



news

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TEACHERS' UNION OF IRELAND / AONTAS MÚINTEOIRÍ ÉIREANN



Increased Resources Vital for International Students

Individual Education Plans Advice • Teacher Induction Project

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A Word From The President

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At the time of going to press, the union is seeking the best way forward in relation to the Towards 2016 Pay Agreement. We will insist that the Action Plans put forward by the Department of Education and Science are fair, reasonable and reflect the spirit of the Agreement. With this in mind we are seeking the feedback of members through branch meetings.

In this edition there is an article from VHI Corporate Solutions. VHI are operating the long overdue employee welfare service. We would urge anybody who feels the need to seek this support to do so. TUI are seeking an active role in the monitoring of the scheme.

Please note that the circular letter authorising payment of an allowance for Holders of the Diploma in Advanced Studies in Special Education has finally issued. Initial drafts put forward by the Department of Education and Science fell far short of what TUI believed they should include. We are satisfied that the terms outlined in the circular letter are a vast improvement on these.

As you are aware the initial findings of the TUI survey on pupil disruption were made available last year. The full findings of this survey will issue shortly, We will insist that the problem of indiscipline in our schools stays firmly on the agenda. This issue will not go away. All measures announced by Minister Hanafin must be implemented in full so that positive change can take place. We insist that

our schools become centres where teachers can teach and compliant students can learn without constant disruption.

This edition of TUI News also outlines the challenges presented by the huge increase in international students in classrooms across the country. Resources for these students remain unacceptably poor, and we are demanding targeted resources with immediate effect.

An article by General Secretary Jim Dorney re-emphasises the eventual necessity for closer co-operation between the teaching unions in an effort to secure a better deal for all teachers—possibly through the inception of a joint federation or umbrella body.

Greendale Community School

I understand the anger and frustration of our members in Greendale Community School, that despite the decision to close the school some years ago, the Department of Education and Science has refused to enter into negotiations concerning the options available to the staff following the closure. The issue has been raised with the Department on a number of occasions, but as yet the TUI has had no opportunity to meaningfully address the situation.

They insist they will only discuss the issue in the context of a post-primary redeployment scheme. The Department should be ashamed of the insensitive way they have treated

the plight of our members who have given many years of loyal service to their school and to education. They are prepared to use them as a bargaining tool in order to introduce a redeployment scheme. They should be ashamed of their actions which are at variance with the arrangements that have taken place in other similar situations.

Recently the C&C committee together with the AGS Declan Glynn visited the school to give assurances that TUI will do everything possible including taking dispute action to address their legitimate concerns. The TUI Executive insists that meaningful talks must be initiated with the DES, as a matter of urgency, to resolve this issue of the school closure in a manner which is satisfactory to our members.

Individual Education Plans

School will recently have received a document entitled “Guidelines on the Individual Education Plan Process” from the National Council for Special Education (NCSE). Members should be aware that the sections of the EPSEN Act that relate to Individual Education Plans (IEPs) have not yet commenced. Currently there is no statutory entitlement to an Individual Education Plan. The union’s advice to all members is not to undertake any work relating to the implementation of the IEP Guidelines until the Department of Education and Science provide the necessary resources in terms of resources and training.

It is the time of year again to remind members that the circular letter for the Early Retirement Scheme for second level teachers which operates the three strands is due to issue. This year’s scheme will operate in the same manner as it has done in previous years. The circular letter will be uploaded on the union’s website when it issues.

While many members will be attending the AGMs of their branches at this time of year, other TUI members have little active role in their union. I would encourage anybody to become involved by attending branch meetings whenever possible. The more active members we have in the union, the more accurate a picture we have of the issues which are of most concern to members to inform our policies and campaigns.

Finally, I would like to welcome John O’Reilly to the team of TUI head office officials. John, a teacher at Riversdale Community College, will replace Annette Dolan at Assistant General Secretary level for the duration of her study leave.

We wish him all the best in his new position.

**Tim O’Meara,
TUI President**



Time for a Federation of Teacher Unions?

By Jim Dorney, General Secretary, TUI

Irish society is changing at an ever-increasing rate and our education system is changing in tandem with it. It is a moot point that education was one of the catalysts which gave birth to the Celtic Tiger. Certainly an educated, skilled and motivated workforce was one of the central factors in our present prosperity.

The changes in society and in our education system have created tensions within the education system. The old certainties are gone, leading to new challenges.

- (1) We now have mass participation in second level education with some 80% of the age cohort completing second level education. This is a massive change over the last 20 years.
- (2) Participation in third level education has increased enormously with 60% of school leavers attending third level education.
- (3) Societal values have changed with respect for established figures such as teachers declining, leading to disciplinary problems.
- (4) Investment in education has not kept pace with the demands of the populace, leading to an undue burden being placed on the providers – teachers.
- (5) Legislation is increasingly a feature of our education system. This is a mixed blessing in that matters which would otherwise have been the subject of industrial relations negotiation prior to implementation are taking place post the major decisions having been taken.
- (6) The increased participation rates have rendered the existing curricula unsustainable for many of the students,



GENERAL SECRETARIES OF THE THREE TEACHER UNIONS HAND OVER JOINT BENCHMARKING SUBMISSION

necessitating new curricula with resource and training provisions for teachers which are often not met.

- (7) National pay agreements and benchmarking, despite the benefits which they have conferred, have tended to de-emphasize the contribution of individual unions.
- (8) The influence of OECD and European legislation has expanded the area of debate and brought an international perspective to our affairs.

Globally, these changes have changed and changed utterly the challenge facing teacher unions.

What should our response be? Staying the same is not an option.

It seems to me that the problems now facing the teacher union movement and indeed trade unions generally are such that they require a collective wide-ranging response, with a united approach to the problems facing us.

The case for greater co-operation between teacher unions is undeniable. Could we not deal globally with international developments, adequate funding of education, curricular

reform and national agreements/ benchmarking in the interest of our members on a joint as opposed to an individual basis?

The question is how should such co-operation be structured given the long-standing traditions and pride and loyalty which members have to their union.

A first step might be a Federation of Teacher Unions. This would certainly initially leave the existing union structures in place but have an overarching Executive which would have certain reserved functions. Areas such as international affairs, research, funding of education, curricular reform, teacher training and interfacing with the recently established Teaching Council could be such areas.

Could such a Federation employ staff on a joint basis in areas where the employment of such staff on an individual basis would be excessive? Areas such as research and pensions come to mind.

Standing still is not an option. Looking back is not an option. The extent and scale of change we now face is such as to demand a bold initiative. The sole criteria should be – will such an initiative better represent our members, the education system and the students we teach? I think it will.

Update on Towards 2016 National Agreement

The Executive Committee, at its meeting of 15th September, 2006, decided that the Union should participate in the terms of the National Agreement “Towards 2016” following its adoption by the Irish Congress of Trade Unions. The TUI delegates at the Special Conference had voted against the adoption of the Agreement following a ballot of its members. Each of the other trade unions who had opposed the Agreement (including ASTI and IFUT) subsequently decided to participate in the implementation of “Towards 2016”.

At the time of writing the Union is involved in discussions concerning the formulation of Action Plans to implement the terms of the Agreement. The Action Plans will be considered by the Executive Committee who will, within the time constraints, consult as widely as possible.

The Action Plans must then be agreed through the relevant industrial relations forum – the Teachers’ Conciliation Council in the case of second level teachers and the Third Level Industrial Relations Forum in the case of third level lecturers. The Plans are then subject to consideration and adoption by the Education Sector Performance Verification Group (ESPVG), a committee composed of management bodies, teacher unions and consumer representatives (Parents’ Associations/Union of Students in Ireland). That Group is chaired by Professor Seamus McGuinness.

The Action Plans are then implemented and Progress Reports issued, the acceptance of which by the Secretary General of the Department of Education and the ESPVG, will trigger the payments which are due under the Agreement.

The payments under the Agreement are:

3% with effect from 1st December, 2006

2% with effect from 1st June, 2007

2.5% with effect from 1st March, 2008

2.5% with effect from 1st September, 2008

Given the tight time frame involved, it has been decided that the 3% payable from 1st December, 2006, will be payable on verification of continued co-operation with the previous Agreement “Sustaining Progress”, as opposed to new initiatives under the present Agreement “Towards 2016”.

The social aspects of the Agreement contain many proposals which will benefit teachers and education. Initiatives such as: -

- 550 additional language teachers
- 100 additional psychologists/education welfare personnel
- concrete proposals for PLC area including the McIver Report, with particular reference to the larger colleges
- provision for additional laboratories and specialist rooms
- increasing the number of places in adult education and BTEI

At third level there will be initiatives to support those from disadvantaged backgrounds and support for part-time students to pay the fees.

The Union will be seeking a timetable to implement the above and other beneficial proposals in the same manner as the modernisation proposals are being pursued by management interests.

Benchmarking

The mid term Review of the previous National Agreement “Sustaining Progress”, provided that a further Benchmarking exercise should be undertaken in respect of teachers and lecturers, the process to commence in the second half of 2005 and reported on in the second half of 2007.

That process is now well under way. Submissions have been made by the Union to the Benchmarking Body in respect of the grades to be benchmarked. In addition, in September/October of this year a job evaluation of the grades to be benchmarked was undertaken by the Benchmarking Body.

The oral hearings are now scheduled as follows:-

Wednesday, 15th November 2006

Adult Education Officers

Wednesday, 15th November 2006

Youthreach Resource Persons and Youthreach Co-Ordinators

Monday, 20th November 2006

Principals, Assistant Principals and Teachers

Wednesday, 22nd November 2006

Lecturer, Lecturer (Structured) and Senior Lecturer III Grades in I.T.s

It is agreed that Deputy Principals will be linked to Principals and Special Duties Teachers linked to Assistant Principals.

