



TEACHERS' UNION OF IRELAND / AONTAS MÚINTEOIRÍ ÉIREANN

news

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THE REBIRTH OF CORK SCHOOL OF MUSIC
SEANAD REFORM CONGRESS 2008
INSTITUTE OF TECHNOLOGY APPOINTMENT PROCEDURES



Cover Story

Rebirth of Cork School of Music

The new CIT Cork School of Music building was opened by Minister Mary Hanafin on September 14th 2007. This article chronicles the vigorous campaign that drove the project forward in often uncertain times and delivered the state-of-the-art facility.

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12 Pension Issues

Purchase of Notional Service and PRSAs are examined in this issue.

INFORMATION REQUEST

Have you experienced delays in payment of wages, arrears, allowances or pension from your VEC, the Department of Education and Science or your Institute? If so please forward details to tui@tui.ie (subject title marked 'Payment Delays') or **TUI, 73 Orwell Rd, Rathgar, Dublin 6**. All information will be treated in confidence.



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TUI PRESIDENT, TIM O'MEARA

Like workers in any other sector, some teachers experience professional difficulties from time to time. This is natural and understandable. However, TUI will accept nothing less than the involvement of independent professionals - the inspectorate in this case- in assessing the competency of teachers.

The real story, infrequently told unfortunately, is that the overwhelming majority of teachers do a quite wonderful job in our schools on a daily basis, often in trying circumstances and lacking adequate support. Our teachers also devote thousands of hours to *voluntary* activities to the benefit of students in our schools every year. This work invariably goes unheralded and unappreciated.

If they have any shame, the latest OECD "Education At A Glance" report will make uncomfortable reading for our policy makers. The singularly most important finding shows that Ireland is positioned joint last out of 30 countries in a list of the annual expenditure per second level student relative to the country's GDP per capita, along with Mexico, Greece and the Slovak Republic.

Serious questions need to be asked as to why funding for education has been allowed to stagnate despite our continued economic well-being. If this

The recent leak regarding confidential discussions at the Teachers' Conciliation Council gave the media the opportunity to waste further ink on the offensive concept of the 'Underachieving Teacher'. Such sweeping generalisations say little about the challenges that face teachers from day-to-day, with increased workloads, increased administrative duties and more scrutiny than ever under Whole School Evaluations, subject inspections and assessments, and the annual Leaving Certificate point frenzy; not to mention the threat of disruption and, increasingly, violence, by a minority of students in our classrooms.

is the best we can do when our coffers are full, what premium would be attached to education in an economic downturn, I wonder? The pupil teacher ratio statistics in the report also show that Ireland is lagging well behind the majority of OECD countries. This shows that education continues to be neglected, despite periodic echoing of hollow sentiments about levelling the playing field for all the children of the nation.

It is encouraging that Ireland is in the top three most socially equitable countries in terms of educational outcomes and access to higher education.

It is also impressive that 91% of Irish 25-34 year-olds complete at least upper second level education, compared with the OECD average of 82%. However, it is an area of concern that there is a gender gap between females in males in terms of completion of upper second level.

On September 14th 2007, the new Cork School School of Music was opened by the Minister for Education and Science, Ms Mary Hanafin. The city finally has the state-of-the-art School of Music that it deserves. As the article in this issue rightly states, there lies a lesson for the entire trade union movement in the story of the School: "if you really want something, you don't

just ask for it, you must be prepared to fight for it." I sent my sincerest congratulations to all TUI members in Cork who persevered and succeeded with such a wonderful campaign.

Finally, you may be aware by now that the union's General Secretary Jim Dorney will be resigning from his position at the end of February 2008. Advertisements for the post were placed in the national media and on the TUI website. Also a copy of the advertisement was sent to branches. The selection of his successor will take place over the coming weeks.

We will be covering Jim's TUI career and legacy in considerably more depth in an upcoming issue of TUI News, but even now I feel it is important to draw attention to the magnificent work he has carried out on behalf of teachers and lecturers over the last 25 years in the role of General Secretary.

Jim is a true trade unionist and educationalist. Nobody has fought with more vigour, commitment and tactical dexterity for Irish education in recent times and his departure will be a major loss to the TUI.

