seeking the implementation of the McIver proposals but without success. In this year's Budget, however, moneys for the implementation of McIver were provided. There are now, as we speak, discussions between the Union and the Department about implementation of McIver in the present year.

On behalf of the Executive Committee, I pledge to you that no stone will be left unturned in our quest to implement this report.

Part of these discussions will be the implementation of FETAC Quality Assurance

within the colleges that are covered by the report. We will be insistent that fair and equitable provision will also be made for the smaller schools and colleges in this regard also.

We will further be seeking the continuation of those courses which are validated from agencies outside this state, pending the introduction of FETAC certification. This is essential for the viability of colleges at present engaged in this work.

#### Redeployment

We are, at present, negotiating a redeployment scheme for schools that close, with particular emphasis on the community and comprehensive schools where no redeployment scheme exists. These negotiations have taken on a particular significance as the first community school, Greendale, is to close in the immediate future.

It is regrettable that the Department of Education and Science has left it until the last minute to engage with us in these discussions. It is regrettable that the teachers in Greendale have been left in a state of uncertainty for the last three years, the time from which the school closure was known.

It is regrettable that they should be left in a state of uncertainty as to the continuation of their job. Let it go out from here. There will be no job losses in Greendale, there will be no redundancy. What there will be is a fair and reasonable redeployment scheme.



# General Election 2007 – The Burning Issues

In advance of the General Election, TUI News has quizzed all the education spokespeople of the main political parties and the education spokesperson for the independent TDs on a number of issues of interest to TUI members. Their responses are set out in the following pages.



**Jan O'Sullivan,  
TD, Education  
Spokesperson  
for Labour**

**What initiatives would you introduce to tackle the problem of Student Indiscipline in post primary schools?**

The Labour Party's proposals on Education are centred on our commitment to an inclusive and well-resourced public education system that offers all of our people, young and older the opportunity to reach their full potential.

All of the questions you pose are related and integrated into that approach.

Student indiscipline is more of a problem for schools that are inclusive and do not seek to keep out those families and young people who are more challenging to the system because of their needs.

Labour will implement the recommendations of the Task Force on Student Behaviour. At an early stage, we will commit to a specific time-table for its implementation. This will include reduction in class size, support for teachers and schools and providing alternative settings, based on best practice at home and elsewhere, for the small number of young people whose needs are not met in mainstream schools.

**What resources in terms of time, training and personnel would you put in place to allow for the implementation of the EPSEN Act in post primary schools?**

We will put in whatever resources are necessary to implement the EPSEN Act. There is little point in having the legislation on the statute books if it is not implemented. We will progressively expand the number of NEPS psychologists to 400 and address the shortage of speech and language therapists as well as other specialist support staff for children with special needs. We are also specifically committing to ensuring that children with special needs who have resources available to them at primary level have these resources put in place for post-primary level when they go into first year.

**What resources would you provide for post primary schools to cater for the needs of international students and disadvantaged students?**

With regard to international students, Labour will conduct a comprehensive review of the communication needs of non-English-speaking pupils, their schools and their parents so as to develop a coherent national policy framework for English language teaching and communication in schools. There will be no arbitrary cap on the number of support teachers any school can have.

The DEIS scheme needs to be reviewed and monitored to ensure that it is effective. We are also proposing a study support fund in disadvantaged areas which can be used flexibly by schools for extras such as holiday programmes, sports or arts activities or

study skills programmes. We also propose extensive curriculum reform to embrace the needs of all students.

**What sanctions would you impose on schools that do not have inclusive enrolment policies?**

We will regulate schools' admission policies in line with the Education Act (1998) by introducing regulations under Section 33 of the Act to ensure that schools are genuinely inclusive.

**What resources in terms of new structures and supports would you provide for the Further Education sector and especially the Post Leaving Certificate sector to allow them to grow and develop?**

Under Labour, Further Education will be a discrete sector of the Education system with proper management structures and support staff in accordance with the recommendations of the McIver Report. This includes providing appropriate non-pay budgets, ancillary supports, IT equipment and libraries.

We will also remove the arbitrary cap on PLC places. We see the Further Education Sector as vital to giving opportunities to people who may not otherwise have had the opportunity to get qualifications which give them career opportunities. Its flexibility and response to local need is a key component in our economic success.

**What key areas would your party target education funding at?**

Lifelong learning from pre-school through adulthood. Labour will resource Education because of the positive benefit that brings to individuals and to society.



**Olwyn Enright,  
TD, Education  
Spokesperson for  
Fine Gael**

What initiatives would you introduce to tackle the problem of Student Indiscipline in post primary schools?

In Government, Fine Gael will tackle deteriorating student behaviour by:

- Reviewing legislation to ensure that all schools have the authority to tackle the problem
- Establishing a system of ‘behaviour contracts’, where schools organise a meeting for all parents and students and set out clearly the school code of behaviour, including what warnings will be given and actions taken in cases of poor behaviour
- Piloting a new scheme which would involve young people in the drafting of their school discipline policy and in the decision-making process in cases where the policy is not adhered to
- Examining the establishment of a small network of new schools designed for students with very challenging behaviour.

What resources in terms of time, training and personnel would you put in place to allow for the implementation of the EPSEN Act in post primary schools?

Fine Gael is committed to ensuring that the needs of all young people are met within the education system. We will bring all schools under the NEPS service, so that children with special educational needs can have these

needs assessed and with no child waiting for assessment more than one school term. We will also establish a speech and language service for the education sector, as many children that require this therapy cannot currently access it.

What resources would you provide for post primary schools to cater for the needs of international students and disadvantaged students?

Fine Gael has already published a six-point plan to address the needs of schools with regard to immigration. In Government, Fine Gael will:

- Employ badly needed additional English-language teachers
- Overhaul the rules governing the allocation of English teachers. Schools with a higher enrolment of children for whom English is not their first language should be entitled to a higher number of teachers
- Update teacher-training courses to better equip teachers for the modern classroom, and enhance support to those currently teaching.

In tackling educational disadvantage, we will support initiatives that are working to keep young people in school. We will also reform what students learn, and how they learn, which we believe will help make school more relevant to today’s young people. We have proposals on the teaching of Irish, maths and science, and on the use of new technology by all students.

In addition, we will set aside a new annual fund of €100 million for post-primary schools which schools will be able to draw from in order to meet the diverse needs of their students. We want to encourage innovation in education, so this approach will allow schools to develop new initiatives that

they believe will help the education of their children. What works in education, and what helps to keep children in school and learning, will be supported.

What sanctions would you impose on schools that do not have inclusive enrolment policies?

All schools have a responsibility to meet the diverse needs of their students. We will assess if legislative changes are necessary to ensure that all schools meet this responsibility.

What resources in terms of new structures and supports would you provide for the Further Education sector and especially the Post Leaving Certificate sector to allow them to grow and develop?

We support the phased introduction of the McIver report recommendations, focussing especially on the provision of crèche facilities at colleges to facilitate educational opportunity for parents, especially lone and young parents, enhancing student library and IT facilities, improvements in staffing structures, investment in capital infrastructure and the enhancement of student support, assessment and industry liaison.

What key areas would your party target education funding at?

In general terms, we will target funding towards pre-school, the development of a culture of innovation and empowerment at primary and post-primary level, curricular reform for the teaching of maths, science and Irish, significant enhancement of our school buildings, and tackling educational disadvantage and meeting the needs of children with special educational requirements.



**Minister Mary Hanafin, TD on Fianna Fáil's Education Policies**

What initiatives would you introduce to tackle the problem of Student Indiscipline in post primary schools?

We have amended Section 29 of the Education Act to better reflect the rights of the majority of well-behaved students.

We have also set up the National Behaviour Support Service and it has commenced its work with the first 50 schools identified as in need of intensive support. Behaviour support classrooms, with extra staffing, will be set up in those schools that need them. We will enable the NBSS to provide such intensive support to more schools.

We will also ensure that better training and other supports are available to all schools, will provide 1,000 extra Youthreach places between 2007 and 2009.

What resources in terms of time, training and personnel would you put in place to allow for the implementation of the EPSEN Act in post primary schools?

We appreciate the huge flexibility and willingness that members of the TUI have shown in welcoming children with special needs into their classrooms. Resources have improved dramatically in recent years. There are now more than 1,800 second level teachers working solely with children

with special needs - compared to just 200 in 1998. There are also more than 1,400 second level SNAs.

Additional supports will be provided to schools to ensure the successful implementation of the EPSEN Act. We will also increase the number of NEPS psychologists to 200 by 2009.

What resources would you provide for post primary schools to cater for the needs of international students and disadvantaged students?

There are now 1,450 language support teachers in our schools. We will appoint a further 350 by 2009. We will also ensure that adults have access to English language classes. Under the DEIS plan, schools serving the most disadvantaged communities are benefiting from supports such as additional capitation, Home School Community Liaison and School Completion Services, School Meals and a sabbatical leave scheme for teachers. We will also continue to support schools that did not qualify for DEIS but have considerable numbers of students from disadvantaged areas enrolled.

What sanctions would you impose on schools that do not have inclusive enrolment policies?

I have made it very clear that all schools have a responsibility to ensure that they welcome students of all backgrounds. I have also resisted calls for league tables which would ghettoise schools serving disadvantaged communities and penalise those with inclusive enrolment policies.

An audit of enrolments is currently underway. When I have the data from this,

I will decide what actions need to be taken to deal with schools who are not meeting their responsibilities.

What resources in terms of new structures and supports would you provide for the Further Education sector and especially the Post Leaving Certificate sector to allow them to grow and develop?

The Government has agreed to make resources available in the current and coming years to support meaningful reform in the PLC sector. I hope priorities for action can be agreed between the TUI and my officials soon.

Fianna Fáil is committed to developing the further education sector in the coming years and particularly to addressing its capital and equipment needs.

What key areas would your party target education funding at?

All sectors will benefit from increased investment and support. Priority will continue to be given to students with special needs, those from disadvantaged areas and those with English language needs. We will provide extra resources to implement new curricula and will invest €250 million in a comprehensive Schools ICT programme.

We will prioritise reductions in the size of classes in the core subjects of English, Irish and Maths. Capitation and support services grants will be substantially increased. Funding will be ring-fenced for science and PE facilities. Adult literacy will continue to be a priority. We will also put in place a new system of means tested free fees for approved third level courses.





**Sean Crowe,  
TD, Education  
Spokesperson,  
Sinn Féin**

What initiatives would you introduce to tackle the problem of Student Indiscipline in post primary schools?

One simple way of improving discipline in schools would be to reduce class sizes. The amount allocated to the National Behaviour Support Service is not enough as it will only cover 50 schools. Sinn Féin would extend this service to all schools. Sinn Féin supports the full implementation of an all-Ireland Anti-Bullying Strategy and for teachers to receive conflict resolution and professional classroom management as part of their in-service training. There should be provision of alternative education environments for children who cannot cope with or are not suited to mainstream education.

What resources in terms of time, training and personnel would you put in place to allow for the implementation of the EPSEN Act in post primary schools?

Sinn Féin are firm believers in ensuring that every child on this island should receive a full education no matter what their abilities. The provision of special needs is a huge challenge in our education system that must be met with the required funding and resources.

Our priorities include implementing the EPSEN Act and ensuring that the National Educational Psychological Service is fully resourced so that it covers all post-primary schools in conjunction with a significant reduction in waiting times for assessments to ensure early intervention.

All schools should be accessible to students with special needs. Parents of children with

special needs should not have to go to court to secure an education for their child. It is imperative that teachers are given the supports and training to teach children with special needs.

What resources would you provide for post primary schools to cater for the needs of international students and disadvantaged students?

There are currently an estimated 28,000 international students in our schools with varying levels of English. Sinn Féin would go further than the Government's recent belated moves and remove all caps on not only teachers, but on resource hours and periods of tuition. Some children need more hours tuition over a longer period of time than others. The one size fits all approach is failing. Sinn Féin also supports ensuring such language supports for parents of international children. Tackling and eradicating educational disadvantage is a key priority for Sinn Féin. Throughout the island we have education systems that replicate inequality and leave children behind.

Sinn Féin believes that disadvantage should be tackled at the root during a child's early years through smaller class sizes to reach the 20 students per class threshold now. Sufficient funding needs to be given for the National Education Welfare Board and the setting up of a Primary Pupil database to track the transition of primary students onto secondary level. We support an improvement in the back to school clothing and footwear allowances, a national school book rental scheme and a school meals programme in every school.

What sanctions would you impose on schools that do not have inclusive enrolment policies?

Sinn Féin is aware of the discriminatory practice of some schools regarding enrolment procedures and is totally opposed to this intensification of educational apartheid. All children, no matter what their intellectual

or learning capabilities, should be enabled to attend their local school. This process of cherry-picking students is wrong and goes against the very ethos of Sinn Féin's educational policy.

What resources in terms of new structures and supports would you provide for the Further Education sector and especially the Post Leaving Certificate sector to allow them to grow and develop?