At third level, it was agreed that the Assistant Lecturer grade will be linked to the Lecturer grade, the Senior Lecturer I (Teaching) and the Senior Lecturer II grades would both be linked to the Senior Lecturer III grade and the College Teacher and Lecturer I (old grades) would be linked to the Lecturer grade.

International Students – The Challenges Now And For The Future



There is now a high concentration of international students in certain schools due to a combination of factors, most obviously related to national housing policies, but also exacerbated by the selective recruitment processes of certain schools.

International students are contributing greatly to school communities in many different ways all over the country. However, like many others in our education system, these students are being failed by an absence of targeted funding for urgent, essential resources to enhance their education.

We have set out a number of issues below with recommendations that we see as absolute imperatives.

With regard to the recommendations we are putting forward, it is important to stress that immediate action is essential to benefit those international students already in our education system.

Additional Staff

First off, there is an absolute lack of appropriate personnel to support this rapidly expanding student cohort.

For example, there is one additional staff member for the first 14 international students in a school, and a second when the number reaches 28. However, the table stops here so a school with 29 international pupils or 290 have the same additional staffing allocation. This is a ludicrous situation that needs urgent revision. Our recommendation would be an additional staff member for every 28 international students.

English Tuition

With regard to the provision of English as a foreign language in the school, there is also the issue of exactly who teaches it. There is no official qualifications which are acceptable, and while the service is invariably high quality, we feel a list of acceptable qualifications would ensure that this is always the case.

Students who come to an Irish school from a non-English speaking background are entitled

to up to two years of English language tuition. We believe that this is grossly unsatisfactory. One student may need only six months of tuition, while another student may require tuition from first year through to Leaving Certificate year; ie it should be assessed on a case by case basis, and not with a blanket rule.

There is another issue within this. At present, there is no standardised test for the level of English which the student has attained. We believe this is counter productive and that there should be periodic standardised tests to assess the level of the student at a particular point in time.



'Prior' Education

There is at present a failure of our education system to develop what the student has learned in their homeland – it is de facto ignored. There is invariably an assumption that the student is beginning 'from scratch' with any curriculum, regardless of prior education.

For example, while a student from Kosovo or Poland may struggle with English, their level of mathematics or physics may be in line with or superior to the level of their peers. At present, there is no mechanism

to tap into this 'prior' education, with a year zero approach applying to all international students.

This also leads into a cultural issue – do we wish to integrate all students on the basis of mutual respect or are we seeking total assimilation. It is our belief that the former is the only way forward in every regard.

Outside the Classroom

Schools also need assistance outside the classroom. Parent teacher meetings, or indeed any other interactions with parents of international students, need to be facilitated by professional translators wherever possible to ensure understanding on both sides.

We also need to look outside the school grounds and the recruitment at the earliest possible stage of culturally specific home school liaison officers. For example, in an area such as West Dublin, we would now see it as essential that Eastern European, West African and other communities have specific service from home school liaison officer(s) dedicated to their particular community.

No two cultures are the same, and it is imperative that such officers would understand the cultural values concerned to ensure that every form of communication between the school and family is a two way process.

Cultural Specific Issues

There are specific cultural problems for most international students. For example, many may have come from an education system where corporal punishment was used in the classroom to promote discipline. These students are then confused by our system and the level of behaviour they are expected to maintain in the absence of draconian

punishment. This is an area which needs to be fully researched going forward.

This also raises the issue of training for teachers. Professional development related to the cultural differences now in our classrooms is an imperative for teachers to allow them to best help these students.

Deportations and the PLUS Campaign

A related issue here is the deportation of some international students from this country. This can be a traumatic for all members of the school community, and we believe the

authorities have, on occasion, been heavy handed and insensitive in the way such actions were carried out. We sincerely hope that this will no longer be the case going forward.

The TUI executive committee recently pledged its full support to the Dun Laoghaire Refugee Project and P+L+U+S *Campaign, which seeks an amnesty for those minors between the ages of 18 and 21 who are now under the remit of the Department of Justice, Equality and Law Reform. Many live in daily fear of deportation and few have immediate family members alive in their birth countries.



New Employee Assistance Service for Teachers

Few people would doubt that teaching can be a demanding and stressful occupation. Coping with the pressure of an ever changing curriculum, disruptive pupils, staffroom conflicts, and anxiety over school inspections are just some of the issues which many teachers face on a regular basis.



Few people would doubt that teaching can be a demanding and stressful occupation. Coping with the pressure of an ever changing curriculum, disruptive pupils, staffroom conflicts, and anxiety over school inspections are just some of the issues which many teachers face on a regular basis. Trying to balance these demands together with home life pressures can sometimes mean that life becomes a bit of a juggling act.

This is borne out by recent analysis of calls to the Teacher Support Line in the UK, which showed that the top five issues raised by teachers seeking help were:

- Stress, anxiety and depression **27%**
- Conflict with managers or colleagues **14%**
- Pressure of workload and excessive changes **9%**
- Loss of confidence and performance anxiety **9%**
- Relationship, marital and family problems **5%**

In Ireland, teachers face the same difficulties. Figures released by the Teachers' Union of Ireland in 2006 show that almost every second teacher who retires on grounds of ill-health is leaving the job because of stress – and the figure continues to rise. According to TUI Assistant General Secretary Declan Glynn, this is “a shocking indictment of the

situation which too many of our members face on a daily basis.” The TUI links much of this stress with serious indiscipline in schools, such as physical and verbal abuse, directed at both teachers and other pupils.

So, what is being done to help teachers? Following discussions between the Department of Education and Science, the teachers Unions, and School Management Groups on the development of an Occupational Health Strategy for teachers, it was accepted by all that the aim of the strategy would be to promote the health and wellbeing of teachers at work with a focus primarily on prevention rather than cure.

The first stage of implementation of this strategy is in the area of Employee Assistance. The Minister of Education and Science sought proposals on the open market for the provision of the service to teachers from suitable providers. Following a successful tendering process, Vhi Corporate Solutions has been contracted to administer the service which is FREE and confidential and which is now available to all TUI members.

The purpose of the EAS is to provide teachers and their immediate family members with easy access to confidential counselling and to assist in coping with the effect of personal and work-related issues. Vhi

Corporate Solutions Staff, who provide the EAS, follow strict ethics and codes of practice and are bound by the Irish Association of Counselling and Psychotherapy (IACP). This means that any contact with you remains confidential and that no information about you is available to anyone without your written consent.

What kind of services are provided?

- Face to Face counselling – up to six counselling sessions
- Telephone Counselling – single sessions or short term structured counselling

Counselling is provided on issues such as health, relationships, addictions, bereavement, stress, conflict, critical incident and trauma.



Accessing the service couldn't be simpler. EAS from Vhi Corporate Solutions is available 24 hours a day, 365 days a year through: Free phone **1800 411 057** or email: eas@vhics.ie

For additional information on the EAS just click on to the Department of Education and Science Website, www.education.ie

A Reminder from the Teaching Council

In late September and early October, the Teaching Council, the body which promotes teaching as a profession and seeks to maintain and improve standards in teaching, wrote to all serving post-primary teachers.

The purpose of the letter was to verify the information the Council had received from the Department of Education and Science and the VECs and to seek some additional information. To date, a significant proportion of teachers have returned their completed verification forms to the Council and its records are being updated in order to ensure their accuracy.



The Teaching Council wishes to thank those teachers who have responded promptly and also, to take this opportunity to remind those who have not yet replied to do so as soon as possible.

If you have any queries in relation to your form, you can contact the Council by emailing info@teachingcouncil.ie or calling 01 6517900. Further information about the Teaching Council can be found at www.teachingcouncil.ie

Noticeboard

Writers Work with Pupils to Explore Child Labour Issues

Secondary teachers with an interest in development education and writing are being invited to sign up for an exciting creative writing project being co-ordinated by Poetry Ireland Writers In Schools.

Under the scheme, a leading children's writers goes into a school for an 8-week residency and does a 1 1/2 hour creative writing workshop a week with the same class. During each workshop, the class will explore the issue of child labour by using a variety of creative writing techniques. They get a chance to imaginatively engage with the issues and to work creatively in a range of genres - poetry, prose, drama and improvisation.

Each residency will get under way at the end of January 2007 and will run until Easter. Each participating school will be asked to contribute €450 to the costs of the scheme, which is being co-funded by Irish Aid, Trocaire and Poetry Ireland.

Any teachers who are interested in participating in the 2007 project should contact :

Nessa O'Mahony, co-ordinator of the Poetry Ireland Writers in Schools Development Education Project
Tel: (01) 493 8433 / 087 930 9670.

Book your slot soon, as numbers are limited.

Gender Equality In Our Schools

The Gender Equality Unit of the Department of Education and Science recently published EQUAL MEASURES – a resource pack for primary schools on gender equality issues and the formulation of gender equality policies.

The unit is currently funding the development of a similar resource for second level schools. New materials are being developed by a small team of teachers, seconded for a number of months.

Suggestions, comments etc. to the **Project Co-ordinator – Dolores Gibbons** (dgibbons@ireland.com)

Annual Congress 2007 – Bundoran, Co. Donegal

10th – 12th April 2007

Annual Congress 2007 will be held in The Great Northern Hotel, Bundoran, Co. Donegal. Reservations for accommodation during Annual Congress can be made as follows:

Great Northern Hotel, Bundoran

Tel: 071 984 1204

Fax: 071 984 1114

Email:

reservations@greatnorthernhotel.com

B&B: €80.00 pps -

€20.00 single supplement

Children 0 – 3 years free

accommodation, paying for meals.