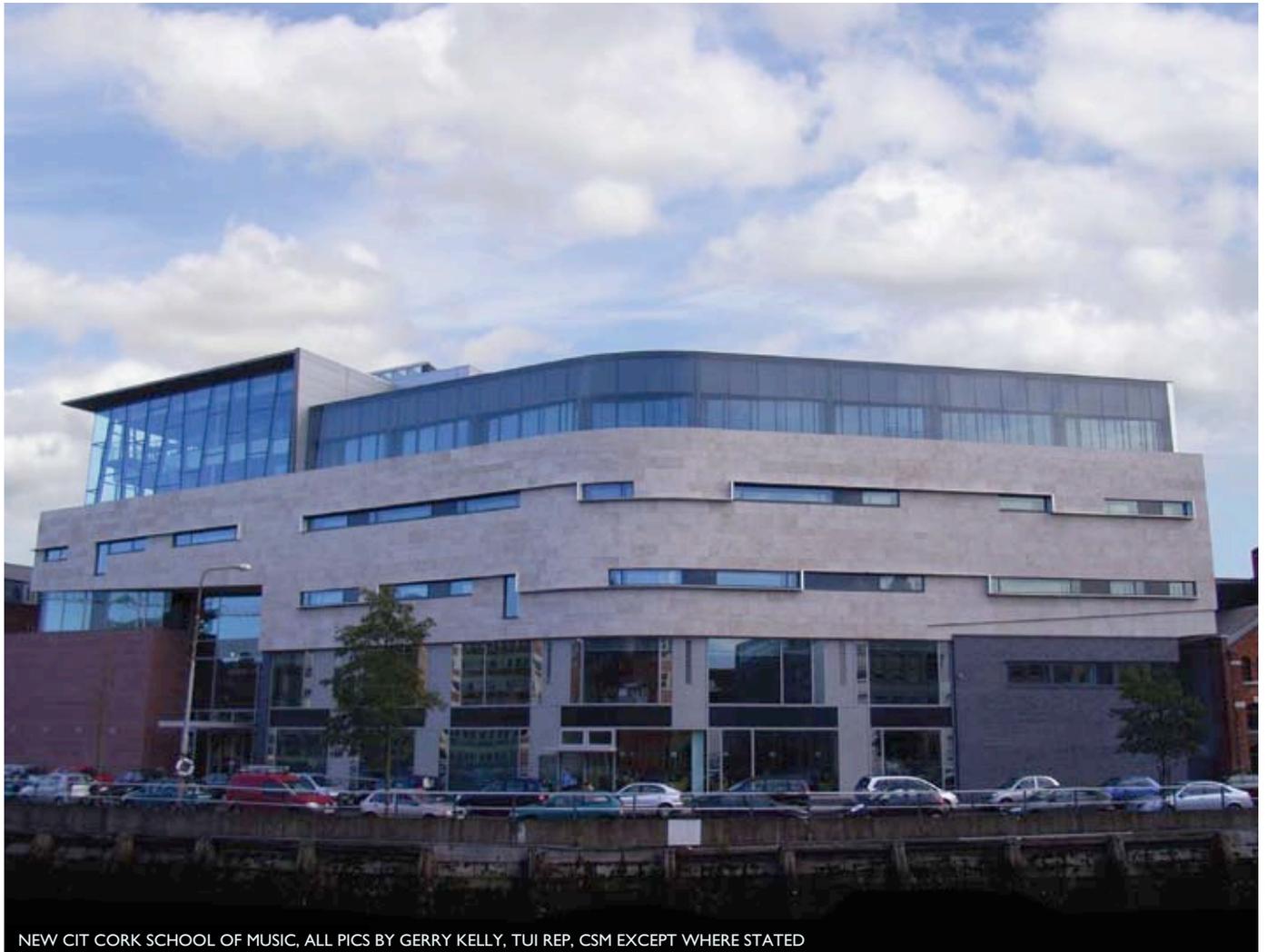
With Kind Regards,

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

Tim O'Meara, TUI President

Rebirth of Cork School of Music

A Campaign Overview



NEW CIT CORK SCHOOL OF MUSIC, ALL PICS BY GERRY KELLY, TUI REP, CSM EXCEPT WHERE STATED

At a bend in the River Lee, just a couple of hundred metres west of Cork City Hall, stands a new landmark public building. CIT Cork School of Music, to give the building its official title, is a constituent college of Cork Institute of Technology and provides education and training in music, speech and drama. The architecturally sensitive exterior is more than matched by a spectacular internal space that incorporates tuition rooms, lecture rooms, rehearsal hall, drama suite, library and a state-of-the-art recording studio. The ground floor also features a magnificent new auditorium, exhibition space and café. An unqualified success story, then? Yes,

certainly, but behind this 21st century slice of art lies the story of a long and tortuous campaign.