Sinn Féin fully supports the full implementation of the McIver Report in order to provide appropriate resourcing and development of the PLC sector. With the non implementation of this report Further Education students are the ones who suffer. With the government refusing to meet the required €48 million, over 30,000 students in this sector, a significant number of who are from disadvantaged backgrounds, are left behind.

What key areas would your party target education funding at?

Sinn Féin strongly believe in tackling educational disadvantage and inequality at their root, education funding should be pumped into early years in providing a universal publicly funded pre-school system in conjunction with increased spending per primary pupil. We currently have a situation whereby almost double is being spent per third level student than at primary level but 23 per cent of disadvantaged students do not even sit the leaving cert and get to the college gates.

There is an inverted pyramid when it comes to educational spending and this must be evened out to ensure a level playing field early on. By increasing our overall education spend to 6 per cent of GDP, our education system as a whole would be vastly improved, with expenditure targeted at where it is most needed for instance reducing class sizes, tackling disadvantage and the provision of education for those with special needs.



**Paul Gogarty,  
TD, Education  
Spokesperson,  
the Green Party**

**What initiatives would you introduce to tackle the problem of Student Indiscipline in post primary schools?**

We would implement in full the recommendations made in the Task Force on Student Behaviour report. We would create a new post of responsibility at second level to ease the transition from primary school. We would roll out the full complement of National Education Welfare Officers.

We also recognise that it may not be possible to deal with every student within the school system and as such we also support the establishment of special education centres, possibly as part of an expanded Youthreach. In our “50 Steps” document we have committed to providing additional education supports within the Youthreach system, including supports for special educational needs.

**What resources in terms of time, training and personnel would you put in place to allow for the implementation of the EPSEN Act in post primary schools?**

We would amend the EPSEN Act to ensure that education provision is rights-based, rather than subject to the financial constraints as outlined in Section 12 of the Act. We would provide for additional training, additional resourcing of additional

NEPS psychologists, speech therapists etc, as outlined in our 50 Steps to a Better Education System document ([www.50Steps.com](http://www.50Steps.com)).

The cost of the package would be close to €10 million, but if rights-based education was introduced, this figure would no doubt increase further over the years and I would be prepared to provide the necessary investment to ensure the full implementation of an expanded act.

**What resources would you provide for post primary schools to cater for the needs of international students and disadvantaged students?**

#### INTERNATIONAL

We would increase English language support teachers by 50 additional staff in Year 1 above the current National Development Plan commitment. We would provide additional training supports to teachers. We would also consider English language classes for parents of international students.

#### DISADVANTAGED

We would reduce class sizes, providing 1,200 new second level teachers after the first year in Government. We would provide additional supports in schools designated disadvantage, but would also provide a range of additional supports for all schools, in areas such as VAT refunds, PE equipment investment, ICT investment.

**What sanctions would you impose on schools that do not have inclusive enrolment policies?**

We will equality proof all schools and all curricula in Government. I am of the opinion

that the current sanctions available are not strong enough. We would review the Education Act to see what measures could be introduced. It could be that special funding packages could be provided to all schools for inclusion work, so that those schools which do not adhere, do not benefit from the funding.

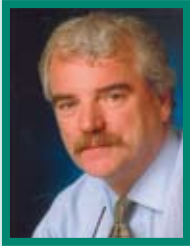
**What resources in terms of new structures and supports would you provide for the Further Education sector and especially the Post Leaving Certificate sector to allow them to grow and develop?**

We will implement the recommendations of the McIver report, with €52 million targeted funding provided for the creation of a distinct and separate Further Education sector.

**What key areas would your party target education funding at?**

The Green Party would allocate an additional €1 billion this year into the education system, separate to the annual budget ([www.50Steps.com](http://www.50Steps.com)). The bulk of this funding would go into areas such as reducing class sizes, investing in school building projects, adult literacy and student supports. It is mainly geared towards getting the early years right from pre-school up to second level, with some allocation for Further Education.

For the time being at least, we have steered clear of providing additional funding for third level institutions, as the priority needs to be ensuring equal access for all to a reasonable standard of education. Too many young people leave the system without having reached their potential. This has to be the priority for any equality-based education policy.



**Finian McGrath,  
Independent TD  
is Spokesperson  
for the Independent  
TDs on  
Education Issues**

What initiatives would you introduce to tackle the problem of Student Indiscipline in post primary schools?

More back-up resources for teachers at the chalk-face. I know it is a minority of pupils involved, but we have to protect teachers and the education of other pupils. We also have to put in the services for dysfunctional and disruptive pupils. Educational Disadvantage is top of my political agenda. Ireland comes 29th out of 30 countries in funding for each second-level student relative to our wealth.

What resources in terms of time, training and personnel would you put in place to allow for the implementation of the EPSEN Act in post primary schools?

The Minister and the Government have got to implement the EPSEN Act and there can be no restrictions on training, time, funding

and personnel. I totally support the TUI's position on this issue.

What resources would you provide for post primary schools to cater for the needs of international students and disadvantaged students?

We need more support for our International students particularly in relation to Language Support Teachers. We also need to open our hearts to these young people and make schools inclusive. In addition, we need to have a more targeted approach to the most needy pupils. High quality education services are vital in a civilised and progressive society. To the shame of all of us, Ireland has one of the highest child poverty rates in Europe. TUI members are on the frontline and all TDs should support them.

What sanctions would you impose on schools that do not have inclusive enrolment policies?

This is an issue that annoys me as I believe in the core educational principle of mixed schools. I went to a school where all classes and sections of society were represented. We can not allow the situation where all the rich and bright pupils are going to one school and all the poorer pupils going to the

other schools. It is not good for society. The Minister needs to take a tougher line on this. Segregation is not emerging as an issue and Boards of Management, the Minister and the Department need to act. I will also threaten them with funding sanctions.

What resources in terms of new structures and supports would you provide for the Further Education sector and especially the Post Leaving Certificate sector to allow them to grow and develop?

The PLCs are the backbone of further education. They have to be supported and funded properly. They have made a major contribution to our Celtic Tiger. Funding them is an excellent investment opportunity as they have a major positive influence in Society.

What key areas would you target education funding at?

My key areas are Educational Disadvantage, PLCs and decent salaries for our teachers. Investment is required now to gain maximum value in the future. I commend the TUI for taking a lead on these issues.



PEFORMERS AT COUNTY DUBLIN VEC FESTIVAL OF MUSIC, WHICH TOOK PLACE AT THE NATIONAL CONCERT HALL ON MARCH 13TH. THE EVENT WAS ONCE AGAIN A RESOUNDING SUCCESS THIS YEAR



PICTURED AT THE COUNTY DUBLIN VEC FESTIVAL OF MUSIC AT THE NATIONAL CONCERT HALL: PADDY SCALETT - MUSIC DIRECTOR; PEADAR CONNOR, CEO CO DUBLIN VEC; MARY HANAFIN; MICHAEL STANLEY; DON TIPPING.





**John Minahan, TD**  
**Education**  
**Spokesperson,**  
**Progressive**  
**Democrats**

### What initiatives would you introduce to tackle the problem of Student Indiscipline in post primary schools?

The Progressive Democrats recognise that the issue of student indiscipline in post primary schools needs to be addressed. We believe that the best way to address this issue is through appropriate training and greater integration of parents in school management boards.

Among various other measures, we propose: Establishing a National Forum on the Future of School Governance and Ownership to allow all stakeholders have input into how Ireland can ensure it has the optimal arrangements for a 21st century education system.

Putting in place a formal and adequate framework of support, training and assistance for school principals and boards of management, within the Department of Education and Science.

### What resources in terms of time, training and personnel would you put in place to allow for the implementation of the EPSEN Act in post primary schools?

The Progressive Democrats endorse fully the key recommendations contained in the “Implementation Report: Plan For The Phased Implementation of Education for Persons with Special Educational Needs (EPSEN) Act, 2004.”

We will commit sufficient time, training and personnel to ensure that the following measures are implemented.

- Pre-school provision to support early intervention for all children with special education needs
- Supporting inclusive education in schools
- Support for professional training and development
- Promoting effective integration
- Developing effective appeals and mediation systems
- Planning curriculum access and support certificated progression
- Increasing the number of NEPS psychologists from 127 today to over 200 in the next two years.

### What resources would you provide for post primary schools to cater for the needs of international students and disadvantaged students?

The Progressive Democrats are committed to providing a level play field for all in education. In our election manifesto we propose to:

- Ensure that school children in low-income families are provided with extra funds for textbooks, via an increase in the back to school allowance
- Encourage the fullest possible use of Information Technology so as to reduce the quantity of textbooks required and ensure that students have access to the most up-to-date information
- Increase significantly, funding for local library-book schemes.

Prioritising schools in areas of disadvantage and students with special needs:

Progressing the key recommendations contained in the “Implementation Report: Plan For The Phased Implementation of Education for Persons with Special Educational Needs (EPSEN) Act, 2004”, namely to address:

- Pre-school provision to support early intervention for all children with special education needs
- Supporting inclusive education in schools
- Support for professional training and development
- Promoting effective integration
- Developing effective appeals and mediation systems.

### What sanctions would you impose on schools that do not have inclusive enrolment policies?

Rather than focusing on sanctions the Progressive Democrats will focus on encouraging all Boards of Management to ensure representation of concerns of students with disabilities, immigrants, members of the travelling community and other minority groups in the school.

### What resources in terms of new structures and supports would you provide for the Further Education sector and especially the Post Leaving Certificate sector to allow them to grow and develop?

In government, the Progressive Democrats will continue to strongly support our Further and Third Level sector by:

- Investing €2billion under the National Development Plan to support greater equity of access to Higher Education

*...continued on next page*

- Increasing opportunities for students with a disability, mature students and those from socioeconomically disadvantaged backgrounds, including members of the Travelling Community and refugees to progress to higher education
- Speeding up delivery of the key recommendations in the McIver Report, to support and enhance the Post Leaving Certificate sector
- Considering the allocation of extra points to higher-level maths in the CAO system in order to better prepare students for third-level science and engineering courses
- Promoting enhanced co-operation

between Institutes of Technology and Universities, and the business community to develop further practical courses reflecting the local economy and job market.

#### What key areas would your party target education funding at?

Among the areas that the Progressive Democrats would focus education funding on are:

- Investing over €5 billion under the National Development Plan in schools infrastructure, schools development, and Information and Communications

Technology in schools

- Increasing the primary school building capital budget from €305 million in 2007 to over €400 million in the lifetime of the next government
- Increasing the post-primary school building capital budget from €241 million in 2007 to over €320 million in the lifetime of the next government
- Establishing a new Schools Development and Building Planning body. This will have lead responsibility for assisting communities with the planning of new schools and the expansion of existing schools. It will also assist potential patrons to develop suitable plans and structures.

## Teaching Council Registration – Union Demands Early Decision

The Teaching Council has not yet made the necessary decision in regard to the categories of persons to be deemed registered under Section 31.2 of The Teaching Council Act 2001 for the 12 months commencing 28th March 2006. The delay in making this decision is unacceptable to TUI and is a cause of grave concern to some of our members.

The very clear understanding of the union is that persons who were employed as teachers on 28th March 2006 are to be deemed registered under Section 31.2 of the Act. The effect of this is that those same persons would have an entitlement to register for the 12 months commencing 28th March 2007, without the application of conditions, under Section 31.3. Based on the assurances that the Union had received and on our own conviction in regard to the issue we advised all members who were employed as teachers on 28th March 2006 to apply for registration for the 12 months commencing 28th March 2007. This application, under Section 31.3, had to reach the Teaching Council by the 27th March 2007. The union had been

pressing the Council for some considerable time to make the decision confirming the assurances that we have received. We have pointed out that until the Council makes its decision, the members of this union will be subject to uncertainty and doubt in regard to their registration.

The Teaching Council has sought the advice of Senior Counsel. This advice has not yet been received and successive deadlines for receipt of the advice have been breached. The union is also aware that consistently over the past year the Teaching Council's own legal advisors have stated their view that all persons employed as teachers on 28th March 2006 should be deemed registered under Section 31.2 irrespective of whether or not they were qualified. The union has expressed grave concern at the unacceptable delay by the Council in taking a decision on this matter, especially in light of the worry it is causing to particular members who are not recognised as qualified.

The union conducted a survey of

qualifications in 2005/2006 school year. Of some 5,000 respondents, in the region of 300 teachers described themselves as not recognised as qualified. The average number of successive years' service with their current employer for this group is seven. Some of this group has in excess of twenty successive years service with the current employer. For these members registration under Section 31.2 would simply mean that they can continue in their current employment without the application of any new conditions relating to registration.

Registration would not confer qualified status therefore, their conditions of service, such as they are, would not change. These members of the union deserve better than to have The Teaching Council dither about a straight forward decision, they deserve better than to have the worry remain that, when Section 30 of the Teaching Council Act is commenced, their continuation in their current positions will be in doubt. TUI requires a decision on this matter by the Teaching Council before the commencement of the next school year.