Breakfast @ €4.00 per child

Children 4 – 13 years €20.00

per child B&B.

Reservations:

Reservations should be made directly with The Great Northern Hotel. However, it should be noted that there is very limited availability in the Hotel.

OTHER HOTELS:

Allingham Arms Hotel, Bundoran

Tel: 071 984 1075

Fax: 071 984 1171

Email: allinghamarmshotel1@eircom.net

B&B: €60.00 pps -

€20.00 single supplement

Children up to 4 years free.

Children 4 – 15 years €20.00 B&B.

Please note that there are also deluxe rooms available at an additional charge per night.

Holyrood Hotel, Bundoran

Tel: 071 984 1232

Fax: 071 984 1100

Email: info@holyroodhotel.com

B&B: €80.00 pps -

€15.00 single supplement.

Children up to 3 years free.

Children 3 – 13 years €19.00 B&B.

The Grand Central Hotel, Bundoran

Tel: 071 984 2722

Fax: 071 984 2565

Email:

marketing@grandcentralbundoran.com

B&B: €80.00 pps -

€15.00 single supplement

Children under 12 years

- €27.00 B&B.

Children up to 3 years free.

Tyrconnell Holiday Homes, Dinglei Cough, Bundoran

Tel: 071 984 2277

Fax: 071 984 2385

Email: jo@tyrconnell-group.com

Details: 2 bed home – 1 Double/1 Twin =

€295 for 3 nights.

3 bed home – 2 Twin/1 Double =

€345 for 3 nights.

4th night free if home booked for three nights.

Bookings must be made before 31st December 2006 to avail of the above rates.

Congress Crèche

A crèche under professional supervision will be provided in the Great Northern Hotel. Delegates who wish to avail of the crèche facilities should complete the official crèche form which may be obtained from the TUI website (www.tui.ie) or from:

Anne Shanley

**St. Joseph's Traveller Training Centre,
Dublin Road,
Carrick-on-Shannon,
Co. Leitrim.**

Mobile: 086-8538412

Email: annesoh@eircom.net

Completed forms should be returned to Anne before 23rd February 2007.



CONGRESS 2006

Important Dates To Congress 2007

2nd January 2007

Last date for receipt of motions from Branches to Head Office for submission to Standing Orders Committee.

9th January 2007

Last date for receipt of nominations for positions of Vice-President, Area Representatives for the following areas:

Area:

- 2] Roscommon, Longford, Westmeath and Offaly.
- 4] Wexford, County Waterford, Waterford City, Tipperary S.R. and Kilkenny.
- 6] Dublin County, Borough of Dun Laoghaire
- 8] Sligo County, Leitrim and Donegal.
- 10] Dublin City
- 12] Community & Comprehensive Schools in Counties Donegal, Galway, Leitrim, Longford, Mayo, Roscommon, Sligo, Westmeath.
- 14] Community & Comprehensive Schools in Counties Carlow, Clare, Cork, Kerry, Kilkenny, Laois, Limerick, Offaly, Tipperary, Waterford, Wexford.
- 16] Third Level Colleges – Dublin City
- 18] Third Level Colleges – Donegal, Sligo, Leitrim, Longford, Roscommon, Westmeath.

25th January 2007

Issue ballot papers for elections.

6th February 2007

Preliminary Agenda will be issued to Branches.

13th February 2007

Last date for receipt of annual election ballot papers.

20th February 2007

Last date for receipt of:

- amendments to Preliminary Agenda
- order of priority for motions in each section
- names of delegates to Congress.

20th March 2007

The Final Agenda will be issued; also the General Secretary's Report; Balance Sheet and Financial Statement; names of delegates to Congress and the Branches represented.

3rd April 2007

Last date for receipt of questions on the Annual Report and Annual Accounts.

10th April 2007

Congress Opens

Note:

Rule 13 (ii) which reads as follows determines the number of delegates:

“One delegate from each Branch of which the members in benefit do not exceed thirty

and one delegate for each fraction of thirty, as per the following table:

Members	Delegates
1 - 30	1
31 - 60	2
61 - 90	3
91 - 120	4
121 - 150	5
151 - 180	6

and so on”.

In-benefit members for the purpose of arriving at the number of delegates to the Annual Congress are fully paid-up members for the month of December whose subscriptions have been received by the General Secretary on or before the last Friday in February, i.e. Friday, 23rd February 2007.

4th May 2007

Last date for receipt of nominations for the position of President.

11th May 2007

Ballot papers for election of President will be issued.

22nd May 2007

Last date for receipt of ballot papers for Presidential election.

Special Educational Needs Allowance Saga Ends Well

The long dispute with the Department of Education and Science on the terms on which the allowance for post-primary teachers who hold a graduate/higher diploma in Special Educational Needs (SEN) would be paid ended with the issuing of Circular Letter 135/2006 (on the TUI website). Payment of the allowance (€2323 w.e.f. 1 June 2006) to post-primary teachers had been delayed since the agreement was reached in 2005 because the department sought to attach conditions to the allowance which would have limited the scope of its application to teachers. The restrictive conditions, and an extensive appendix of new duties envisaged for holders of the allowance, were unacceptable to TUI. A long process of 'negotiating out' the would-be terms ended to TUI's satisfaction in October. The parties remain committed to agreeing a definition of the role of the SEN teacher in schools.

Subject to being in DES-funded posts and working at least 12 hours per week with pupils identified by the National Council

for Special Education as having special educational needs, recognised post-primary teachers will now be paid the allowance (€2323 currently) with effect from 1 September of the school year following completion of the block-release graduate/higher diploma course in SEN they undertook in one of the following four institutions:

Church of Ireland College of Education, Rathmines
St. Angela's College, Sligo
Mary Immaculate College, Limerick
University College Dublin (NUI, Dublin)

The courses offered in these colleges were set up to replace the Diploma in Advanced Studies in Special Education, a one-year, full-time course offered some years ago in St. Patrick's College, Drumcondra. It is agreed that graduates of the course in St. Patrick's College which replaced this course are also eligible for payment of the

allowance. A letter confirming this agreement is awaited from the department.

The new, block-release, course for which the allowance is payable commenced in St. Angela's College, Sligo in the 2002/03 school year. The block-release courses in the other three colleges commenced in 2003/04.

TUI has sought confirmation that the newly-established 'combined' post-graduate diploma for Learning Support and Special Educational Needs teachers offered in University College Cork and NUI Galway, and the existing colleges, will be covered by the terms of the new circular also. Members will be advised on this matter in due course.

Interested in Legislative Developments?

Join us for Professional Development Seminars in the New Year

Date & Venue: To be confirmed in a later issue of TUI News.

Theme: Legislative Developments:
Teaching Council • EPSEN Act • Education Welfare Act • Qualification Act

Watch out for further information in the New Year.

**A Message on the
Draft Codes of Professional Conduct for Teachers
which include
standards of teaching, knowledge, skill and competence**



AN CHOMHAIRLE MHÚINTEOIREACHTA
The Teaching Council

A Chairde,

I am delighted to have this opportunity to introduce the draft Codes of Professional Conduct to you. They are the result of much deliberation by the Council and a process of consultation with the partners in education including teacher unions, parents' councils, Universities and Colleges of Education, management bodies at primary and post-primary level, ICTU, IBEC and the Department of Education and Science. Through this consultation process, much constructive feedback was received and all comments were considered by the Council during its deliberations.

Early next year, the Codes will be launched and will then be subject to a regular review, the first of which is scheduled for 2009. In the interim, the Council will begin communicating the draft Codes widely and encouraging all partners in education, and in particular, teachers themselves, to reflect on them and discuss them at local level.

From late November, 2006, the draft Codes can be downloaded from the Council's web-site, www.teachingcouncil.ie. For your convenience, the content of the Codes is summarised here.

Background

The Teaching Council Acts, 2001 and 2006 charge the Council to "establish, publish, review and maintain codes of professional conduct for teachers which shall include standards of teaching, knowledge, skill and competence" (Section 7(2)(b))

To fulfil the requirement of Section 7(2)(b) of the Acts, the Council has drawn up the Codes of Professional Conduct in two parts. The first part relates to professional practice and includes "standards of teaching, knowledge, skill and competence". The second part deals specifically with professional conduct.

Summary

The Codes begin by setting out the values which underpin the work of the teaching profession in Ireland.

The Code of Professional Practice is structured under a number of key headings which reflect the range of roles, responsibilities and relationships which are inherent in teaching practice. They are: The Teacher and Student; The Teacher and Parents; The Teacher and Curriculum; The Teacher as Learner; The Teacher, the School, the Community and the State.

The Code of Professional Conduct makes explicit the commitment of the teaching profession to high standards of professional conduct. This Code includes nine statements as well as a definition of professional misconduct.

Communicating the Codes

In drawing up these Codes, the Teaching Council is making explicit the essential values, beliefs, attitudes and responsibilities which underpin the profession of teaching in Ireland. While the Teaching Council is responsible for drafting the Codes, it will rest with the teaching profession, supported by the wider education community, to take ownership of them. For that reason, the Council is now actively communicating the Codes to teachers, the education community and the public and an outline of the key elements in that process is included in the column opposite.

By continuing to work closely with all the partners in education and communicating the Codes as outlined above, we can ensure the Codes truly reflect what it means to be a member of the teaching profession in Ireland today.

Le gach dea-ghnì,

Aine Lawlor, Director
The Teaching Council

COMMUNICATING THE CODES

You are invited to participate in the process of communicating/discussing the Codes. The main elements of this process are as follows:

1. Web-site

From late November, 2006, the entire text of the draft Codes will be available for download on the Council's web-site www.teachingcouncil.ie.