IMAGE © NEIL DALTON NEWSDIGITAL.COM

Cork's first Municipal School of Music—the first such institution in these islands—was opened in 1878. This was replaced in the 1950s by a new building which, while nondescript visually, was perfectly adequate to the needs of its time. By the 1970s, the School had long outgrown its premises and a new extension was mooted. The cutback philosophy of the 80s and 90s put the project on hold, despite the fact that the level of activity in the school continued to increase. Then, in 1999, the Minister for Education, Micheál Martin, promised a fitting new home for music in Cork. Planning difficulties intervened but, in 2001, staff

vacated the existing building on Union Quay at the behest of the Department and moved—as a temporary measure—to the dilapidated former Moore’s Hotel building on the opposite bank of the river and to other, equally unsuitable, premises throughout the city. The new school would take just two years to build, after all, and the prize would more than compensate for any transient hardship. However, by 2003, it had become clear that the staff were expected to remain in this inappropriate limbo indefinitely.



MAY DAY STRIKE 2003

Cork Colleges Branch of the TUI channeled the anger of its members in Cork School of Music and was deeply involved in the campaign from the outset. Issues such as the General Government Balance and EU accounting rules meant little to those who felt abandoned by the system. Deeply frustrated at the litany of broken promises, the Branch embarked on a sequence of protests and industrial action culminating in a

Institute of Technology, including the School of Music, the Crawford College of Art & Design and the main campus in Bishopstown. The Branch accused the Government of “an outrageous act of cultural vandalism” in refusing to sanction the building of the new School and of “disregarding Cork’s long and proud tradition of music education”. The response, both in terms of publicity and community support, was more than heartening.

The campaign for Cork School of Music brought together a remarkable coalition of union, management, citizenry, civil servants and politicians. The media—particularly The Irish Examiner, the Evening Echo and local radio—played a significant supporting role. Throughout its history, the School has held a special place in the artistic heart of the Cork region. There are few households that do not have a direct or indirect connection. When the School came under threat, many took it as a personal insult.

Further action at the beginning of the academic year 2003/04 brought an October meeting between the union, the management and the Department of Education and Science at Department headquarters in Marlborough Street, Dublin. While no promises were made, it was clear that there would have to be some movement. In March 2004, the Minister for Education and Science, Noel Dempsey, announced that the



PAT AHERN AT RALLY OUTSIDE CORK OPERA HOUSE, FEBRUARY 2003

CSM project was to go ahead as a Public/Private Partnership with Jarvis Projects as the private partner. By Christmas of that year, Jarvis had run into financial difficulties and it appeared that the entire project was about to unravel again. The site on Union Quay remained a derelict blot on the landscape. The staff and students were still squeezed into Moore's Hotel, into Connolly Hall and into fourteen other premises spread throughout Cork City. Despite the flexibility and forbearance shown by members and their students, the situation remained unresolved and the future was more uncertain than ever. Morale hit an all-time low. Christmas 2004 came as a reminder of broken promises.

Cork Colleges Branch remained active throughout. The campaign entered a critical phase, with a great deal of background manoeuvring and a range of sometimes confrontational individual action. By September 2005, the project was back on track. Hochtief, a German company, had replaced Jarvis as the private partner. This time, everything went according to plan. The appearance of cranes on the site provided an immediate morale boost. There was a special pleasure in watching as the old 50s eyesore was demolished and the new structure emerged in its place and there was a genuine excitement as the new building took shape. The project was completed on time and on budget.

Whatever misgivings that may have existed in relation to Public Private Partnerships were laid aside, at least for the moment.

Finally, on September 14th 2007, the new School was opened by the Minister for Education and Science, Ms Mary Hanafin. It is, in a word, superb. At last, Cork has the School of Music that it deserves and one that other cities and towns throughout Ireland may look upon as a template for the future. And in the story of this campaign, there lies a lesson for the entire trade union movement: if you really want something, you don't just ask for it, you must be prepared to fight for it.



CSM AS A WORK IN PROGRESS

National Council for Curriculum and Assessment (NCCA)

Nominations for TUI Representatives on Course Committees

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 on 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 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. (A list of the current vacancies is set out below).

To be nominated by TUI to an NCCA 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.
- Be a member of the TUI and be nominated via your local TUI Branch.

If you sit on a Course Committee on behalf of TUI, you are required to:

- 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.

- 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. Feedback forms are available to facilitate this.
- Occasionally provide comments to the media on examinations.

TUI will support participation on course committees through on-going contact with the Education and Research Officer, subject meetings as required and occasional seminars to address issues common to all course committees. **Nominations Forms** are downloadable from the TUI website

If you are interested in being nominated to a Course Committee contact your local TUI Branch. Closing date for receipt of nominations from Branches is 30th November 2007.