# Mick Hanly - An Appreciation

On Thursday night, 8 February 2007, a dark cloud of sadness, sorrow and regret descended on Drumkeerin and over a very wide area as the news spread that Michael Hanly had died at Sligo General Hospital. It was widely known for some months that Mick's health was causing concern. However there was great desire and optimism that this very popular and most respected member of the community would overcome his illness and would soon be back among his family and community that he so loved and cherished. Alas this was not to be; God's ways are not man's ways and He called Mick to his eternal reward and so his family and community were plunged into mourning. Indeed grief and sadness extended all over Ireland for Michael Hanly's affable, simple, kind and magnetic personality had touched the minds and hearts of so many people with whom Mick encountered in his role as teacher and President of the Teachers' Union of Ireland.

One of a large family of six boys and two girls, Mick was born to Mary and Tom Hanly, Clarecastle, Co Clare on the 10th of October 1932. He went on to study at St. Flannan's College, Ennis, where he was an outstanding student and hurler playing for the famed hurling nursery before going on to play for Clare at minor and senior level. Having studied Commerce at UCD, Mick went into the world of Commerce and business where his great aptitude for figures and finance were much appreciated. However following in his mother's and father's footsteps Mick was drawn to the teachers profession taking up a post in Blessington Co. Wicklow in 1964-65 before going on to make it his permanent career in the Vocational School Drumkeerin, Co. Leitrim (Lough Allen College) from 1966-1998.

Michael Hanly arrived in Drumkeerin in April 1966 to take up the teaching post of Commerce and Irish and later permanently as Commerce and Mathematics teacher. His years in business were to be invaluable in his teaching of Commerce and much later in his role as Chairman of the finance committee in the TUI.

On Mick's arrival to Drumkeerin he immediately won over the hearts of everyone; fellow teachers, students and the wider community. Everyone on meeting Mick was drawn to him by his warm simple and friendly disposition. They felt at ease with him and he would chat with them about "Coping ridges for spud" or "lying sideways bock hacking, coal, deep in the Arigna mines". It is not that Mick ever worked in any of these occupations but he soon learned, as all opened their hearts to him about their daily lives. Mick fell in love with Drumkeerin and in 1968 he married Bernie Walsh form Bunmahon, Co. Waterford and brought her to the Drumkeerin community and she was an equally loveable personality. Soon they and their community were blessed with their two sons, Michael and Shane and their daughter Sinead, their little "treasure" who sadly died in 1999.

Mick was always concerned for the welfare of students and teachers and he became actively involved with the Teachers Union of Ireland at Co. Leitrim branch level taking on the role of chairman in 1973. His strong leadership of the Leitrim branch was recognised and he was elected area representative in 1981 and soon he went on to the national executive on which he was to serve in many roles with distinction until 1992. Mick's unique ability with figures and finances and his pre-teaching experience came to good effect in his work on the finance committee and he was promoted to chairman of the finance committee in 1984-85.

Mick was never ambitious to seek the limelight, the exalted positions. However his passion and concern to improve working conditions for teachers and better educational facilities for students, his warm personality, his sincerity and quiet determination won the hearts of the general TUI membership of Ireland and he was elected vice president in 1985, serving until 1987 when he was elected president.

Michael Hanly's presidency coincided with restless industrial relations in Ireland and



MICK HANLY

turbulent times as teachers strove for improved salary structures more favourable working conditions and better schools and facilities. Teachers pay had fallen behind many other professions. High PAYE and high interest rates also burdened workers. Very many teachers were working in confined and poorly equipped schools. Mick courageously led a campaign to seek redress and exalt the teaching profession to a par with other professions. The national rally in Athlone was a massive demonstration of teachers and parents unified in the struggle for better working conditions for teachers and better school facilities for all.

Mick's presidency ended in 1988, however he continued as a Trojan worker on the executive until 1992. His fervour and enthusiasm continued long after he retired from teaching in 1998. Each year Mick was a most welcome presence at Congress.

Michael Hanly touched the hearts of very many teachers in his many roles as officer with the TUI. It was his great humanity and sincerity that were among his greatest attributes. Many teachers remember with gratitude how Mick assisted them in addressing difficult situations in their teaching lives.

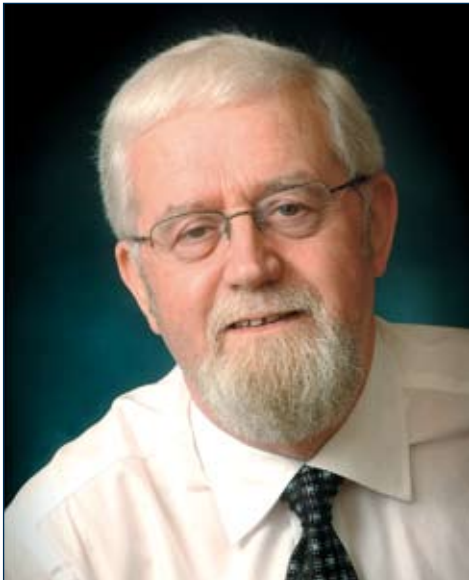
The vocational teaching world will remember with fondness a man who selflessly gave two decades of his full and busy life to promote their welfare "Leaba i measc na Naomh dha Anam dhilis. Ní bheidh a leithéid ann arís".

Andrew Redican. Teacher with Mick Hanly for thirty one years in Drumkeerin. *(This appreciation was originally published in the 2007 TUI Congress journal).*



# Seanad Election can be Won!

By Paddy Healy, TUI candidate for Seanad Eireann



PADDY HEALY

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Paddy Healy, 88 Griffith Court, Dublin 3  
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I am greatly encouraged by the very warm reception which I received at the TUI Congress and by the very many commitments given to work in the campaign. Election to the Seanad will give me a platform from which to highlight the need to give education a new priority in national life. It will be possible to seek wider public support for remedies to the many problems facing teachers, lecturers, students and the education system as a whole. The damage being done to education at all levels by government's espousal of managerialism and business models must be explained and more widely discussed.

## IFUT Endorsement

'The Council of IFUT enthusiastically supports the candidature of Paddy Healy at a time when strong advocates for third level education are greatly needed in Seanad Eireann'.

IFUT represents university lecturers and professional staff in research institutes. TUI and IFUT are extremely concerned at recent developments in third level education including the policy direction which is being taken by government. The executives of IFUT and TUI are meeting at regular intervals to discuss matters of common concern.

I wish to thank IFUT for the fulsome endorsement I have received.

## Fight to Win!

The registration campaign has been very successful despite the fact that many colleagues are being unfairly denied the right to vote and former students of Institutes of Technology are also disenfranchised. Support for my campaign is growing both inside and outside TUI.

The task of winning this election is formidable. The work already done by TUI members at every level, the determination to campaign strongly in the coming weeks combined with the justice of our cause will bring success!

## Election to be Held in Late June/Early July

The timing of the election can be a particular problem for teacher/lecturer candidates. It is now certain that the postal ballot will take place in June/July during the holiday period. Therefore, it is necessary to wage the election campaign immediately and to sustain it until the end of term and beyond.

## Members of TUI Begin Canvassing Colleagues, Relatives and Friends Immediately

TUI representatives are asked to do the following now

- Place a poster on notice board in staff room
- Encourage members to log on to [www.paddyhealy.com](http://www.paddyhealy.com)
- Place a leaflet in each member's pigeon-hole
- Place an election sticker on your car (or bicycle!)

- Place this article on notice board
- Canvass electors from outside TUI who are likely to be sympathetic
- Seek the highest possible preference from electors committed to other candidates
- Send your e-mail address and mobile/home number to [paddy.healy@eircom.net](mailto:paddy.healy@eircom.net) so that you can receive information updates during summer break.

## Key Advice

- If you are on the electoral register of NUI, there is still time to change the address to which the ballot paper will be sent. Download a **CHANGE OF ADDRESS FORM** from [www.nui.ie](http://www.nui.ie) and post or fax it to NUI
- On receiving the ballot paper by registered post, vote immediately and post the ballot paper to NUI
- If you are entitled to vote and did not receive a ballot paper, contact your local post office and NUI immediately
- If you not at the address to sign for the registered post then the postman will leave a docket letting you know that the post can be collected from the Post Office; if uncollected after three days, the envelope will be returned to NUI. On request, the ballot paper will be re-sent, again by registered post, provided the original envelope has been returned undelivered to NUI
- On returning to your designated address on NUI records, check immediately with NUI whether your ballot paper has been returned. There may still be time to vote!!!

## Important Address/Telephone/Fax/Email Information

NUI, 49 Merrion Square Dublin 2  
Tel: +353 (1) 439 2424  
Fax: +353 (1) 439 2477  
Email: [registrar@nui.ie](mailto:registrar@nui.ie)

# Institute News



JOHN MACGABHANN PRESENTING A TOKEN OF THE AIT TUI BRANCH'S APPRECIATION TO THE OUTGOING AREA 18 REPRESENTATIVE ANTHONY BRADLEY.

## Apprentice Summer Courses

TUI has achieved significant success in relation to the stance taken by it regarding apprentice summer courses.

As was reported in the last TUI News the Union had agreed to discuss the holding of apprentice summer courses with the Department of Education and Science along with discussion of three year contracts in the trades area. Following these discussions the Department of Education and Science has agreed that it will convert the three year contracts of any persons in the subject discipline where it is expected that summer courses would be sought by Fás. It is the Union's understanding that Fás will over the next two years be seeking summer courses in respect of two trades, plumbing and electrical, consequently the agreement

is that any person currently employed on a three year contract in these trades will be made permanent following this deal with the Department of Education and Science.

The Department has also agreed that in future it will be the normal expectation that any vacancies will be filled on a permanent whole time capacity but that in exceptional circumstances in the event of there being a short term demand for particular skill, that following consultation with the Union there may be posts advertised on a three year contract basis.

The Executive Committee is satisfied therefore that job security has been obtained for a number of its members in the trades concerned and the Executive Committee will continue to seek job security for any others in similar positions.

Branches have been advised that members may now volunteer to participate in summer courses which will this year be sought in the plumbing area and which next year may be sought in the areas of plumbing and electrical.

## 2% Pay Increase

The 2% pay increase due to all members of academic staff with effect from the 1st June 2007 has been agreed.

Action Plans have been prepared by all Institutes and have been approved by the National Partnership Forum. The NPF has, as required, sent a sectoral report to the Department of Education and Science for transmission to the PVG and all of the recommendations indicate that payment of the increase on the due date would be made. The relevant salary scales are included within this edition of TUI News.

## 3% Pay Increase – Sanction Delayed

TUI News has learned that it is the intention of the Department of Education and Science to seek to delay the implementation of the 3% pay increase which was due with effect from the 1st December 2006.

It is understood that the Secretary General of the Department of Education and Science is writing to the relevant authorities to indicate that it is her intention to withhold the increase until the date on which TUI indicated that it would accept the Action Plan. Following ballot the Union formally accepted the Action Plan by way of letter dated 8th March 2007. Consequently it is anticipated that the 3% increase would be approved in the near future with effect from the 8th March 2007.

It is the Union's understanding of the procedures that any decision to withhold payment for any period must in the first instance be referred to the IOT Industrial Relations Forum and that any such decision can be challenged. The question of this challenge is being carefully examined by Executive Committee. Any such challenge would be made initially to the Labour Relations Commission where in the absence of agreement it would be referred to the Labour Court for adjudication under the terms of the National Agreement.

### **“Towards 2016” Action Plan Discussions**

Following the agreement at ballot by the TUI to the Action Plan in the Institutes of Technology the Union has commenced discussions with the Institute management at National level and with the Department of Education and Science with the view to the implementation of the relevant clauses.

These discussions led to an agreement between the Union and management on courses of action to be followed under each of the eleven Action items required for members of the academic staff and a joint statement was issued by the union and the management. Branches have been written to advising which matters require to be addressed at individual Institute level and which matters are being pursued at National level.

### **Review of Selection Procedures**

Following abuses of selection procedures some for appointments to positions in certain Institutes which were at the time challenged by the Union, TUI has sought a formal review of the appointments procedures.

The procedures in question were introduced under the 1992 RTC and DIT Acts which provide that the Minister will make regulations as to the appointments procedures. These procedures were introduced at the time without any consultation with the Union and the procedures have been the source of a number of problems.

A review of the procedures has now been agreed and a working party involving each of the Unions in the Institutes and the management has been established. TUI is represented on this review committee by former President, Paddy Healy and DGS Peter MacMenamin.

One of the recommendations of this working party is to request the Public Appointments Commission to undertake an examination of the current procedures and their operation in the Institutes. To this end a number of Institutes have been selected for close examination by the working party

and members of the Public Appointments Commission will visit these Institutes over the coming months. It is possible that a small number of visits might take place this side of the summer; however at the recommendation of the working party the majority of the work will be done after the summer break.

Branches have been asked by the Executive Committee to make a submission to the Executive Committee with regard to the difficulties, faults and abuses which have been seen within the Branch area. These will be collated and will form the basis of the Union's presentation to this working party and to the PAC.

The objective of this working party is to draw up guidelines with the advice of the Public Appointments Commission for recommendation to the Minister for Education & Science. It is then a matter for the Minister to issue such new procedures to the Institutes.