2. Accompanying documentation

The Council has produced a prompt sheet to assist teachers in considering the draft Codes and another to assist those who may wish to facilitate staff-room discussions on the Codes. Both are available in English and Irish on the Council's web-site www.teachingcouncil.ie.

3. Briefing Seminar

In the coming weeks, a briefing seminar will take place in order to detail the background to the Codes, the process through which they have been drawn up and the key elements included therein. Representatives from all the partners in education are being invited to attend this session and, should they wish to comment on the draft document, they will be given an opportunity to do so.

4. Meetings for Teachers

A series of six regional meetings for teachers will be organised following the briefing session. These will afford teachers a further opportunity to reflect and engage in group discussion on the draft Codes. These are likely to take place in December and January. Further details will be available on the "News and Events" page of the web-site www.teachingcouncil.ie.

5. Circulation of Codes

In early 2007, all teachers will receive a copy of the Codes and they will be formally launched.





A Chairde,

Is cúis áthais dom an deis seo a bheith agam na Dréacht Chóid ar Iompar Gairmiúil Mhúinteoirí a chur ar fáil daoibh. Is toradh iad seo ar mhórchuid plé ag léibhéal na Comhairle, agus ar phróiseas comhairleach le páirtneírí oideachais agus ina measc cumainn mhúinteoirí, comhairlí na dtuismitheoirí, Ollscoileanna agus Coláistí Oideachais, boird bhainistíochta ag léibhéal na bunscoile agus na hiarbhunscoile, ICTU, IBEC agus an Roinn Oideachais agus Eolaíochta. Tríd an bpróiseas comhairleach seo, cuireadh aischothú an-chabhrach ar fáil agus thug an Chomhairle aird ar na tuairimí uile a cuireadh faoina bráid le linn na díospóireachta.

Go luath an bhliain seo chugainn, seolfar na Cóid agus déanfar athbhreithniú go rialta orthu ina dhiaidh sin. Tá sé beartaithe cheana féin go ndéanfar an chéad athbhreithniú i 2009. Idir an dá linn, tosóidh an Chomhairle ar na dréacht Chóid a scaipeadh go forleathan ar pháirtneírí an oideachais agus go háirithe ar na múinteoirí féin, agus iad á mhealladh chun machnamh a dhéanamh orthu agus iad a phlé go háitiúil.

Ó dheireadh Mí na Samhna 2006 beifear ábalta na dréacht Chóid a ioslódáil ó shuíomh idirlín na Comhairle, www.teachingcouncil.ie. Mar chuidiú duit féin, tá coimriú ar ábhar na gCód ar fáil anseo.

Cúlra

Éilíonn na hAchtanna um Chomhairle Mhúinteoireachta, 2001 agus 2006, ar an gComhairle "cóid iompair ghairmiúil do mhúinteoirí, lena n-áireofar caighdeáin mhúinteoireachta, eolais, oilteachta agus inniúlachta, a bhunú, a fhoilsiú, a athbhreithniú agus a chothabháil".

D'fhonn na riachtanais a chomhlíonadh mar atá luaite i rannóg 7(2)(b) de na hAchtanna, tá an Chomhairle tar éis na Cóid ar Iompar Gairmiúil a dhreachtadh i ndá chuid. Baineann an chéad chuid leis na cleachtais ghairmiúla ar a n-áirítear "caighdeáin mhúinteoireachta, eolais, oilteachta agus inniúlachta". Baineann an dara cuid go sainiúil le hIompar gairmiúil.

Achoimre

Tosaíonn na Cóid trí na luachanna atá mar bhunchloch ag gairm na múinteoireachta in Éirinn a rianadh go soiléir.

Tá Cód an Chleachtais Ghairmiúil rianta faoi phríomh-theidil a fhreagraíonn do na réimsí rólanna, freagrachtaí agus caidrimh atá mar dhlúthchuid den chleachtas teagaisc. Is iad siúd: An Múinteoir agus an Dalta; An Múinteoir agus na Tuismitheoirí; An Múinteoir agus an Curaclam; An Múinteoir agus an Foghlaiméoir; An Múinteoir, an Scoil an Pobal agus an Stát.

Déanann an An Cód Iompair Gairmiúil léiriú beacht a thabhairt ar thiomantas ghairm na múinteoireachta do na caighdeáin is airde sa chleachtas gairmiúil. Sa Chód seo tá naoi ráiteas maraon le sainmhíniú ar iompar míghairmiúil.

Cumarsáid maidir leis na Cóid

Agus na Cóid seo á ndreachtadh, diríonn an Chomhairle ar na luachanna, na dearcaidh agus na freagrachtaí atá mar bhunchloch ag gairm na múinteoireachta in Éirinn a rianadh go soiléir. Cé go bhfuil an cúram ar an gComhairle Mhúinteoireachta na cóid a dhreachtadh, is ar ghairm na múinteoireachta, le tacaíocht ó mhórphobal an oideachais, a bheidh an dualgas eifeacht fheidhmiúil a thabhairt dóibh. Dá réir sin, tá an Chomhairle ag gníomhú faoi láthair chun na Cóid a chur in iúl do mhúinteoirí, do chomhlúadar an oideachais agus don phobal i gcoitinne agus tá ollradharc ar an bpróiseas seo le fáil ar an leathanach seo.

Leis an gcomhpháirtíocht rialta le páirtneírí uile an oideachais maidir leis na Cóid a chur in iúl mar atá luaite thuas, is féidir linn a dheimhniú go dtabharfaidh na Cóid léiriú cruinn ar a bhfuil i gceist le ballraíocht i ngairm na múinteoireachta in Éirinn sa lá inniu.

Le gach dea-ghuí,

Áine Lawlor, Stiúrthóir
An Chomhairle Mhúinteoireachta

CUMARSÁID MAIDIR LEIS NA CÓID

Tugtar cuireadh duit anois páirt a ghlacadh sa phróiseas cumarsáide / díospóireachta faoi na Cóid. 'Siad seo leanas príomh chodanna an phróiséis seo.

1. Suíomh idirlín

Ó dheireadh Mí na Samhna 2006 beidh téacs iomlán na nDréacht Chóid ar fáil ó shuíomh idirlín na Comhairle www.teachingcouncil.ie.

2. Doiciméid bhreise:

Tá bileog nodanna curtha ar fáil ag an gComhairle chun cuidiú le múinteoirí agus iad ag machnamh ar na dréacht Chóid, agus tá cáipeis bhreise ar fáil dóibh siúd ar mian leo éascaíocht a dhéanamh ar dhíospóireacht foirme faoi na Cóid. Tá siad araon ar fáil i nGaeilge agus i mBéarla ar shuíomh idirlín na Comhairle www.teachingcouncil.ie.

3. Seimineár Eolais

Cuirfear seimineár eolais ar fáil sna seachtainí beaga atá romhainn chun eolas a sholáthar faoi chúra na gCód, faoin próiseas a úsáideadh don dreachtadh agus faoi na príomh-sonraí a bhaineann leo. Beidh cuireadh ag páirtneírí uile an oideachais freastal ar an seimineár seo agus beidh deis acu, más mian leo, a dtuairimí a léiriú ar an obair.

4. Cruinnithe do Mhúinteoirí

Eagrófar 6 chruinniú réigiúnach do mhúinteoirí tar éis an tseimineár eolais. Cruthóidh siad seo deiseanna machnaimh, agus grúp-díospóireachtaí, ar na dréacht Chóid. Is dócha go n-eagrófar iad seo i Mí na Nollag agus i Mí Eanáir. Cuirfear sonraí breise ar fáil ar an leathanach "Nuacht agus Imeachtaí" ar shuíomh idirlín na Comhairle www.teachingcouncil.ie.

5. An dáileadh ar an dréacht de na Cóid

Beidh fáil ag gach múinteoir go luath i 2007, ar chóip de na Cóid agus déanfar iad a láinseáil go hoifigiúil ag an am sin fresin.

Guidelines on the Individual Education Plan Process - Advice to Members

NCSE's Guidelines on the Individual Education Plan Process

Your school will recently have received a document entitled "Guidelines on the Individual Education Plan Process" from the National Council for Special Education (NCSE).

The Council, in an accompanying letter to schools, has asked that the Guidelines be regarded as the standard guide to best practice in relation to Individual Education Plans as provided for in the Education for Persons with Special Educational Needs Act 2002 (the ESPEN Act).

Advice to members of TUI

First and foremost, members should be aware that the sections of the EPSEN Act that relate to Individual Education Plans (IEPs) have not yet been commenced.

Therefore, a statutory entitlement to an Individual Education Plan does not currently exist and will not exist until the relevant sections of the Act are commenced by Ministerial order.

The TUI recognises the Guidelines as a valuable resource for schools and teachers. However, the union also recognises the reality that the constraints within which schools operate make it impossible to implement the guidelines at the present time.

Therefore the union must:

- Advise all members that it is not possible to implement the IEP Guidelines pending agreement with the Department of Education and Science regarding necessary resourcing, particularly with regard to time and training.
- Advise members not to attempt to implement the guidelines in the absence of appropriate resourcing as this might create the mistaken impression among parents that a school has a developed capacity to deliver the level of service promised in the EPSEN Act. TUI has no wish to collude in a process of deception that would seek to convince the parents of children with special educational needs that schools are currently equipped to provide IEPs in accordance with the guidelines. It would be a betrayal of these parents and their children to pretend that the rights and level of service promised by the EPSEN Act can be delivered with the present levels of staffing and training.
- Advise members to regard the Guidelines as a descriptor of best practice for a well-resourced environment that does not currently exist.