### **CAC Structured Positions**

One of the two positions to represent Heads of School/SLIII grade on the CAC has not yet been filled. Two requests were made to all Branches for the submission of proposals and in neither case was a nomination received in time. One nomination was received following the closing date for the second call for nominations and in the absence of any other nominees this member, John Ennis WIT, has been added to the CAC. There remains one vacancy for a Senior Lecturer III. Nominations should be made through Branches in the normal way.

The other positions on CAC i.e. two positions for Heads of Department/SLII grade have been filled by Michael Casserley IT Sligo and Pat McGarty IT Tralee and the two Structured Lecturer positions have been filled by John Twohig, Cork IT and Edward Nolan Limerick IT.



# TUI Survey: Implementing Quality Assurance Policies and Procedures in Further and Adult Education

As a consequence of FETAC notified polices work practices within local centres that provide programmes in further and adult education are undergoing significant change. The Teachers' Union of Ireland (TUI) is conducting a national survey to:

- establish a clearer picture of the implications that face TUI members in implementing quality assurance policies and procedures
- inform TUI negotiations on resource requirements
- support the development of TUI policy and influence national policy development.

This builds on an earlier survey conducted by the Dublin City Post-Primary Branch (TUI) in a small number of colleges delivering further education programmes that generated valuable analysis and supported the case for the completion of a wider national survey. The national survey is divided into two sections:

**Section One** aims to identify the changes in work practices associated with implementing quality assurance policies and procedures at local level.

**Section Two** seeks to identify aspects of future work that will require co-ordination

and support at local and/or national level. The survey will be conducted in a selection of local further and adult education centres during the month of May. Your Area Representative may be in touch with your college /centre shortly to invite staff to complete the survey. Alternatively, if you have a particular interest in completing the survey feel free to initiate contact with them.

While the survey template is very lengthy, do not be discouraged from taking part as some sections and sub-sections may not apply to every centre. Clarifications and support on completing the survey will be available from the Area Representative and the Education and Research Officer, TUI Head Office.

Those completing the survey are encouraged to complete it electronically and return to [showard@tui.ie](mailto:showard@tui.ie). An electronic survey template incorporating support notes is available on the web at [www.tui.ie](http://www.tui.ie)

This is a very busy time of the year in further and adult education centres. The TUI acknowledges that considerable and time and effort will be required to complete this survey in manner that will generate useful information and analysis based on members' experiences and views to date.

**Your co-operation in completing the survey will be greatly appreciated.**

## NCCA Matters

### Curriculum Framework for Guidance – Update

Early this year the NCCA circulated a consultative document setting out a curriculum framework for guidance in post-primary education. The TUI was among a number of national organisations that made independent responses to the document. Broadly the TUI welcomed the document as it provides much deserved space for a public debate on guidance provision for second level students. The TUI submission also emphasised:

- the need for further discussion on the concept of a curriculum framework for guidance
- support for a whole school approach, noting that this will require additional resources to support planning time and appropriate professional development for all staff involved
- the need to preserve and respect the particular responsibilities and expertise of qualified guidance counsellors
- concern that guidance counsellors may be expected to co-ordinate activity across subjects and school staff without adequate acknowledgment of the additional time this will entail
- the importance of maintaining clarity in respect of the roles and responsibilities of the various staff members – guidance counsellors, subject teachers, class tutors, year heads, programme co-ordinators
- concerns about an implied change in the relationship between the guidance counsellor and other staff members
- an overemphasis on subject and classroom based activity that could diminish or sideline one-to-one support

sessions that are essential to most students at some stage in their school life to address personal, career and educational issues

- the risk of heightened expectations among principals and parents for significantly improved guidance provision in the absence of any improvement in the resource allocation
- that additional resources must be made available to support effective provision of guidance to all students throughout their school life, restating the TUI position that a ratio of 1:250 (guidance counsellor: students) is essential.

A copy of the TUI submission is available on the web at [www.tui.ie](http://www.tui.ie). A summary of the initial findings from the various submissions by individuals and organisations has been prepared by the NCCA. This highlighted:

- Significant support for the importance of guidance provision
- A high level of questions focusing on the 'who' and 'how'
- That considerable significance is accorded to personal guidance stressing the importance of the individual
- Questions relating to time and resource allocations
- Tensions between a 'professional service' and the 'curriculum component'
- Concerns in respect of 'sole responsibility' and 'shared responsibility'
- Tension between a whole school approach and one-to-one counselling

The findings are now being considered by the Council and its sub-committees. A full consultation report will be prepared during the summer. Proposals for further actions will also be considered.

## Notice Board

### Dormant Accounts Funds (Educational Disadvantage) - ICT Grant

The Minister for Education and Science recently announced details of a small scale ICT grant for schools participating in the School Support Programme under DEIS.

Under the terms of the scheme DEIS schools can apply for a grant towards the cost of specified ICT equipment such as digital cameras, digital video recorders, computers and interactive whiteboards. The NCTE has agreed to provide appropriate training to support the scheme. Notice issued to schools in April and application forms and Circular Letter 0035/2007 can be downloaded at [www.education.gov.ie](http://www.education.gov.ie)

The closing date for receipt of applications is 22 May 2007. Successful applicants will be contacted in August/September 2007.

### Watch Your Space – [www.watchyourspace.ie](http://www.watchyourspace.ie)

Watch Your Space is an initiative by the Department of Education and Science. It is intended to raise awareness and promote safe and responsible use of the internet by young people. An interactive online service which provides tips on how to use the web safely is part of the initiative. There is a particular focus on teenagers sharing advice and providing support to each other on how to deal with issues of abuse and misuse of social networking sites. The site is also linked to the Childline online helpline service.

## Congress 2007



# Congress Motions

## Resolutions Carried, Congress 2007

### A ADULT EDUCATION

#### 2 Executive Committee/ Dublin City PP

Congress instructs the Executive to again seek a re-negotiation of the circular letter on Self Financing Adult Education with a view to increasing the resources available for this innovative sector of Irish education and when this is negotiated that the Executive will ensure that the new circular letter will be fully implemented.

#### 12 Co. Clare

That Congress urges prioritising attention to the situation of non-contracted teachers in the Adult Education sector. It is now six years since the Act made the proper terms and conditions of employment of these teachers a matter of the law of the land. If the reason for the delay in determining and according the precise rights and entitlements of these teachers is the slow progress of the Qualifications Committee, then Congress urges that Department of Education and Science resources must be committed to improve the efficiency of the Qualification's Committee work immediately.

#### 11 Dublin City PP (x 2) (Amended by Tipperary NR)

Congress instructs the Executive to renegotiate circular letter 46/00 with the aim of:

- Reducing the qualifying thresholds of enrolment hours for the appointment of Director and Assistant Directors of Adult Education in Adult Education
- Improving allowances of either a financial nature or additional time off for Directors and Assistant Directors of Adult Education Programmes
- That any reduction in hours for posts granted for Adult Education should be replaced so as not to effect the allocated teaching hours for daytime provision.

The unsocial nature of the provision of Night Time Education Programmes is not recognised in the management

time or allowance paid to Directors and Assistant Directors.

#### 4 Co. Kerry

Congress instructs the Executive to initiate a campaign to develop the Adult and Further Education Sector to levels similar to that in other European Countries. Congress states its belief that the V.E.C. sector is the only national agency adequately equipped to be the prime provider of Adult and Further Education in the future.

### B ALLOCATION/CLASS SIZE

#### 13 Co. Donegal (Amended by Tipperary NR/Donegal C&C)

That Congress directs the Executive to seek a reduction in class size to a maximum of 20 for all subjects in order that Health and Safety of both students and teachers is not compromised provided additional teaching hour are granted to facilitate such provision.

#### 14 Tipperary NR

This Congress demand that the PTR be reduced to 16/1 and call on the Executive Committee to negotiate this reduction with the D.E.S. as a matter of urgency.

#### 16 Dublin City PP

Education experts recognise that a reduction in class size will lead to an improvement in the class environment. Congress instructs the Executive to devise strategy in co-operation with the other primary and secondary Unions which in the long term will see the maximum class size reduced to fifteen, and that any other concessionary reductions already in existence will be effected pro rata. Congress recognises that this cannot be achieved in one step but that a series of incremental steps will be needed.

#### 15 Shannon

Congress accepts that the existing Union directives governing class sizes should apply to P.L.C. classes.

### C BEHAVIOURAL SUPPORT

#### 18 Executive Committee/ Shannon/Dublin City PP (Amended by Donegal C&C)

TUI calls on the Minister for Education & Science to implement the recommendations of the Taskforce on Student Behaviour in second level schools. TUI calls for:

- Increased staffing for the Behaviour Support Service to allow for the provision of behaviour support in all second level schools
- The establishment of behaviour support classrooms in all schools
- The provision of adequate time for class tutors and year heads for pastoral/behaviour support for pupils through an increased teaching allocation
- Additional staffing for schools targeted in the first instance at schools designated as disadvantaged
- Additional staffing for all schools to help cope with behavioural problems.

TUI also calls for legislation setting out the rights and responsibilities of pupils in their learning and rights-based legislation for teachers.

#### 19 Executive Committee

That adequate funding be put in place immediately to implement all recommendations of the report from the Task Force "School Matters".

### D CONDITIONS OF SERVICE – 2nd LEVEL

#### 25 Co. Leitrim (Amended by Donegal C&C)

Congress demands that teachers who have served for 30 years should be entitled to a reduction in hours to a 20 hour week and those with 35 years service be reduced to an 18 hour week with no loss of salary or pension entitlements and pro rata for post holders.

**56 Co. Kildare**

That Congress instructs the Executive to ensure that W.S.E. does not take place after Easter.

**33 Dublin City PP/Shannon**

That the DES gives recognition to the huge amount of time now being given by teachers in implementing and catering for School Development Planning, WSE and Subject Inspections and that an hours reduction be given to all staff involved in these procedures.

**37 Shannon  
(Amended by Donegal C&C)**

TUI calls on the D.E.S. and Boards of Management of C&C schools to adopt a more flexible approach to implementing the terms of the circular letters referring to job-sharing, career breaks, parental leave, and Strand 3. There is an inequity in these schools as regards the implementation of these circulars and a more flexible and human approach is required to redress the imbalance. Each application should be adjudicated on by taking the individual teacher's personal circumstances into consideration.

**41 Tipperary NR (x3)**

All teaching staff at 2nd level were required to start work this year during August for the school year 2006-07. Teachers starting New Fixed Term Contracts for this school year were given contracts which start on 1st September 2006, despite been required to start work during August. VECs are also refusing to pay for any days worked before 1st September 2006.

This Congress calls on the Executive Committee to negotiate payment for all days worked before the 1st September for 2006 at the correct Part-time rate and for all other years that working in August may be required.

**27 Tipperary SR**

That the TUI seek parity with ASTI members vis-à-vis absences through illness that straddle a weekend.

**39 Co. Westmeath**

Congress notes that during the 2005 Congress the following motion was carried: "Congress instructs the Executive to issue a directive directing members not to accept an Exam Class (i.e. 3rd year) in which members

are expected to teach foundation, ordinary and honours level in the one class group."

Congress now insists that the Executive honour this motion by implementing it.

**28 Co. Cork**

Congress directs the Executive to actively pursue the payment of the H. Dip. in Ed. allowance to all those teachers who have a recognised teaching qualification and whose training course comprised of a very significant component of teaching practice.

**35 Dublin City PP**

Congress directs that an agreement be sought whereby HSCL teachers are allowed to job share. The present situation is discriminatory.

**53 Tipperary NR**

Existing teachers who may not have opted into Supervision/Substitution scheme prior to 2004 should be given the opportunity to do so in order to expand the present numbers participating in the scheme. This Congress calls on the Executive Committee to negotiate with the D.E.S. a means by which all teachers may exercise this option.

**47 Dublin City PP/  
Cork City Schools**

Congress instructs the Executive to pursue a claim to increase the number of promotional posts in Prison Education Units to reflect the increased number of Whole Time Equivalent teaching staff.

**52 Cork City Schools**

Years teaching in second level schools outside of the scheme should be counted as years of service for promotional purposes.

**29 Co. Dublin  
(Amended by Co. Kildare)**

This Congress directs that the Executive negotiate a qualifications allowance for qualified guidance counsellors on a par with the allowance recently gained by Special Needs Teachers.

**51 Co. Dublin  
(Amended by Donegal C&C)**

Congress calls on the Minister for Education to honour her commitment to ensure that all second level schools admit their fair share of international students and that Public schools are not the only

schools to cater for international students.

**30 Dublin City PP/  
Cork City Schools**

Congress instructs the Executive to pursue a claim for a 'Prison Education Allowance', for teachers working in prisons.

**E CONDITIONS OF SERVICE –  
3rd LEVEL****68 Dublin Colleges  
(Amended by Dublin Colleges)**

Congress notes the following motion passed at Congress 2006.

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

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

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

Congress notes that a comprehensive IR agreement has not been negotiated and instructs the Executive to do as a matter of urgency.

In the event of no offer being forthcoming in relation to payment for semesterised exams, that Congress instructs the Executive to conduct a ballot of the membership, seeking approval for the issuing of a directive to members, not to submit examination papers for semesterised exams in the coming Academic Year, until an offer for improved payment is forthcoming.

**59 Limerick Colleges**

Congress directs the Executive to seek a



long service increment to be included in the lecturer scale as currently applies to the existing Lecturer Scale II.

### 58 Waterford Colleges

Congress calls on the Executive to ensure that interests of members and the role of the Institutes of Technology are protected in the context of the implementation of the legislation transferring the Institutes of Technology to the HEA sector.

Congress in particular calls on the Executive to ensure that the security of employment of staff recruited after the enactment of this legislation is fully protected.

Congress calls on the Executive to urgently initiate a training program for Branch Officers and Governing Body representatives to fully acquaint them with the implications of the Act, and to undertake research concerning the implications of any new funding models that may arise from transfer of the Institutes to the HEA sector.

### 63 Sligo Colleges

Congress directs the Executive to negotiate that time for travel to teach in Outreach Centres should be recognised and quantified as part of the 16h/18h allocation of hours per week taught by Lecturers/Assistant Lecturers.

### 57 Waterford Colleges/Dublin Colleges (Amended by Cork Colleges)

Congress instructs the Executive to negotiate the following:

In allocating the dates for Block 2 and Block 3 of the Trades Academic calendar:

- 1 That the Easter Break (two weeks) be maintained to match that of the “main lecturing body” – this will in some years require the sending back of the apprentices to their employers for this two-week period.
- 2 In allocating the start date for Block 2 – the periods be calculated backwards so there is no requirement to work beyond June 20th (allowance to be made for the holding and marking of exams and the attendance for exam board meetings etc.)
- 3 If in allocating the dates for point two (commence of Block 2) it is found that it is necessary to commence Block 2 before the return to work after Christmas of

the “main lecturing body” compensatory holiday days be allocated to the trades section prior to the Christmas break.

### 60 Limerick Colleges

Congress Directs the Executive to seek full year incremental credit for part-time work of 50 per cent or over of the full-time equivalent hours as of October 2nd 1997 for the purposes of Progression from the Assistant Lecturer Grade to the Lecturer Grade. (Ref: Gerster case).

### 69 Dublin Colleges

Congress notes that members are increasingly affected by issues affecting the whole of Higher Education. Congress notes, in particular, the move of the IOTs to the HEA. In light of this Congress instructs the Executive to develop closer links with IFUT and other Unions representing lecturers in higher education with a view to developing common positions and united action on matters affecting both IOTs and universities.

### 67 Dublin Colleges

Congress notes the following motion passed at Congress 2006:  
“Congress agrees that senior academic posts in Institutes of Technology be filled on a rotating basis and instructs the Executive to commence negotiations on a new system for filling senior posts. These negotiations should be completed before Congress 2007.”

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

### 65 Dublin Colleges

Congress condemns the recent announcement by the HEA re the withdrawal of 10% of funds for productivity without Union consultation.

## F CONDITIONS OF SERVICE - GENERAL

There were no motions carried in this section.

## G CONGRESS ORGANISATION

(Some of these motions will require a Rule change).

### 83 Executive Committee

That the Official Opening of Congress be discontinued: the time gained to be used for discussion of motions; Congress to conclude at 2:00 p.m. on Thursday.

### 82 Executive Committee

That the recent practice of scheduling two Separate 2nd /3rd level Sessions be continued; that sections of the Final Agenda more pertinent to second level be taken at the time allocated for the second separate second level session (e.g. Allocation/Class Size/PTR; Youthreach; VTOS; Posts of Responsibility); that time be set aside within the time allocated to the Separate Sessions for a report from Officials on significant work/representation undertaken on issues relevant to motions in the Separate Sessions, and work in respect of motions from the Separate Sessions adopted by Congress in the previous year.

## H EDUCATION

### 85 Co. Wicklow (Amended by Dublin City PP)

That IEPs not be introduced in schools until a realistic and less time-consuming method of drawing them up is agreed with the Teacher Unions. Further that adequate resourcing is made available to ensure that this realistic method is properly implemented.

### 89 Co. Dublin

Congress instructs the Executive to enter talks with other Teacher Unions and the Department of Education and Science so that fee paying schools either become totally self sufficient financially or are subject to the same student entrance criteria as other schools.

### 93 Co. Clare

Congress urges that a clear and forthright policy on the integration of immigrants and their families be made public by Government, and that the educational implication of this integration policy be spelled out. In particular, that language tuition services be expanded and that relevant and meaningful certification of language for adult immigrants, specifically in English language competence, be made available. This is necessary so that prospective employers and trainers are reliably informed and so that immigrants can pursue a fair deal for themselves within Irish society and can resist the traps of the unscrupulous.

**87 Co. Cavan**

Recognising the enormous contribution made by vocational schools to Irish second level education and to this Union and their importance in maintaining a fully comprehensive, co-educational, non-selective, non-denominational option, Congress instructs the Executive to bring proposals to the next Annual Congress for the strengthening and enhancing of their role in second level education.

**86 Co. Donegal**

That Congress instructs the Executive to ensure that NCCA course Committees meet at least once in each academic year.

**I EQUALITY****95 Dublin City PP**

Congress demands that the TUI Executive implement last years motions passed by Congress in the Equality section.

**J EXAMINATIONS****96 Co. Cork**

Congress is opposed to any proposal to have practical or oral examinations conducted during school holiday periods and directs the Executive to strongly resist any such proposition.

**100 Co. Carlow**

Congress instructs the Executive to negotiate better rates of pay for teachers correcting exam material, leaving certificate and junior certificate.

**101 Co. Westmeath**

Congress instructs the Executive to investigate the current practice of requiring teachers to validate that their students' project work has been completed unaided.

**98 Co. Dublin**

That Congress direct the Executive to negotiate with the NCCA, Department of Education and Science and the State Examinations Commission, that the examination of the revised Leaving Certificate syllabus in Engineering Technology practical element at higher level will include

- 1 A design project that will include practical, and
- 2 A part prescribed project from

dimensioned working drawings that also includes an element of design.

Each project is to be equally marked.

**K FURTHER EDUCATION****111 Co. Mayo**

TUI deplores FETAC's treatment of its members in respect of the work carried out in our schools and colleges on FETAC's behalf. An increased workload has been systematically passed from FETAC to our schools and colleges without consultation, in-service or even remuneration, such as central assessments now being devised locally, the Quality Assurance system, the electronic uploading of FETAC programmes and results and now, the introduction of internal and external moderation. FETAC has treated our members like second class citizens and this inequality and injustice will no longer be tolerated by this Union. Our members demand that FETAC gives due recognition, remuneration and resources to our members as follows, as a matter of urgency:

- (a) At present FETAC tutors receive no payment whatsoever for setting FETAC scripts. The TUI demands that payments will be made on a par with our colleagues who set Leaving Certificate Honours papers, which at present is €732.94, and that such payments will be backdated immediately to the dates when the supply of scripts by NCVA ceased.
- (b) That FETAC tutors will receive payment for correction of FETAC examinations on a par with our colleagues who correct Leaving Certificate Honours Irish or English papers, which at present is €30.09 per script, and that a similar initial down payment in advance will also be made, with payment in full no later than one week after the external examining period has ended.
- (c) That adequate payment will be negotiated for FETAC co-coordinators for administering the Quality Assurance system. This payment should be in line with payments made to Principals for the administration of the Supervision and Substitution scheme and Night/Evening classes. Adequate time allowances should also be made to compensate co-coordinators for this additional workload which is currently being carried out on top of all their existing

duties and teaching hours.

- (d) That FETAC co-coordinators will be adequately compensated for the extra workload bestowed upon them by FETAC (without consultation) for electronically entering their own results and now, that of their colleagues.
- (e) That FETAC will offer frequent and timely in-service/training for its tutors to cope with the on-going changes, as is the current practice with the Department of Education and Science.
- (f) That FETAC will make provision for a dedicated examination aide to assist with the FETAC examination process.
- (g) That internal moderators will be paid at the same rate as external moderators when introduced in Sept 2007 and that they will receive adequate training from FETAC so that the Quality Assurance system does not become a complete sham.

**L HEALTH & SAFETY****140 Co. Leitrim**

Congress demands that the recommendations of the Review of Health and Safety in Technologies by the State Claims Agency be implemented as a matter of urgency.

**141 Co. Leitrim**

Congress demands that the recommendations of the State Claims Agency re class size in Technologies be implemented and in effect from September '07.

**M INSERVICE****152 Shannon**

That the TUI negotiates with the DES to ensure that when a substitute teacher goes on school-approved in-service, or is away on school business, he/she be paid and a paid replacement teacher be provided.

**143 Co. Donegal**

Congress directs the Executive to seek extra resources for the continuous professional development of all teachers.

**148 Co. Mayo**

That travelling expenses payable for attending inservice courses be paid at a realistic rate which will be determined by

benchmarking against travelling expenses payable to County Councillors, VEC members and other Public servants.

#### **144 Co. Donegal**

Congress instructs the Executive to negotiate with the Department of Education and Science in order that travel and subsistence rates for teachers attending in-service are brought in line with other Civil Servants.

#### **146 Co. Donegal (Amended by Dublin City PP)**

Congress directs the Executive to seek to establish a part-time H.Dip programme on a regional basis for practicing teachers who do not currently hold this qualification. The Executive is further instructed to seek additional funding for those teachers who undertake this training.

#### **150 Dublin City PP**

That Congress resolves that proper procedures are put in place for the organisation of all in-service, staff development and in-career development programmes in schools, centres, and colleges. It is recommended that similar procedures to those that currently exist for DES in career development courses be formulated to include the following:

- That in-service courses should deal with identified priority teachers' professional development needs
- That information on qualifications, experience and expertise of presenters be given to participants
- That participation is voluntary
- That proper proposals are put to VECs and other managerial bodies
- That participants give an evaluation of the course and that their views and comments should be incorporated as part of the overall evaluation by course organisers.

In order to ensure that effective procedures are implemented, that as a matter of urgency, the Union consult with the DES and seek to have agreed regulations circulated to VECs and other managerial authorities. Due to the increasing numbers of courses given by external consultants it is necessary that members' interests be protected.

#### **145 Co. Donegal**

Congress directs the Executive that failing a substantial increase in in-service expenses in

line with public servant rates that a directive be issued that all members withdraw from in-service training.

### **N MISCELLANEOUS**

#### **153 IT Carlow**

That this Congress fully supports the INO and all other Unions outside the T2016 agreement.

### **O ORGANISATION**

#### **\*\*\* Executive Motion (unnumbered)**

That the Teachers' Union of Ireland commits itself to formal discussions with a view to formulating proposals for a Federated Teachers' and Lecturers' Union. These proposals to be presented to Annual Congress 2008.

#### **168 Dublin City PP**

Congress directs Executive to ensure that all colleges, schools and centres are circulated with newly designed poster outlining TUI directives. These directives include:  
TUI Directive on Programme Co-Coordinator Posts  
TUI Directive on Class Size  
TUI Directive on Heating in Schools  
TUI Directive on Travelling and Class Contact Hours  
TUI Directive on Information Technology  
TUI Directive on Timetabling of LCVP Hours  
TUI Directive on Junior Certificate Home Economics Practical Examinations.

#### **157 Co. Cork/Co. Galway**

Congress instructs the Executive to provide regular training programmes for Branch Officers in order to ensure that they carry out their duties effectively.

### **P PAY**

#### **178 Co. Kerry**

That the TUI negotiate with the DES the payment of Supervision & Substitution administrative allowance directly to people doing the work as it is not acceptable that TUI members in VEC schools can be deprived of the negotiated allowance which is being paid to their counterparts in all other post primary schools.

### **Q PAY DETERMINATION POLICY**

#### **200 Executive Committee**

That TUI Congress is resolutely opposed to the trend in Industrial Relations in this country which:

- Requires a substantial sacrifice of conditions of service by members in return for cost of living pay increases
- Enables a majority vote of Unions within ICTU to force specific requirements they do not understand or consider on members of individual Unions who are collectively opposed to them
- Creates a stranglehold situation where those Unions opposed to the deal must choose between the acceptance of the deal or the denial of access to negotiations for cost of living pay increases.

Congress pledges to work and campaign within ICTU and the greater community to oppose and overturn this excessively demanding and centralist method of negotiating workers cost of living pay increases.

Congress recognises that TUI must, in pursuance of this substantial goal, act in a vigorous, unified and cohesive manner.