Background: The National Council for Special Education

The National Council for Special Education (NCSE) was first established as an independent statutory body by order of the Minister for Education and Science in December 2003.

With effect from 1 October 2005, it was formally established under the Education for

Persons with Special Educational Needs Act 2004 (EPSEN Act). That Act sets out both the general functions of the Council and its specific function in relation to the provisions of the Act.

Resource Allocation Process

Since January 2005, the primary role of the Council has been to resource schools, in line with the relevant Departmental policy parameters, to meet the special educational needs (SENs) of children, arising from a disability. In practical terms, the Council operates through the Special Educational Needs Organiser (SENO), the agent of the Council who has responsibility for dealing on behalf of the Council with all the schools in her/his region. The SENO makes decisions regarding the resources to be provided to schools, based on the assessments provided by appropriate professionals in respect of individual children with special educational needs. The Department of Education and Science – the primary resource provider – must release the recommended resources.

However – and here's the rub – the SENO's recommendations must conform to the DES resourcing policies at the given time. The SENO decides who gets what from the lucky bag but the size, weight and contents of the bag are decided in advance by the DES. It is clear that the DES has, thus far, knowingly and cynically adopted a policy of under-resourcing special educational needs at post-primary level. The individual SENO is powerless to change this policy. Indeed, the NCSE itself has only the power to advise and thereby (potentially) to influence the resourcing policy of the DES. It cannot compel.

Implementation of the EPSEN Act

Under the EPSEN Act, the Council is specifically charged with the responsibility for reporting to the Minister for Education & Science on the steps that need to be taken to implement fully the provisions of the Act. To that end, the Council was required to prepare an Implementation Report. This report was presented to the Minister at the beginning of October 2006. It covers the five year period from October 2005 (the date of establishment of the NCSE) to 2010 and includes a costed implementation timeframe. All sections of the Act not yet commenced must be commenced within the remaining four years of this five-year period. Among the sections dealt with in the Implementation Plan are those relating to Individual Education Plans. In her consideration of the Implementation Plan, it is open to the Minister to act honourably, ensure that appropriate and adequate resources are provided and vindicate the rights of children with SENs. At present the jury is out although the portents are not encouraging.

Individual Education Plan (IEP)

Preparation of an individual education plan (IEP) for each child with assessed special educational needs is a keystone provision in the Act. Consequently, in 2004, the Council established an expert group on the preparation of IEPs, to develop a guide to good practice in schools, taking into account the legislation and best practice in schools nationally and internationally. It was this group that produced the Guidelines that the Council has now distributed to schools.

In its letter to schools the Council states that it was aware that many schools/teachers were already using processes akin to the IEP process to chart the progress of children with special educational needs and had received requests from schools and teaching organisations for guidance on this matter. This may well be so but, as the union has made abundantly clear to the Council and the Department, those same schools and teaching organisations also demanded the time and training that is indisputably required for effective planning and provision for children with SENs.

While the sections of the Act relating to IEPs have not as yet been commenced in law, the Council considered that it was important that schools become familiar with the IEP process in advance of the provisions in the Act coming into force. In this context the Council has presented the guidelines document as a guide to good practice in relation to the preparation, implementation and review of IEPs. While accepting that the Council has acted in good faith, the TUI considers that release of the Guidelines into an under-resourced environment is premature and ill-judged.

The Council has accepted that implementation of the IEP guidelines would have major resource implication and has intimated that the process will be piloted in the near future, in a small number of schools, with a view to monitoring and evaluating the overall process and establishing as accurately as possible the demands made on the education and health services. The union has indicated that it is prepared to discuss with the Council the possibility of a pilot and the parameters within which it would operate.

Quality education for all – TUI commitment

Members of this union are committed to providing an education of the highest quality to all children, irrespective of ability, but are routinely obstructed in their efforts by a post-primary environment that is chronically and grossly under-resourced, especially in respect of special educational needs.

In this context, the union is extremely concerned that the extensive additional administrative burden that implementation of the Guidelines – even on a non-statutory basis – would involve would seriously impair the functioning of schools and the service available to other children. We will not countenance the imposition of very significant additional workload on teachers, including principal teachers. It is the moral and legal responsibility of the State, acting through the Department of Education and Science, to provide the resources that will facilitate effective implementation of the Guidelines.

Inclusion or Segregation – Departmental Inaction

It is timely to acknowledge the commendable efforts 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 of contriving not to enrol children with special educational needs and we are disappointed and alarmed by the failure, to date, of the DES and the NCSE meaningfully to address the failure of these schools to apply public policy on inclusion. In this regard we note the Minister's oft-stated intention to

address this serious issue and wonder when she will act.

A direct, damaging and anti-democratic consequence of some schools' neglect of and disdain for children with SENs is the concentration of these children in other, neighbouring schools.

What the TUI is doing?

In order to secure the requisite resources and supports and to uphold the rights of children with SENs, the Union has sought meaningful discussions with the Department of Education and Science in an effort to persuade them to become, like us, advocates for the rights of children with special educational needs and not mere apologists for the Department of Finance.

The Union has consistently appealed to the NCSE to lobby the DES for the levels of resourcing that would rescue the Guidelines from the realm of fiction and make their implementation possible.

We advised the NCSE not to launch the Guidelines prematurely and pointed to the political insensitivity of launching them during a holiday period and into an under-resourced environment.

Our advice in this regard was overlooked by the Council. We have also advised the Council that commencement of the sections of the Act that relate to the IEP should be delayed until the latter end of the implementation period, in order to allow system capacity to be developed in the interim.

We have sought data relating to the enrolment patterns of children with SENs.

The response thus far?

None from the Department, which seems paralysed when confronted with key policy issues, and polite evasion by the NCSE. It is critical that we establish where the children are if we are to target resources and training and, particularly, if we are to ensure equity.

The Minister and the Challenge of Inclusion

We, in TUI, remain committed to 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.

Noticeboard

Irish Science Teachers' Association (ISTA)

45th Annual Conference and AGM takes place at University College Cork, UCC between 23rd-25th March.

Separated Teachers Support Group INTO/STSG

INTO's Separated Teachers' Support Group for Separated, Widowed, Divorced, Lone parents.
ASTI, TUI, IFUT members welcome.

Next meeting (AGM) will be held on Sat. 18th Nov. @ 8.00 pm.
Venue : Club na Múinteoirí, Parnell Sq., Dublin, 1.

New members welcome.

For information, please contact:

Chairperson: Seána Haughey 071 91 20642 ; 087 95 56468

Secretary: Christina Henry 01 848 1405 ; 087 620 1153

Sportswear for Africa Initiative – Reminder of Important Dates

(Information on this initiative has already been sent to schools)

Week 20th – 24th November

Schools drop collected items, bagged and labelled Strip for Africa, to the nearest collection point (see list attached).

Week 27th Nov – 1st. December

The bags are brought to the main collection point in Dublin - Templeogue College, Templeville Rd., Dublin 6W.

Week of 4th. December

The Container, sponsored by Cornmarket Financial Group will be shipped to South Africa for distribution. Container will arrive in time for Christmas. Special e-mail address : stripforafrica@yahoo.ie
Any queries, please contact Aidan Gallagher @ 087 647 4258.

Institute News

Correction

In the last issue of TUI News, a letter from TUI to Philip Marron of the Department of Education and Science was printed in error. The relevant letter as was clear from the accompanying text was intended to be a letter from Mr Marron to the Deputy General Secretary of TUI, a copy of which is set out. This error is regretted.

In addition it has been pointed out by Mr Marron that in sending the letter to each Institute it was not accompanied by a request from him that the letter be circulated as widely as possible. The Union apologises to Mr Marron for this. It would appear that in certain email documentation which has been seen by TUI, the request that the letter be circulated as widely as possible has been inserted by others and not by Mr Marron.

Apprenticeships Summer Courses

In the context of the decision taken last year not to participate in Summer Apprenticeship courses because of the current situation in relation to some apprentice lecturers being recruited on the basis of a three-year Assistant Lecturer contract, the Department of Education and Science has invited the Union to participate in discussions with a view to running summer courses, particularly in the case of plumbing, in the summer of 2007. On the understanding that both issues are available for discussion, The Executive Committee has agreed to participate in such discussions, following which there will be a full consultation with the affected members.



Philip Marron
College Section,
Department of Education
and Science,
Marlborough St, Dublin 1

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

12th May 2006

Dear Mr. Mac Menamin,

We are surprised and disappointed that the TUI Executive has taken this stance. We do not consider that this decision is in keeping with the spirit or the letter of the partnership approach or with the general provisions of the Sustaining Progress agreement relating to flexibility and change.

The reason we funded summer courses in 2005 was to maximise the use of existing infrastructure in a situation where it is proving extremely difficult to obtain specific capital funding for additional apprentice capacity in the Institutes. Summer courses have proved popular with apprentices and with staff in the Institutes. We do not consider that the provision of these much needed courses has anything whatever to do with the duration of contracts of staff employed for apprentice courses. We are concerned and disappointed that the decision of the TUI Executive to link these two separate matters has the effect of delaying the progress of apprentice students in their studies.

The funding which was to be made available for your members in respect of summer courses will now be reallocated for other purposes.

Yours sincerely,

Philip Marron
Assistant Principal Officer

Institute News

Industrial Relations Forum News

A meeting of the IR Forum took place on September 21st. Arising from that a protocol has been agreed for the implementation of the provision introduced under Sustaining Progress by which a lecturer can be asked to take up to three hours per week above or below the weekly norm (16 for lecturers and senior lecturers I, 18 for assistant lecturer) under certain circumstances – these circumstances being the introduction of flexible modes of delivery.