Congress resolves that TUI, in pursuance of this campaign will:

- Appoint a full-time temporary campaign officer to focus, as part of TUI, their full effort on the strategic, tactical, organisational and Executive aspects of this campaign
- Brief, prepare and organise training, if necessary, for those who represent TUI at every level so that they feel confident and supported in raising and pressing this campaign at every suitable forum, inside and outside the Trade Union movement and through the media
- Elect an organiser and a campaign Committee within every Branch to implement the overall strategy and to engage in local activities
- Forthrightly express the TUI position in the National Media
- Engage in debate and meetings with sister Unions in order that they may come to understand our position and the hardship and injustice which this over centralised and excessively demanding system is

- imposing on our members
- Forge alliances with Unions who share our view
- Lobby members of the Oireachtas and other relevant persons so that our position may be clearly understood
- Bring forward our position to this year's ICTU Conference as a motion supported by vigorous lobbying during and before the Conference
- Create a clear public perception within the general public and the Trade Union Movement that opposition to the present system is reasonable and acceptable
- Generate and consider other possible actions which will press the case to a successful conclusion.

### **195 Executive Committee/ Co. Donegal/Dublin City PP/ Dublin Colleges (Amended by Co. Donegal/Dublin Colleges)**

Congress notes the motion, proposed by TUI and adopted at the ICTU Biennial Congress 2003 in Tralee, which sought to ensure that determination of conditions of service would be a matter for individual Unions and not subject to a ballot of affiliated Unions.

Congress also notes that on foot of Motion 265 Congress 2006, the General Secretary of TUI wrote to the ICTU regarding the terms of the Tralee motion and raised the matter directly with the General Secretary of ICTU.

Congress further notes that despite the above the ICTU Special Congress of the 6th September 2006 voted to accept the agreement, Towards 2016.

Congress therefore instructs the Executive Committee:

- To seek to ensure that as a prerequisite to entry into any discussions in relation to any further pay agreements or extension to the current pay agreement that TUI is guaranteed that any productivity changes, flexibilities or other changes demanded in respect of a pay increase be decided by TUI exclusively and not subject to an aggregate vote of the ICTU
- To put a motion or motions to the next ICTU Biennial conference in the name of TUI to bring about this change to the pay negotiation procedure
- To campaign amongst other Unions for support of this process

- Should this guarantee not be forthcoming to the satisfaction of TUI and negotiations commence at variance with this policy, that TUI will not agree to enter these discussions (but reminding them clearly and unambiguously that in three National Wage Agreements ICTU has over-ridden the formal ballots of TUI members against a worsening of their conditions of service, as in the Towards 2016 proposals of 2006, which a Special Congress of this Union in June rejected unanimously, with a National Ballot subsequently endorsing this rejection, only to be over-ruled by ICTU as in previous years, and reminding them further that a decision to withdraw from the ICTU organization might have to be taken.)

### **205 Dublin Colleges (x2)/IT Carlow**

Congress notes the following motion passed at Congress 2006:

"This Congress instructs the Executive Committee to make clear, in writing, to the ICTU the policy of this Union, as adopted at Congress 05, that any future national wage agreement will not put conditions of service of members of this Union to an aggregate vote of all of the Unions of Congress, but that members of TUI will decide and vote on their own conditions of service."

Congress notes

- That matters pertaining to the conditions of service of members of the TUI were included in Towards 2016.
- That Towards 2016 was put to a vote of all members of the ICTU.
- That a majority of ICTU accepted Towards 2016.
- That a majority of TUI members rejected Towards 2016.
- That the Executive of the TUI accepted Towards 2016 because a majority of the ICTU had accepted the agreement.

This Congress roundly condemns:

- The Executive of the ICTU for ignoring the wishes of the TUI that only members of the TUI should vote on their conditions of service.
- The Executive of the TUI for behaving as if they were accountable to ICTU and not to the members of the TUI.

This Congress therefore instructs the Executive:

- Not to participate in negotiations affecting

the conditions of service of TUI members unless it is clear that the outcome of such negotiations will be put to a ballot of the affected members of the TUI only.

- Not to accept any national pay/partnership agreements which have been rejected by TUI members without a ballot of members instructing it to do so.

## **R PENSIONS**

### **210 Donegal C&C**

That TUI work to restore the early retirement date to 55 and that this target be achieved within 5 years of Congress 2007.

### **214 Co. Carlow**

That time spent in training be reckonable for pension purposes.

### **211 Galway-Mayo IT (Amended by Waterford Colleges)**

That Congress instructs the Executive to request the Trustees to renegotiate the scheme whereby Marsh has sole rights to sell AVCs to TUI members, so that members could deal directly with Irish Life or Friends First or avail of AVCs through any other broker and for Congress to instruct the Executive to make this request. And further, that the fees and charges levied in respect of AVCs be renegotiated to a level at least equal to the most favourable rates being offered in the AVC market.

### **213 Cork City Schools**

TUI must negotiate a proper pension for teachers with more than 20 years service.

## **S POSTS OF RESPONSIBILITY**

### **221 Co. Carlow**

That schools be compensated by way of increased staff allocation for the four hours allocated to assistant principal posts of responsibility which at present is being used out of the school's teacher allocation.

### **215 Co. Longford**

That Congress instruct the Executive to demand that the Department of Education and Science impose a time limit of one month, from when a vacancy occurs, within which posts of responsibility must be filled.



### 217 Dublin City PP

Congress instructs the Executive to renegotiate the “Schedule for determining the number of Assistant Principal and Special Duties Posts”. The management and organisation of schools has become significantly more complex as the impact of legislation, Education and Welfare Board and Whole School Evaluation have begun to have an impact. The current situation schedule no longer meets the needs of schools. It is not sufficient to seek additional management posts on a programme by programme basis the whole schedule needs to be renegotiated. Hence Congress to seek a reduction of at least 25% in the Whole Time Equivalents (WTEs) required in the schedule to generate posts, e.g. it currently takes twelve WTEs to generate one Assistant Principal and three Special Duties Posts, this reduction would mean that it would only take eight.

### 222 Co. Carlow

That additional posts of responsibility be allocated to schools who have Traveller, special needs and non-national students.

### 219 Co. Clare

Congress directs that the TUI Executive negotiate with the DES a complete revamp of the post of responsibility structure in schools. The new structure to take into account the massive increase in administrative and other duties in schools due to recent legislation, and integration of SEN students etc.

### 218 Co. Clare

Congress directs that the TUI Executive negotiate with the DES a special post in each second level school to deal with the coordination of all planning including all school policy development and update. This post to be on a par with the coordinators post in relation to LCA, LCVP, and TY, with teaching time reduction for the post holder.

### 216 Dublin City PP

Congress instructs the Executive to negotiate an expansion of the current limited promotional system in order to provide an attractive career path for those currently teaching and those who may consider teaching as a profession in the future.

### 220 Co. Carlow

That the deputy principal in all post primary schools be ex-quota.

## T RESOURCES

### 225 Executive Committee/ Dublin City PP/Co. Monaghan (Amended by Dublin City PP)

With 20% I.T. input now being required for most subjects, that all schools have access to an IT technician on a full time basis.

### 244 Co. Dublin (x2)/Co. Cork/ Dublin City PP

Congress demands that the language support for non-English speaking students in second level schools be extended so that there is one extra teacher for each 14 students. This should not be capped at 28 students as it is at present nor should it finish after 2 years.

### 224 Executive Committee/Dublin City PP/Shannon

That adequate resources be put in place for the efficient implementation of the EPSEN Act.

### 249 Shannon (x3)

That, in line with world economies, the TUI negotiates with the DES to provide schools with qualified technicians to prepare laboratories for experiments and practical work and to service educational and IT equipment.

## U RULES

### 250 Executive Committee

Amend Rules 8, 88, 117 and 123 as follows:

Delete Rule 8 and insert the following:

- (i) Persons who are in-benefit members of the Union at the time of their retirement may become members of the Retired Members' Association on such conditions as are determined by the Association's Constitution and on payment of the subscription determined in rule;
- (ii) The Retired Members' Association shall deal exclusively with matters affecting their interests as retired teachers;
- (iii) The constitution of the Retired Members' Association shall be approved by the Executive Committee of the Union and any changes shall be subject to the approval of the Executive Committee;
- (iv) Representation to outside bodies shall be through the Executive Committee of the Union.

- (v) Retired members shall have the right to attend and speak at Branch meetings but shall not have the right to vote on any matter concerning the Union, nor shall they hold office under the Union. Retired members shall not be reckoned as members in calculating the number of delegates to Congress as provided in Rule 13(ii).

Amend Rule 88 as follows:

Delete the word “pensioned” and insert the word “retired”. The amended Rule to read: “Each full member, associate member and retired member of the Union shall pay an annual subscription as decided by Congress.”

Amend Rule 117 as follows:

Delete the word “pensioned” and add the word “retired”. The amended Rule to read: “Such portion of each member's annual subscription as shall be determined by Annual Congress from time to time, with the exception of subscriptions from retired and associate members, who are not part-time teachers, shall be allocated to the Provident Fund.”

Amend Rule 123 as follows:

Add the words “and retired members” after the words “part time teachers” in the first line. Delete the words “and pensioned members” and insert “retired members”. The amended Rule to read: “Associate members who are not part-time teachers and retired members shall not be eligible for any grant from the Provident Fund. Associate membership may however be reckoned as portion of the period required by a member to qualify for any grant from the Provident Fund provided that the associate membership has been followed by one month's ordinary membership.”

## V SPECIAL EDUCATION NEEDS

### 259 Executive Committee

That TUI demand an increase in the complement of NEPS Psychologists to at least 200.

### 263 Co. Leitrim

Congress demands that appropriate time off for Whole School Planning in relation to special needs and specifically Individual Education Plans be granted.

**264 Co. Leitrim**

Congress demands that in light of the EPSEN Act that ongoing professional development with appropriate accredited training be provided to all teachers to cater for SEN in individual subject areas.

**262 Donegal C&C**

That the TUI mount a campaign to ensure that all students with physical, educational and emotional needs receive the appropriate professional help inside a stipulated timeframe.

**260 Co. Wicklow**

That Congress insists that:  
The professional judgment of the teachers concerned be taken into account in the allocation of Special Needs resources.

**265 Co. Leitrim**

Congress instructs the Executive to negotiate provision of appropriate resources in classrooms to cater for SEN.

**W VTOS****267 Co. Donegal**

That Congress directs the Executive to seek equal treatment in respect of grant aid for all providers of the LCA programme, regardless of whether the students are enrolled in a school or centre.

**268. Dublin City PP**

Congress demands that all the childcare needs of every learner in VTOS is properly provided for, such that no learner's or potential learner's educational attainment is curtailed by lack of proper childcare.

**X YOUTHREACH****271 Dublin City PP**

Youthreach staff holding primary and or postgraduate degrees be paid in accordance with Department of Education and Science regulations for teachers in other areas of Further Education and in Mainstream.

**270 Dublin City PP**

Congress demands the creation of posts of responsibility within Youthreach.

**272 Dublin City PP**

The working conditions of Staff in

Youthreach Centres be improved through the introduction of a capital expenses fund for centres and the clarification of building standards by the Department of Education and Science Building Unit and Inspectorate.

**269 Dublin City PP**

Congress calls for the pupil-teacher ratio in Youthreach to be reduced from 13:1 to 10:1

**EMERGENCY MOTIONS CARRIED****Emergency Motion - No. 1**

*Dublin C&C / Limerick Colleges / Donegal Colleges / Co Longford / Co Louth / Co Kilkenny / Co Meath / Co Kerry / Dublin City PP / Limerick C&C / Co Donegal / Co Clare / Co Roscommon / Co Kildare / Dublin City Colleges / Co Mayo / Donegal C&C*

The recent announcement by the Minister for Education & Science re once off funding for the newly introduced Junior Cycle Physical Education Programme (which will amount to c. €4,000 per school) is well intentioned but falls significantly short of what is required.

TUI calls upon the Minister for Education & Science to reconsider the matter with a view to increasing funding to adequately resource the programme.

**Emergency Motion - No. 2**

*Co. Dublin / Dun Laoghaire / Galway City / Tipperary NR / Co. Cork / Dublin City PP / Co. Offaly / Co. Roscommon / Co. Wexford / Co. Carlow / Co. Kilkenny / Tipperary SR*

Congress notes that the Teaching Council has yet to decide and confirm that :

- All those employed as teachers and paid from public funds
- On 28th March 2006.

will, under Section 31.2 of the Teaching Council Act 2001, be deemed to be registered (in the Register of Teachers established and maintained by the Council), irrespective of whether they are:

- Qualified or unqualified
- Permanent or non-permanent
- Wholtime or part-time
- Working in mainstream or non-mainstream settings

Congress, therefore, directs the Executive to withdraw T.U.I. representatives, elected and nominated, from the Teaching Council and all its committees in the event of the Teaching Council deciding to exclude from those to be deemed registered under Section 31.2 any category of members of the T.U.I. who were employed as teachers on 28th March 2006.

**REFERRED MOTIONS****38 Tipperary NR**

Sick and Personal days should be the same for all sectors involved in the delivery of the 2nd level Education. This Congress calls on the Executive Committee to negotiate and agree terms governing all sick and personal days for teachers which are the same in all 2nd level sectors as it is presenting as a major equality issue especially in schools which amalgamated and have both TUI and ASTI members.

**Amendment Dublin City PP**

After the last sentence insert the following: "Further a report will be published in TUI News before December 2007 detailing progress on this issue."

**Amendment Donegal C&C**

Delete "as it is presenting as a major equality issue especially in schools which amalgamated and have both TUI and ASTI members."

**RESULT Referred****66 Dublin Colleges**

This Congress instructs the Executive Committee to negotiate payment for (a) continuous assessment and (b) for semester exams. It further instructs the Executive Committee to reject any attempt to introduce a credit based payment system for exams.

**Amendment Dublin Colleges (Out of Order)**

Amend motion by inserting the following at the beginning of the motion: Congress condemns the dilution of standards caused by the non recognition of thresholds in exams in the I.T. Sector.

**RESULT Referred****74 Dublin Colleges**

Congress instructs the Executive to oppose the introduction of individual based

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

#### **Amendment Co. Laois (Out of Order)**

Add the following at the end. "Congress also instructs that the Executive start a campaign to ensure that the rights of teachers and lecturers be defined and enshrined in a charter of legally enforceable rights".

#### **RESULT Referred**

#### **94 Tipperary NR**

This Congress demands that the D.E.S. apply the same condition to all students entering Second Level Schools in First Year, "That is that all students starting Second Level are required to have completed 6th Class at Primary Level." The only exception to this rule should apply to students coming from other countries where age appropriateness may be the criteria in placing a student in a Second Level School. This Congress calls on the Executive Committee to meet with the D.E. S. in order to establish this fair and equitable procedure.

#### **RESULT Referred**

#### **103 Executive Committee/ Dublin City PP**

Congress directs the Executive to keep the issue of the FETAC QA and the

implementation of Mclver Report separate in negotiations with the DES. If not, then Congress believes that the Executive is effectively agreeing to the undermining of FE teachers' terms and conditions.

#### **Amendment Executive Committee**

After "FETAC QA" insert "in smaller schools and Further and Adult Education Centres". After "and the" insert "issue of the". The motion now to read:

"Congress directs the Executive to keep the issue of the FETAC QA in smaller schools and in Further and Adult Education Centres, and the issue of the implementation of Mclver Report separate in negotiations with the DES. If not, then Congress believes that the Executive is effectively agreeing to the undermining of FE teachers' terms and conditions."

#### **Amendment Shannon**

Omit "Congress directs the Executive". Motion to read "FE teachers' terms and conditions must be improved by means of urgent meaningful negotiations with the DES on issues which relate to QA and the implementation of the Mclver Report".

#### **Amendment Limerick City Schools**

Delete - If not, Congress believes that the Executive is effectively agreeing to the undermining of F.E. teachers terms and conditions.

#### **RESULT Referred**

#### **174 Tipperary NR**

Communication from Head Office especially that requiring a reply should be sent to Branches allowing a reasonable period to

respond. (At least 21 days).

This period is required to allow Branches to meet and prepare a comprehensive reply. Such requests by Head Office should be mindful at all times of holiday periods. During which Branches will not be in a position to organise meetings.

#### **RESULT Referred**

#### **181 IT Carlow**

This Congress directs the Executive to immediately lodge a claim for a cost of living pay-increase for TUI members.

#### **RESULT Referred**

#### **261 Co. Kildare**

That Congress instructs the Executive to secure a permanent allocation for special needs based on average concessionary number of hours given to each school over the previous three years.

#### **Amendment Conamara**

Continued ... until the DES and National Council for Special Education (NCSE) have formulated a structure for the allocation of resource hours and/or teacher allocations for post-primary school in light of the substantial changes that have been instituted in the primary allocation process.

#### **RESULT Referred**

#### **266 Co. Sligo**

That teachers with special needs qualifications, working in the area of special needs, be entitled to contracts of indefinite duration.

#### **RESULT Referred**



NEW NI ASSEMBLY MINISTER FOR EDUCATION CATRÍONA RUANE, ORIGINALLY FROM MAYO, WITH MAYO TUI DELEGATION, CONGRESS 2007



CONGRESS 2007

# Special Educational Needs

The union has been in continuing discussion with the national council for special education and the department of education and science regarding the entirely unsatisfactory resource provision for special educational needs in post primary schools. Among the matters identified by the union as requiring urgent action are:

- 1 The shameful failure of both the DES and the NCSE to address the problem of continuing concentration of students with special educational needs in some schools and the avoidance by other schools of their responsibility in this regard.
- 2 The failure of the DES thus far to develop a coherent philosophy and policy regarding special educational needs at post-primary level.

- 3 The absence of a general allocation model in respect of special educational needs at post primary level.
- 4 The acute need for comprehensive, nationwide training programme for teachers who have students with special educational needs in integrated settings.
- 5 The absence of a comprehensive database of children with special educational needs enrolled in post-primary schools.

We have been given to understand that the department is currently in the process of reorganising the units that deal with special educational needs. It is envisaged that a policy unit will be established in Athlone and that this unit will seek to provide the coherence that has been noticeably absent to date.

We have, after a long delay, secured some very preliminary enrolment figures from both the DES and the NCSE.

It is the union's intention to pursue this matter, as policy development needs to be based on statistical evidence. This is particularly the case in regard to the concentrations that have developed which place an unfair burden on certain schools.

The union is shortly to engage in discussion with the NCSE regarding protocols to guide the engagement of the regional staff of the NCSE, the SENOS, with schools. An update of these matters will be provided in the next issue of tui news.



Formerly Profexcel

Enrol at [www.icepe.eu](http://www.icepe.eu)  
or email: [info@icepe.eu](mailto:info@icepe.eu)  
Tel: (045) 982628

**ICEP Europe,**  
**Clane Business Park,**  
**Clane, Co. Kildare.**

## Online Summer Course (CPD) Programme in Special Needs Education

**Courses run 2 July to 24 August 2007. Enrol up to 17 August.**

- |  |   |
|--|---|
| <p>1 <b>Teaching Troubled Children:</b><br/>Responding to the Challenge of Social, Emotional and Behavioural Difficulties</p> <p>2 <b>Teaching Gifted and Talented Students:</b><br/>Identify and Respond to their Special Educational Needs</p> <p>3 <b>Supporting and Managing Student Behaviour:</b> Positive Interventions for Schools and Classrooms</p> <p>4 <b>Inclusion:</b> Students with Special Educational Needs in Mainstream Schools</p> | <p>5 <b>Understanding Autism:</b><br/>Effective Management and Teaching Strategies</p> <p>6 <b>Dyslexia:</b><br/>Identification and Effective Interventions</p> <p>7 <b>Attention Deficit Hyperactivity Disorder:</b><br/>Effective Management and Teaching Strategies</p> <p>8 <b>Applied Behaviour Analysis:</b><br/>Interventions for Developmental Disabilities</p> |
|--|---|

**Courses are Part-funded by the SESS and TES of the DES  
under the National Development Plan.**



# Congress 2007



# Noticeboard

## Abbey Students Talk their way to All Ireland Glory!



(L TO R): THOMAS TYRRELL, THOMAS BYRNE, DANIEL ALVEY, CAITRIONA SMITH, WAYNE DOYLE, AOIFE MCDONALD, PADRAIG DONOGHUE.

Students from Abbey Community College, Wicklow brought All Ireland glory to the county when they won the National Finals of the Mental Health Ireland Public Speaking Award for post primary schools, held in the Edmund Burke Theatre, Trinity College, on March 31st. Over 300 schools from all over Ireland took part in local and regional finals heats this year, and in the national final Abbey Community College competed against teams from Mount St. Michael Secondary School Roscarrbery, Co. Cork and St. Louis Community School, Kiltimagh, Co. Mayo. Members of the winning team, who were

tutored by Ms. Caitriona Smith, were Daniel Alvey, Thomas Byrne and Wayne Doyle with substitute Aoife McDonald.

Among the many supporters celebrating their great victory in Trinity College on Saturday night were Abbey Principal Thomas Tyrrell, Deputy Principal Padraig Donoghue, Wicklow VEC Education Officer Martin Phillips, Charlie Burke, Chairman of Wicklow Mental Health Association, Abbey CC staff, and members of their Parents Association, Board of Management, students and many more.

## Ombudsman for Children's Office Referendum

The Ombudsman for Children's Office (OCO) is running a nationwide campaign in the Autumn asking all children and young people aged 4-18 to vote on issues important to them in a referendum style event. The Ombudsman will then commit to working on the top issues over the next three years.

The OCO has been working with the CSPE network on supporting materials and will invite schools to get involved. The OCO will be contacting schools before the summer holidays with more information, so interested teachers should keep an eye out.

## Education Careers

Education Careers is an established education recruitment website dedicated to recruiting teaching staff in Ireland, developed to offer an alternative to advertising in the national press and bring teacher recruitment into the 21st Century.

Principals receive applications directly and immediately and can store these in a database. It is the most cost effective recruitment available and reaches a targeted audience who are interested in teaching positions.

The website itself has proved hugely popular among teachers and principals and hits to the site are ever increasing. Log on to [www.educationcareers.ie](http://www.educationcareers.ie) or phone **091 4084842** to activate your schools account and start recruiting today.

## INTO/STSG Separated Teachers' Support Group

Separated, divorced, widowed, lone parents. ASTI, TUI, IFUT members welcome. The INTO/STSG aims to provide support, information and a forum for social exchange for its members.

For further information, please contact;  
Chairperson: Maura Killackey;  
0505-21694; 087-1233456.  
Secretary: Christina Henry;  
01-8481405; 087-6201153.

Social Evening will be held on Saturday 16th June 2007 @ 8.00pm.  
Venue: Club na Múinteoirí, Parnell Sq.  
New members welcome.





IT SLIGO ENGINEERING LECTURER KEVIN COLLINS, AUTHOR OF PLC PROGRAMMING FOR INDUSTRIAL AUTOMATION, THE FIRST TEXTBOOK THAT DEALS WITH THE NEW FIELD OF AUTOMATION OR COMPUTER-CONTROLLED MANUFACTURING. (PHOTO: DECLAN BRAY)

## Sligo Lecturer Publishes Textbook On Computer Controlled Manufacturing

As manufacturing turns more and more to automation and computer-controlled processes, an Institute of Technology Sligo lecturer has just filled the gap for an engineering textbook explaining how computers can be programmed to control machines.

Engineering lecturer Kevin Collins has published the book called PLC Programming for Industrial Automation, which students and engineers working in industry can use as a self-learning tool on automation control. Automation control is part of the ever-growing area of mechatronics, which is computer- and robot-controlled manufacturing, and the book was launched as part of the National Skills Competition in mechatronics, hosted by IT Sligo.

“If a machine in a factory, for example, has to fill a bottle with liquid, screw a lid on to it, stick a label on and then put it into a box, that sequence of operations is controlled by a special type of computer called a PLC. This book is about writing programmes for these computers,” Kevin Collins explained.

The book is published by Diggory Press and is available from The Book Nest at Rockwood Parade and IT Sligo and worldwide on the Amazon website. Kevin Collins has already translated the book into French and hopes to have this version published in June.

## Cornmarket Global Schoolroom – Sharing Educational Experience Worldwide

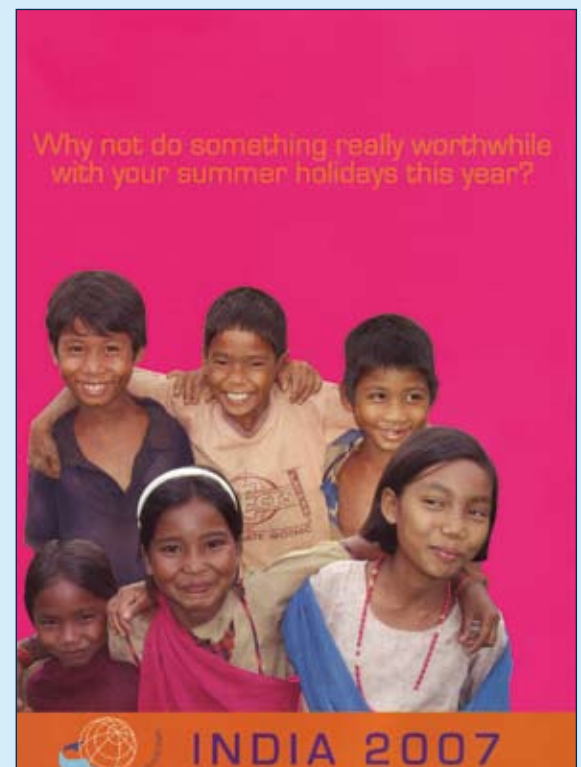
### This Year’s Programme

In 2007 GLOBAL SCHOOLROOM will fund 8 teachers (both primary and secondary) to further develop teacher-training programmes in India’s Northeast. Coordinated by Fr. Anthony, Garret and Gwen, this team of educators will be based in India for 3 weeks in July. The first week will be spent training local teachers. The second week will be spent visiting villages and developing links with local communities. The third week will involve further teacher training in other locations.