A copy of this protocol has been sent to all branches and is available to members.

The protocol requires that a manager (normally Head of Department) would engage in prior consultation with the lecturer in question prior to the allocation of the additional or fewer hours and would also indicate the time scale and the period

in which the hours would be adjusted to maintain weekly norm over the full year. This means that a Head of Department can ask a lecturer to take up to 19 hours per week for the first part of an academic year. The lecturer can give reasons why this could be inconvenient which should be taken on board where possible by the relevant head. The lecturer however does not have the option to refuse. The lecturer must also be told the duration over which this additional number of hours would be required and must also be told when the timetable would be reduced by the same three hours so as to provide for an average weekly allocation over the year of 16 per week (or 18 in the case of an assistant lecturer).

Purchase of additional years up to age 60 or 65

This claim has been conceded and a Circular Letter has been issued. The same circular has

been issued to both Vocational Education Committees and Institutes of Technology. A copy has also been issued to branches and is available for consultation for members.

Fixed Term Contract

Discussion continues with the Department of Education and Science in relation to the issue of a circular letter in respect of the most recent phase of the discussions with the Department and management on the implementation of the Protection of Employees (Fixed Term Work) Act 2003. The Union has objected to the particular wording as proposed by the Department and has sought an amendment. It is hoped that this circular which provides for a very extensive clarification of a number of issues arising under the Fixed Term Work Act will be available for issue in the very near future.

Partnership-NPF Issues

PMDS Document Agreed

Following lengthy discussion under the auspices of the National Partnership Forum, an industrial relations agreement has been reached between the unions and Institute management in relation to the operation of PMDS. This initiative was commenced by TUI when the Executive Committee on the advice of the Colleges Advisory Council insisted that a Collective Agreement must be reached in respect of the operation of the PMDS. This Collective Agreement now

covers all the major aspects of the operation of PMDS and has been agreed by the Council of Directors and the Dublin Institute of Technology on behalf of all of the Institutes of Technology and has also been agreed by each of the unions who are party to the National Partnership Forum. This document is being circulated to TUI branches and a copy of which is reprinted below.

Information and Consultation Legislation

The NPF has reached agreement on the operation of the information and consultation

legislation. TUI has circulated this to all third level branches in draft form for feedback.

This legislation which emanates from a European directive has been passed into legislation, entitled Employees (Provision of Information and Consultation) Act, 2006. This requires that there be agreement in each employment, initially above 150 employees, in relation to the operation of consultative processes. NPF was requested to produce a draft agreement which has now been achieved and which has been issued to all branches. This document should be available to members from Branch Secretaries.

Institute News

Incremental Credit in Institutes of Technology

Labour Court clarification favours Union - TUI

A Labour Court award in respect of the application of a recently agreed incremental credit regime for Institutes of Technology has been clarified by the Court. The letter of clarification is set out below. The clarification in effect says that the words referred to mean what the TUI said they mean.

The background to this is an agreement in respect of incremental credit for members of the academic staff which the union negotiated with the Department of Education of Science and Institute of Technology management. A significant point of disagreement in respect of this was its date of implementation.

The Union sought its implementation with effect from 1998 i.e. the introduction of the new grading system under the PCW. The Department of Education and Science and the managements wanted its implementation from a current date, i.e. early 2005. The Union argued that it had made claims in respect of current members and expected them to benefit.

The Labour Court recommendation 18366 stated:

Recommendation

The Court has given detailed consideration to this case and to the submissions of the parties. It has come to the conclusion that the best solution is an industrial relations one.

The Court recommends that each claimant have applied to them the suggestion made at conciliation by the IRO whereby staff appointed before the effective date could not be on a lower point than those appointed afterwards. This should be implemented and each claimant should, as an acknowledgement of the lengthy claim process, also receive an ex-gratia payment of €1,500 in full and final settlement of the matter.

In subsequent discussions the official side as to the precise meaning of the recommendation, it became clear that both Union and managements had very different viewpoints as to what the recommendation meant. At a meeting chaired by the independent chair of the IR Forum both sides indicated that they were going to refer the matter back to the Labour Court for an clarification. TUI did so and sought clarification as to the meaning of the words the 'effective date' and 'claimants'. Arguing that the 'effective date' meant a date in September 2002 as was set out by the court and 'claimants' meant persons who had claimed. The Official side disputed both meanings, these interpretations having been challenged by the management side.

The letter referred to above clearly indicates that TUI was correct in its understanding. The letter from the Court states:

"The Court would clarify that the interpretations of "effective date" and of "claimant" put forward by the TUI are as the Court intended in Labour Court Recommendation LCR 18366"

At the first meeting of the IR Forum subsequent to the receipt of the clarification, 21st September 2006, the Union asked if the Official Side was prepared to accept this clarification. The Official Side responded that it was not at this time in a position to respond but would do so within a period of three weeks. To date nothing has been heard. TUI is now demanding that the Official Side will either accept the recommendation along with the clarifications which have been obtained or reject the findings together with the implications of such a rejection. As yet the Union has not been advised as to the position.

Induction Support for Newly Qualified Teachers

In earlier editions of the TUI News you may have read about the National Pilot Project on Teacher Induction. The project came into operation in 2002 as a result of a developing debate on teacher induction throughout the 1990's and in light of the recommendation of various reports during this time. It is funded and supported by the Department of Education and Science within a partnership framework involving the three Teacher Unions, (TUI, ASTI and INTO) and the University Education Departments. It is sub-divided into two 'pillars: Post-Primary and Primary. The School of Education and Lifelong Learning, UCD is contracted by the Department to support development under the Post-Primary Pillar.

Initial Government commitment to teacher induction became evident in the Education White Paper 1995 which stated that a well developed and carefully managed induction programme, coinciding with the teacher's probationary year would be introduced for first and second level teachers. The general aim of the Pilot Project that ensued is to develop proposals for an effective programme of induction for newly qualified teachers (NQTs), tailored to their particular professional needs and sensitive to the strengths, requirements and challenges of the Irish Education System. For the purposes of the Project the term induction refers to the phase in the lifetime of a teacher between the experience at preservice and that of becoming a fully qualified professional. Therefore, NQTs in their first year of full-time teaching, either in a temporary or a permanent capacity are the core target group. However, in some cases teachers changing their school or their role and responsibilities are included.

Associated activity is based on an action research model. This involves the co-generation of new information, ideas, insights and analysis by the researcher and participant. Anticipated outcomes include:

- A need analysis of the induction requirements of newly qualified teachers
- The establishment of best practice to meet the need of various school types
- The identification of best practice partnerships between Teacher Education Institutions and other bodies and agents of change: Teacher Unions School Management Bodies, the Department of Education and Science, School Principals, Mentor Teachers, Newly Qualified Teachers and Department Inspectors
- The publication of recommendations for the development of a National Policy on Induction.

During the initial phase of the Post-Primary Pillar schools from County Dublin and the surrounding areas were selected to act as Partner Schools. Since then it has expanded geographically and now provides support in schools in Carlow, Donegal, Dublin, Galway, Kildare, Offaly, Meath, Westmeath and Wexford. However the overall number of schools involved remains low. Since its inception almost 200 newly qualified teachers have participated in the Project and UCD has reported that in excess of 80 newly qualified teachers and 60 mentors were involved during the academic session 2005/2006. A significant development this year is the increased involvement of other teacher education institutions: NUI, Galway; the



University of Limerick and NUI, Cork. Local Education Centres are involved in hosting elements of the support and training. This means that the induction support will become accessible to a greater number of NQTs.

Participation by individual post-primary schools and by teachers within these schools is voluntary and is initiated by direct invite from UCD. Feedback from participating schools and teachers indicates that NQTs have identified discipline, classroom management, organisational management and dealing with parents as area requiring specific support. It also suggests that mentor training is viewed an important element in long term capacity building within schools. Significantly, the importance of maintaining the distinction between induction and continuing professional development has also been highlighted in feedback received to date.

The Report on Phase 1 and 2 of the Project draws our attention to research that indicates that poor or no induction can have negative consequences which can result at worst in high attrition from the profession. Conversely, teachers who are provided with continuous support are much less likely to leave the profession. In addition, they are more likely to get beyond personal and

classroom management concerns quickly, to reflect on and evaluate their own practice, share ideas and experiences with colleagues and work collaboratively to solve.

TUI strongly supports the concept of induction support and is represented on the National Steering Committee that oversees overall developments as well as the sub-committee that supports the implementation of the post primary pillar. It hopes that this Pilot Project will generate a strong base of knowledge and understanding that will inform the establishment of an appropriately resourced national induction programme for all NQTs in all schools.

Your views and comments are therefore welcome and should be forwarded for the attention of the Education and Research Officer. However, if you are interested in general information and details these should be sought from Dr. Maureen Killeavy, Project Director, The National Pilot Project on Teacher Induction, Room C102, School of Education and Lifelong Learning, John Henry Newman Building, Belfield, Dublin 4 or maureen.killeavy@ucd.ie. www.ucd.ie/educationinfo/teacherinduction/home.html

Michael Morgan – RIP

Deepest sympathies are extended to the family, friends and colleagues of Michael Morgan, a TUI member and teacher in O' Faich Institute of Further Education, Dundalk, Co Louth who died tragically while participating in the Dublin City Marathon on October 30th.

“May he rest in peace.”

Have we got your Union Membership details correct?

Has your union membership status changed?

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

Have you transferred from one employer to another?

Have you just returned from a Career Break, Leave of Absence or any unpaid leave?

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

Dara Blighe, Membership Secretary, TUI, 73 Orwell Road, Rathgar, Dublin 6.

DAS forms are available on the TUI website – www.tui.ie

They are also available from your School/College Representative or from Head Office.

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

Home Addresses

Do we have your correct home address? In the event of ballots being issued to home addresses it is very important that our records are correct.

Your home address will not be used for any purpose other than the issuing of ballots.

Help keep our data base up to date – keep us informed!



professional development programme pre-retirement training

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

pre-retirement seminars

The following pre-retirement seminars have been scheduled.

Date 30th November & 1st December 2006

Time 6:00 p.m. – 9:00 p.m. 9:30 a.m. – 4:00 p.m.

Location Cork (1½ day)

Venue Clarion hotel, Lapps Quay, Cork

Date 15th & 16th February 2007

Time 5:30 p.m. – 9:00 p.m. 9:30 a.m. – 4:00 p.m.

Location Carlingford (1½ day)

Venue Four Seasons Hotel, Carlingford, Co. Louth

please note

There is an upper limit in terms of numbers for attendance, so early booking is strongly advised.
Please complete this form and send to Head Office.

Please tick your preferred venue: Cork Carlingford

personal details

First Name(s)

Surname

School Name and Address

School Telephone/Fax

School Email Address

Home Address

Home Telephone/Fax

Home Email Address

tui contact

Please send completed forms to

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

Telephone (01) 492 2588

Fax (01) 492 2953

Email josullivan@tui.ie

Taking Action on Homophobic Bullying

By Niall Crowley, Chief Executive Officer, Equality Authority

Homophobic bullying has been identified as a significant and widespread issue in post primary schools. Recent research by a team at the School of Education in Dublin City University has highlighted this phenomenon. 79% of teachers who responded to the research questionnaire were aware of instances of homophobic bullying in their school – 30% of these teachers had encountered this type of bullying on more than ten occasions.

BeLonG To, a youth project for lesbian, gay, bisexual and transgender young people and the Equality Authority have now developed an initiative to stimulate a response to this homophobic bullying. The initiative, valuably, enjoys the endorsement of the TUI.

This joint initiative seeks to respond to the voice of young transgender, bisexual, lesbian and gay people who seek change and a school environment that is free from homophobic bullying. It seeks to secure a visibility within schools for the issue of homophobic bullying by distributing posters setting out the school commitment that “homophobic bullying is unacceptable in our school”. It is hoped that these posters will be placed in prominent places in all schools.



Finally, the joint initiative seeks to inform action on homophobic bullying within schools by circulating an information booklet on the issue to the principals of all schools.

The information booklet identifies steps that should be taken on this issue by schools to respond to their liabilities under the Equal Status Acts. These include:

- ensuring the school anti bullying and anti harassment policy is explicit in addressing all forms of homophobic bullying and harassment;
- ensuring the school admission policy is welcoming and inclusive of all students including lesbian, gay, bisexual and transgender students;
- including equality objectives for lesbian, gay, bisexual and transgender students in the school development plan;
- developing an equality policy for the school with a focus on gay, bisexual, lesbian and transgender issues.

The Equal Status Acts provide an important context for this initiative. The Acts prohibit discrimination, harassment and sexual harassment and victimisation in the provision of goods and services, accommodation and education. The Acts cover nine grounds including the ground of sexual orientation. It is the Equality Authority’s view that transgender people are covered by the gender ground. A person who is responsible for the operation of an educational institution must ensure that any person who has a right to be there is not harassed. The responsible person will be liable for the harassment or sexual harassment unless he or she took reasonably practicable steps to prevent it.

A safe and positive learning environment for all students needs to go beyond compliance with



NIALL CROWLEY, CEO, EQUALITY AUTHORITY

equality legislation. A learning environment that is positive to diversity and accords value to the principles and goals of equality is needed. Such a learning environment is a cornerstone for the inclusive school.

The joint initiative seeks to encourage and support schools to go beyond compliance and to build such a learning environment that celebrates diversity and equality. The information booklet identifies a range of actions to create such a learning environment free from homophobia. These include:

- staff training to empower staff with the knowledge, skills and confidence to address homophobic bullying and to promote equality;
- ensure the school guidance counsellor is enabled to support people who begin to question their sexual identity or who ‘come out’;
- ensure that sexual orientation is addressed in a positive way in RSE and that lesbian, gay, bisexual and transgender issues are included in CSPE;
- ensure that student council membership reflects the full diversity of students;
- display positive images and messages in the school that celebrate diversity, including lesbian, gay, bisexual and transgender people;
- ensure promotional literature for the school is inclusive of diversity.

Report on AVC Scheme

Introduction

At our 2006 Congress a motion (motion 202 under Organisation) was passed calling on the Executive to appoint independent professionals to investigate the practices surrounding the AVC Plan and to have the resulting report published in TUI News.

Mr Michael O'Mahony, BL FIA of O'Mahony Actuarial and Pension Legal Services Limited was commissioned to carry out the investigation.

As an actuary, barrister and Revenue approved pension trustee, Mr O'Mahony has both the professional expertise and experience required to ensure that a robust and comprehensive investigation was carried out and an authoritative report produced.

Mr O'Mahony's full report is published below and I would draw colleagues attention to the following points in the report:

- "TUI is the only affinity group which has appointed separate independent trustees to run its AVC scheme
- I am satisfied that the procedures in place to prevent mis-selling are operating satisfactorily. I am also satisfied that the trustees have acted in the best interest of members....
- Current changes represent excellent value as they only marginally exceed the PRSA level. A PRSA is a low margin product under which no advice is given
- Advice should, however, only be given by persons with a minimum qualification of QFA. In addition such advice...should

only be given by persons authorised by the Financial Regulator.

Mr O'Mahony's report is a positive endorsement of the TUI AVC Plan and of the work of the Plan's trustees on behalf of members.

The TUI AVC Plan is currently providing a vehicle to nearly 3,000 of our colleagues, as it has to hundreds of our retired colleagues, enabling them to enhance their financial security in retirement.

The outcome of this comprehensive investigation should allay any concerns which a few colleagues may have had with regard to the management, supervision and value for money of the AVC Plan.

Jim Dorney,
General Secretary, TUI

Report by M A O'Mahony BL FIA,

27 October 2006

I have been requested by the Teachers' Union of Ireland to enquire into and to report on the operation of the A.V.C. Scheme with the following Terms of Reference:-

"To meet with Marsh (Ireland) Limited and the AVC Plan Trustees for the purpose of preparing a report for submission to the TUI Executive covering the following:

1 A review of the procedures operated by Marsh to protect against the misselling of

AVCs together with procedures they have in place to ensure that -

- (a) TUI members taking out AVCs do so as an informed choice.
- (b) TUI member queries are addressed in a timely manner.
- (c) that Marsh staff dealing with the giving of advice to TUI members are properly qualified and trained.

2 To review the operation of the Trustees over the past 5 years and report as to whether in your opinion they have acted at all times in the best financial interests of the AVC Plan members."

Procedure

I met with the TUI AVC Trustees Ltd. Board, the Chairman of the Trustees, Marsh Ireland Ltd., the Retired Members Association, two RMA members in their personal capacity,

the General Secretary and the President of the TUI. I received a submission from a member of the TUI executive.

I also received two complaints relating to a period which preceded my terms of reference. My role is not to investigate individual complaints which should follow the Internal Dispute Resolution procedure with right of appeal to the Pensions Ombudsman.

Background to the Scheme

The TUI AVC Plan was set up in 1988 to bridge the gap between the Superannuation Scheme and Revenue maximum pension benefits. It grew rapidly from about 500 members in 1995 to almost 2900 now (about 20% of TUI members).

In 1988, Irish Pensions Trust (IPT) was the consultant; Irish Life was Investment Manager and trustee. In 2001 Deloitte were appointed as trustee with 2 observers from the TUI Executive. In 2005, TUI AVC Trustees Ltd. was appointed as trustee. The Trustee Board has 2 members from the TUI Executive, 1 from the AVC members, 1 from the RMA and an Independent Chairman. The RMA seat is not yet taken up. TUI is the only Affinity group which has appointed separate independent trustees to run its AVC scheme.

Consultant

Marsh, formerly IPT, act as consultants. They are one of the 2 firms of consultants which have national coverage for Affinity business and have long experience of Affinity schemes. Marsh is an authorised advisor regulated by the Financial Regulator. Ten nation wide based consultants cover the

country as well as an Internal Consultant focused on retirements. Each has the Qualified Financial Advisor 1 (QFA1) qualification as a minimum. Through a quarterly audit process competency standards of the individual Consultants are monitored and assessed. Marsh administration staff also have the QFA1 as a minimum standard.

I have reviewed Point of Sale Procedures. The Marsh consultant discusses a comprehensive pack with an applicant. He/she mentions Notional Service Purchase (NSP) and states that details can be got from the employer. The Trustees send questionnaires with a question on NSP to a sample of new members to check that each had sufficient information to make an informed choice.

Each year a letter from Marsh invites the member to arrange a review of his/her AVC plan. To date in 2006, 100 or so members have applied for review and 47 have increased contributions.

Marsh contacts the member a few months before his/her Chosen Retirement Date. Since 2002, AVC funds can be used to buy notional service. To date in 2006, Marsh contacted about 300 retirees, and about 300 potential early retirees contacted Marsh. Marsh advises each of them to contact his/her employer for full details of his/her pension including any Professional Added Years entitlement. Marsh takes these details into account when advising on last minute AVC's and retirement options.

I consider that the procedures in place satisfactorily address the queries raised

in the terms of reference. I recognise also that the procedures have evolved over a period and make some recommendations for future development.