### Global Schoolroom exchange programme

The project will also involve a small exchange programme – initially we plan to host 2 of the local teachers who have participated in the Global Schoolroom for a month in Ireland this coming academic year so they can experience our culture and spend some time teaching in an Irish classroom.

Full details are available at [www.cornmarket.ie/globalschoolroom](http://www.cornmarket.ie/globalschoolroom)



# Retired Members' Association News



RMA MEMBERS ENJOYING RECENT TRIP TO KINSALE

You will be pleased to know that for the first time we have a proper framework in our relationship with the TUI. This is a result of the acceptance by Congress of the Executive Committee motion on the position of the RMA. This motion, which needed a two thirds majority as it was a rule change, achieved such a majority that a count was not required.

## The motion read as follows:

Delete Rule 8n and insert the following:

- (1) Persons who are in-benefit members of the Union at the time of their retirement may become members of the Retired Members' Association on such conditions as are determined by the Associations' Constitution and on payment of the subscription determined in rule;
- (2) The Retired Members' Association shall deal exclusively with matters affecting their interests as retired teachers.
- (3) The constitution of the Retired Members' Association shall be approved by the Executive Committee of the Union and any changes shall be subject to the approval of the Executive Committee.
- (4) Representation to outside bodies shall be through the Executive Committee of the Union.

- (5) Retired members shall have the right to attend and speak at Branch meetings but shall not have the right to vote on any matter concerning the Union, nor shall they hold office under the Union. Retired members shall not be reckoned as members in calculating the number of delegates to Congress as provided in Rule 13(11).

## Amend Rule 88 as follows:

Delete the word "pensioned" and insert the word "retired". The amended Rule to read: "Each full member, associate member and retired member shall pay an annual subscription as decided by Congress".

## Amend Rule 117 as follows:

"Such portion of each members' annual subscription as shall be determined by Annual Congress from time to time, with the exception of subscriptions from retired and associate members, who are not part-time teachers, shall be allocated to the Provident Fund".

## Amend Rule 123 as follows:

Add the words "and retired members" after the words "part time teachers" in the first line. Delete the words "and pensioned

members" and insert "retired members". The amended Rule to read: "Associate members who are not part-time teachers and retired members shall not be eligible for any grant from Provident Fund. Associate membership may however be reckoned as portion of the period required by a member to qualify for any grant from the Provident Fund provided that the associate membership has been followed by one month's ordinary membership."

More details on this motion in future issues.

As usual Dora did her miracle with the weather on our recent trip to Kinsale. We had three sunny days in beautiful East and West Cork in the lovely new Carlton Kinsale Hotel. In East Cork we went to Youghal and had lunch and a guided tour of the ancient town. On our return we went to Ballymaloe Cookery School and Gardens. We were fortunate to meet Darina and to watch a cookery demonstration by Rachael. In West Cork we visited Inchydoney Strand and walked the beautiful beach. After lunch we went to Clonakilty and Michael Collins' birthplace and Education Centre where we had an illustrated talk on his life. John Feeney and his wife were our guests at a dinner in his honour. We presented John with a sculpture of bog oak by Donnchagh in appreciation of his service to us over many years. The good news is that Jim Dorney announced at the TUI Congress that John would be assisting the TUI on pension matters in the near future – so watch this space.

Plans are well in hand for our AGM/Conference in Whites Hotel Wexford. Can Dora make it four in a row?

Christy Conville,  
Secretary, RMA





RMA DELEGATION IN BUNDORAN AT TUI ANNUAL CONGRESS



RMA MEMBERS ENJOYING RECENT TRIP TO KINSALE

## Mick Kirwan – An Appreciation



MICK KIRWAN

The death of Mick Kirwan on Saturday 21 October, 2006, brought to an abrupt end a life lived to the full and stole from Donanore, Bree and Adamstown a much loved and respected gentleman. Mick's sudden and untimely death was a source of great sadness to all his family, friends, colleagues and present and past students.

Mick began his teaching career in September, 1968, with Co. Tipperary V.E.C. On 1st September, 1969, he returned to his native Co. Wexford, where he began a long and fruitful teaching career with Co. Wexford

V.E.C. His first position was as Metalwork teacher in both New Ross V.C. and Colaiste Abbain, Adamstown. Mick commuted between New Ross V.C. and Colaiste Abbain until 1975, when he was transferred full-time to Colaiste Abbain, Adamstown.

During his long career, he taught many of the young people of Co. Wexford. At his funeral, many past pupils came to pay him a fond farewell, and to share with his family their own particular memories of their former teacher.

Mick was a gifted teacher. His students in Metalwork and Technical Drawing classes regularly achieved high standards in their State exams under his expert guidance and tutelage. He showed his commitment in many ways over his career, giving up his free time both after school and on Saturdays to give every possible opportunity to his students to excel in their projects and examinations.

He taught a wide variety of subjects during his career, including Metalwork, Technical Graphics, Engineering, CAD, Architectural Drawing and Maths. His students included

Second Level, Apprentice and PLC students.

Apart from his teaching contribution to the school Mick was always on hand to offer his services on a voluntary basis. He was instrumental in building many of our school structures. These include computer room fittings, a stage extension for school musicals and a strong room. He also ran the very successful book scheme, ensuring that all students had their required books.

To us, his colleagues, he was a great friend and a very supportive colleague. He was always on hand with a cup of tea; many problems were sorted out in the staff room over tea and the inevitable biscuit. We miss his friendship, his sense of humour and his infinite patience and kindness to us all.

To his wife, Sheila, his sons Peter and Stephen and his daughter Mary, we extend our deepest sympathy; knowing the depth of our loss and grief at Mick's death, we can only imagine how much more painful is their loss of a loving husband and father.

Ar dheis De go raibh a anam dhlis.

# Salary Scales wef 1/6/07

## Incorporating 2% Increase under Towards 2016 Agreement

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

### TEACHERS' COMMON BASIC SCALE

Category	01/12/06	01/06/07
1	€30,420	€31,028
2	€31,497	€32,127
3	€32,575	€33,226
4	€33,657	€34,330
5	€35,333	€36,040
6	€36,420	€37,148
7	€37,507	€38,257
8	€40,241	€41,046
9	€41,606	€42,438
10	€43,239	€44,104
11	€44,864	€45,761
12	€46,500	€47,430
13	€47,868	€48,825
14	€49,679	€50,673
15	€49,679	€50,673
16	€49,679	€50,673
17	€52,177	€53,221
18	€52,177	€53,221
19	€52,177	€53,221
20	€52,177	€53,221
21	€55,478	€56,589
22	€55,478	€56,589
23	€55,478	€56,589
24	€55,478	€56,589
25	€59,125	€60,307
Assistant Principal	€8,369	€8,536
Special Duties Teacher	€3,702	€3,776

### Principals' Allowances

Category	01/12/06	01/06/07
I	€9,145	€9,328
II	€10,247	€10,452
III	€12,021	€12,261
IV	€14,105	€14,387
V	€16,409	€16,737
VI	€18,745	€19,120
VII	€21,007	€21,427
VIII	€23,293	€23,758
IX	€24,975	€25,475
X	€26,715	€27,249
XI	€29,248	€29,833
XII	€30,961	€31,580
XIII	€34,274	€34,959
XIV	€35,391	€36,099
XV	€38,386	€39,154
XVI	€40,053	€40,854
XVII	€41,716	€42,550

### Deputy Principals' Allowances

Category	01/12/06	01/06/07
I	€3,702	€3,776
II	€4,844	€4,941
III	€6,404	€6,532
IV	€8,027	€8,188
V	€9,599	€9,790
VI	€11,240	€11,465
VII	€12,820	€13,076
VIII	€14,371	€14,658
IX	€15,592	€15,904
X	€16,784	€17,120
XI	€18,629	€19,002
XII	€19,772	€20,167

Category	01/12/06	01/06/07
XIII	€22,244	€22,689
XIV	€22,726	€23,181
XV	€24,831	€25,328
XVI	€25,787	€26,303
XVII	€26,732	€27,266

### Academic Qualifications

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

### Other Allowances

1.	Rural Science Teachers (for organisation and development of education activities outside formal class instruction)	€1,810	€1,846		
2.	Itinerant Domestic Science Teachers	€1,810	€1,846		
3.	Teaching through Irish	€1,554	€1,585		
4.	Gaeltacht Grant payable to teachers in the Gaeltacht other than those in receipt of an allowance equal to 10% of scale salary	€3,008	€3,068		
5.	Island Allowance	€1,810	€1,846		
6.	Special allowance payable to teachers in Comprehensive Schools	€2,427	€2,476		
Teachers Allowance for 35 years service				€2,282	€2,328
Secretary Board of Management Allowance				€2,752	€2,807
Allowance Payable to Teachers in the Prison Service Honorarium				€4,687	€4,781

**Academic Staff in Institutes of Technology**

GRADE	01/12/06	01/06/07	GRADE	01/12/06	01/06/07
<b>Assistant Lecturer</b>			<b>Lecturer Scale I</b>		
	€39,309	€40,095		€47,282	€48,228
	€40,926	€41,745		€49,616	€50,608
	€42,581	€43,433		€51,524	€52,554
	€43,889	€44,767		€53,459	€54,528
	€45,213	€46,117		€55,881	€56,998
	€46,534	€47,465		€63,165	€64,428
	€47,858	€48,815		€65,287	€66,592
	€49,167	€50,150		€67,411	€68,760
<b>Lecturer Scale II</b>				€69,533	€70,924
	€53,323	€54,390		€71,659	€73,092
	€55,860	€56,977		€73,790	€75,266
	€65,724	€67,039	<b>Youthreach</b>		
	€68,035	€69,395	<b>Category</b>		
	€70,350	€71,757	<b>Resource Person</b>	01/12/06	01/06/07
	€72,675	€74,128		€29,536	€30,127
	€75,013	€76,513		€31,465	€32,094
	€77,333	€78,880		€33,399	€34,067
	€79,652	€81,245		€35,338	€36,045
	€81,981	€83,620		€37,283	€38,028
	€84,306	€85,992		€39,231	€40,016
	Long Service Increments			€41,186	€42,010
	LSI 1	€2,243		€43,147	€44,010
	LSI 2	€1,882		€45,111	€46,013
<b>Senior Lecturer I (Teaching)</b>				€47,082	€48,024
	€74,139	€75,621		€49,192	€50,176
	€76,665	€78,198		€50,943	€51,962
	€79,178	€80,762		€52,698	€53,752
	€81,709	€83,343	<b>Co-Ordinator</b>		
	€84,226	€85,911		€35,772	€36,487
	€86,803	€88,539		€39,153	€39,936
	€89,270	€91,055		€42,525	€43,375
	€91,782	€93,618		€46,649	€47,582
<b>Senior Lecturer II</b>				€49,235	€50,220
	€76,629	€78,161		€52,602	€53,654
	€79,039	€80,620		€55,947	€57,066
	€81,444	€83,073		€58,530	€59,701
	€83,854	€85,531		€60,426	€61,635
	€86,265	€87,990	<b>Qualifications Allowances</b>		
	€88,671	€90,444	<b>Degree/tch.recognition</b>		
	€91,076	€92,897	Diploma	€2,957	€3,016
	€93,486	€95,356	Certificate	€1,975	€2,015
	€95,891	€97,809		€984	€1,004
	€98,521	€100,491	<b>Adult Education Organisers</b>		
<b>Senior Lecturer III</b>			<b>Category</b>		
	€82,443	€84,092	1	01/12/06	01/06/07
	€85,336	€87,042	2	€49,044	€50,025
	€88,230	€89,994	3	€51,381	€52,409
	€91,125	€92,948	4	€53,718	€54,792
	€94,021	€95,902	5	€56,044	€57,165
	€96,915	€98,853	6	€58,389	€59,557
	€100,026	€102,027	7	€60,724	€61,938
	€102,944	€105,003	8	€63,062	€64,323
	€106,036	€108,157	9	€65,396	€66,704
	Asst Lecturer Part Time Hourly Rate @ 01/06/06		10	€67,730	€69,085
	€62.40	€63.64	11	€70,064	€71,465
<b>College Teacher</b>			12	€72,402	€73,850
	€36,586	€37,317	13	€74,736	€76,230
	€38,240	€39,005		€78,242	€79,087
	€39,902	€40,700	<b>Adult Literacy Organisers</b>		
	€41,554	€42,385	<b>Category</b>		
	€43,230	€44,095	1	01/12/06	01/06/07
	€44,883	€45,781	2	€41,082	€41,904
	€46,533	€47,469	3	€42,520	€43,370
	€48,203	€49,167	4	€43,957	€44,836
	€50,319	€51,325	5	€45,394	€46,302
	€52,018	€53,058	6	€46,832	€47,769
	€53,720	€54,794	7	€48,272	€49,237
	€55,948	€57,066	8	€49,709	€50,703
	€58,176	€59,340	9	€51,147	€52,170
	€59,931	€61,129	10	€52,583	€53,634
	€63,861	€65,138	11	€54,021	€55,101
	€65,670	€66,983	12	€55,459	€56,569
			13	€57,103	€58,245
				€59,157	€60,340