Trustee Activity

The trustees have improved the operations of the scheme in an incremental fashion. They regularly rewrite the Member Booklet and update the relevant Diary sections. They operate quality control questionnaires for new entrants and are considering introducing monitoring at retirement. They negotiated reduced charges in 2002 and 2005 and are about to renegotiate charges. They have written twice to the TUI concerning the employers' shortcomings in providing information on the Superannuation Scheme and options under that scheme.

Complaints

Surprisingly few complaints are received by the trustees - about 10 at most each year - and many are resolved by a phone call. The trustees operate Internal Disputes Resolution (IDR) procedures. A few members appealed their IDR determinations to the Pensions Ombudsman who has not overturned any determination made by the trustees.

Investment Choice

Every January the trustees meet with the Investment Managers to review investment performance. They held a beauty parade of investment managers in 2002 following which Friends First became a second Investment Manager and the trustees

are now considering introducing another investment manager.

The Funds available comprise 5 Irish Life funds and 10 Friends First funds plus external funds. Despite the large available range, most members choose secure funds – about 80% of Irish Life members are in the Secured Performance Fund and about 85% of Friends First are With Profits.

Charges

The trustees negotiated lower charges in 2002 and 2005 and are about to renegotiate charges. Current charges represent excellent value as they only marginally exceed the PRSA level. A PRSA is a low margin product under which no advice is given.

I consider that the Trustees have acted in the best interests of the members in the period under review. I also make some recommendations later for future developments.

Interaction with the Superannuation Scheme Added Years can be purchased under the NSP plan and since 2002 AVC funds can be used to buy Added Years under the NSP plan prior to taking benefits. Professional Added years can be bought at subsidised rates at retirement. While the Job Categories that may qualify are known at appointment, the quantum of benefit if any is decided by the employer at retirement.

Marsh believes that the employer should advise employees on the Superannuation Scheme. At present, the member must seek information on Added Years from the Employer who is slow to respond.

The Trustees have written to the TUI concerning these delays and the Pensions Ombudsman has also commented unfavourably on the lack of pensions information given by Public Sector Employers.

Aspects of Advice

A certain ambiguity surrounds advice on Public Service Pensions. As Public Service Pensions are not financial instruments, the giving of advice is not regulated by the Financial Regulator. The giving of such advice is not licensed or regulated by a Government Department. The Pensions Ombudsman considers that the employer is solely responsible for giving information on the Superannuation Scheme. Any proposal to give such advice on a national basis could not succeed without the cooperation of the employers.

Legal Liability

The TUI has received legal advice that neither itself, its employees or members should give pension advice as this would expose the TUI to possible legal liability and put TUI funds at risk. Other legal opinions advised the TUI to ensure that all pension advice given on its behalf is provided by the consultants to the Plan. The legal consensus is that pensions advice deemed to be given by or on behalf of the TUI should be given by suitably qualified authorised persons.

Ideally in future some advice should be given to members as regards Added Years under the Superannuation Scheme. The initial step will be to confirm that such advice is not prohibited. Advice should however only be

given by persons with a minimum qualification of QFA. In addition as such advice would involve the interaction of NSP and AVC's, it should only be given by persons authorised by the Financial Regulator.

Conclusion and Recommendation

I am satisfied that the procedures in place to prevent misselling are operating satisfactorily. I am also satisfied that the trustees have acted in the best interests of the members in the last 5 years.

I recommend that the following be considered:-

- 1 The trustees should introduce quality control questionnaires during the term of the plan and at retirement.
- 2 The consultants should review each member's plan 5 years before Chosen Retirement Date.
- 3 The trustees should ascertain whether the consultants are prohibited from advising on NSP and Professional Added Years. If not so prohibited and if employers cooperate, the trustees should negotiate with the consultants the provision of a limited amount of assistance in seeking information from the employer and the giving of advice on that information.
- 4 The TUI and the trustees must continue to ensure that advice on AVC's or their interaction with the Superannuation Scheme is only given by suitably qualified persons authorised by the Financial Regulator.

National Council for Curriculum and Assessment (NCCA)

Nominations are invited for TUI Representatives on Course Committees (see list on page 34)

The NCCA advises the Minister for Education and Science on the curriculum for early education, primary schools and post-primary schools, the assessment procedures employed by schools and examinations of subjects which are part of the curriculum. In order to facilitate the development of curriculum reform the Council has put in place new structures to ensure comprehensive planning, coherence and consistency across subjects and courses. Subject course committees for each of the subjects offered at Junior Cycle and Senior Cycle will play a central role in this work.

The TUI nominates two representatives to each course committee. This provides a valuable opportunity for practising teachers to influence the development of subject syllabuses, curriculum and related assessment strategies. Equally it ensures that the interests and concerns of the TUI and its members are represented and considered as part of the

development process. Nominations are now sought to fill vacancies on a number of course committees (see list).

To be nominated by TUI to a Course Committee you must:

- Be appropriately qualified in the subject and have relevant experience of teaching the subject at the appropriate level.
- Have a familiarity with general developments in the subject area. Practising teachers will have acquired this as part of their normal teaching responsibilities.
- Be familiar with general trends and issues in curriculum development and assessment. The necessary information and detail will be generated through the work of the course committee.
- Attend course committee meetings as scheduled by the NCCA. Depending on the status of developments in a given subject the frequency of meetings varies across committees. Substitution is available at school level through formal arrangements with school management and travel and subsistence costs are met by the NCCA in line with public service rates.

- Be a member of the TUI and be nominated via your local TUI Branch.
- Become conversant with TUI policies in relation to curriculum and assessment issues and represent these as appropriate at the course committee.
- Provide regular feedback to TUI on developments and changes that are being considered and proposed by the course committee.
- Occasionally provide comments to the media on general developments and examinations.

TUI will support participation on course committees through on-going contact with the Education and Research Officer (telephone, e-mail), subject meetings as required and occasional seminars to address issues common to all course committees.

If you are interested in being nominated to Course Committee contact your local TUI Branch. Closing date for receipt of nominations from Branches is 24th November 2006.





nomination form: ncca course committee representative

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

personal details

First Name(s)	Surname
TUI Branch	What year did you join TUI?
Home Address	
Home Telephone	Email Address
School Address	
School Telephone	Fax Number

nomination details

Indicate the course committee and level for which you are being nominated?

Subject _____ Junior Cycle Senior Cycle

How long have you been teaching the subject? Junior Cycle yrs Senior Cycle yrs

Indicate the qualification you hold that deems you qualified to teach the subject:
(e.g. Bachelor of Education, Primary Degree in Subject, Higher Diploma)

further details

If you are not currently teaching the subject please give further detail on your knowledge and involvement of the subject

experience details

Outline experience as an examiner of the subject (if appropriate): (please note that while this experience will be valuable but is not essential)

tui involvement

Indicate involvement in TUI activity to date: (e.g. activity at school or branch level, representing TUI on committees etc.)

relevant information

Any other relevant information in support of your nomination: (e.g. involvement in curriculum development, subject development at school level, member of subject association)

applicant signature

All applications will be considered and the final decision will be made by the TUI executive. Appointments are initially for 2 years after which they are reviewed. In signing below an applicant is understood to be making a commitment to inform and advance TUI policies at all times.

Signature of Applicant

Date

Signature of Branch Secretary

Date



ncca course representatives positions to be filled – October 2006

Junior Cycle

Subject	No. of Positions to be Filled
Art	1
Civic Social Political Studies	2
German	2
History	1
Irish	1
Italian	1
Metalwork	1
PE	2
RE	1
Technology	1
Spanish	1

Senior Cycle

Subject	No. of Positions to be Filled
Accounting	2
Agriculture Science	1
English	1
Geography	1
German	1
History	1
Italian	2
Music	1
Physics/Chemistry	1
Economics	2
Agriculture Economics	1
Spanish	1

Common to Both Levels

Subject	No. of Positions to be Filled
Japanese	1
Russian	1

Retired Members' Association News



RMA MEMBERS AT AGM IN GREAT SOUTHERN HOTEL, KILLARNEY

We received a great response from members in the returning of renewal forms and the TUI Diary has been sent to all those who have returned it. If you have not yet returned your renewal form or if you have not received one please phone Colm or myself.

Some of those who pay by direct debit have not made the change from the €16 to €20 membership fee approved at our last AGM. We would be grateful if you would send the balance to Colm and inform the bank for future deductions.

I would like to remind retired teachers joining for the first time that your local TUI branch are obliged to pay your first membership fee. However, like all payments you must take the initiative and request it. Just by way of comparison the fee for the INTO retired teachers is €52 and for the ASTI retired teachers it is €25.

As I mentioned in the last issue we are in the process of developing a new database for our membership. This is based on the returns we receive from you so it is important for all members to make a return even if you pay by direct debit. This should make it more efficient to communicate with you. We are finding that correspondence is being sent to members who are deceased causing stress to family -some have been deceased for many years. Naturally we are very sorry for any distress caused and we would be grateful to any member who would inform us of a deceased colleague so we can avoid this situation in the future. Unfortunately the TUI is being blamed for this and I have to say it is our fault as we supply the database.

Following a resolution passed at TUI Congress, the executive set up a review of the AVCs appointing Michael O'Mahony, of O'Mahony Actuarial & Pensions Legal

Services Ltd to carry it out. We had an informal meeting with Michael and it seems that despite all the anecdotal evidence regarding the malpractice of AVCs the actual hard evidence is very scarce on the ground. So if you have any hard evidence please write it down and forward it to the Trustees of the scheme, you may also send us a copy. The result of the review is due any day now.

Dora did it again with the weather for Westport where we all had a great time. We are planning for the AGM and spring break with the former being planned for Wexford and the latter for Co Cork. We would be grateful for any suggestions from members as to where we might go or events we might organise - please don't hesitate to let us know.

Christy.