NCCA Course Committees: Vacancies to be filled – October 2007

Junior Cycle	No of Positions	Senior Cycle	No of Positions
Geography	1	Agricultural Economics	1
German	1	Design & Communication Graphics	1
Italian	1	Economics	2
Spanish	1	Engineering	1
		Geography	1
		Italian	1
		Maths	1
		Spanish	1

Why Join a Union, Why Join TUI?

Current figures show a startling and ongoing decline in trade unionism in Ireland, particularly in the private sector. Whilst coverage in the public sector is better, it is also in serious decline. We are fortunate in TUI to have a growing, strengthening union: but there is no room whatever for complacency because while growth in the overall is continuing, we are contracting and losing coverage in many areas. When our membership or coverage (the number of members we have relative to the number of members we could have) declines our influence declines, our ability to ensure that our hard-won agreements and our policies are respected is dented. We lose clout. We lose bargaining strength. We lose capacity. We are less of a force for good for our teachers and lecturers.

Why do people join any trade union?

For

- protection
- organisation and representation of their interests – on an individual and collective level
- maintenance and improvement of their salary and conditions of employment
- participation in job regulation
- benefits

Trade unions are seen as a direct and essential result of a society that organises along a division of labour weighed in employers' favour. Employers combine on the one side, and their combination is potent and powerful. Combination of workers, by joining trade unions, "is the necessary and desirable counterpart, if the battle is to be carried on in a fair and equal way".

Why should teachers and lecturers join TUI?

Because we seek to protect them; articulate their concerns as professional educators and as workers; improve their salaries and conditions of employment; offer them advice on professional and education issues; represent them – on an individual and collective basis; offer benefits arising from the union's funds; offer group insurance, salary protection and Additional Voluntary Contribution schemes; offer first-instance legal advice on matters unrelated to employment.

It would seem that these and many other benefits are self-evident and that it should seem unnecessary to spell out the merit of joining a union.

Why don't workers join unions?

It may be explained by:

- Legislation
- Employers' policies
- The business cycle
- The changing composition of the workforce
- The 'new individualism'

Startlingly, however, current research indicates that almost 29% of workers report that they didn't join a union simply because they were never asked!

Also, many potential members would also seem to be quite unaware of the frequent successes of TUI and that we achieve good outcomes for our members. For example, in *September 2007 alone*, many members have been given advice on their contracts and improvements to contracts have been achieved; lecturers and teachers in danger of loss of teaching hours or denial of CIDs have been sorted out; 2 equality cases have been lodged; advice on complicated pensions issues has been given, and a case is currently being taken to the Pensions Ombudsman; a teacher whose service in Northern Ireland had not been recognised received €48,000 in arrears; a teacher whose CID hours were reduced significantly had them restored, with significant arrears; a teacher deemed 'unqualified' got 'qualified status', thereby doubling her qualified hours for pay purposes and giving her 3 years of arrears; new cases have been lodged with Rights Commissioners and new Circuit Court cases have been started. (Add in a couple of John's (x2) and Peter's achievement). These achievements are thanks to our representatives at all levels. And they are replicated every month.

And it is not just about successes either: on an everyday basis members get good assistance and advice from their branches and from head office – advice on initiating procedures, advice on early retirement, advice on increments, advice on maternity leave, advice on policy and

education issues, advice on almost every conditions of service concern.

But recruitment, in some areas, is undoubtedly a problem for us. Based on a preliminary analysis of membership, it is clear that there is huge potential for growth in membership in 'traditional' areas alone. In one county, for example, we have 145 members out of 215 teaching staff; there is potential for 74 additional members in another. In one Dublin school alone, 40% of the teachers are not members of TUI. In some cases there are inordinate delays in processing membership applications. There is a feeling prevalent amongst some non-members that they can join the Union when they encounter a problem. A lot of schools and colleges do not have a TUI Representative, as such there is no one to approach new lecturers/teachers about membership.

The Executive Committee appreciates fully that our representatives at all levels are extremely busy and frequently overburdened in their own jobs. We are aware of how challenging representative and branch work is, and how unrewarding and unsupported it sometimes seems to be. As part of a major new recruitment drive, which is so fundamental to our strength, the Executive Committee wishes to encourage all branches to review their recruitment processes and to examine coverage within branches. How active is our recruitment at local level? Are we asking potential new members or members, approached previously, who might have seemed disinterested in joining TUI at the time but who might now have changed their mind? Who, specifically, in each branch is encouraged to recruit new members - the Executive requests branches to assign a particular officer, or officers, specific responsibility for recruitment and to encourage representatives and branch committees to identify recruitment as a key and immediate objective.

The burden for you of taking on this task is not in any way underestimated, but this is a matter we need to turn around immediately, and we need your help. We ask that you help us in this endeavour and head office will do all it can to facilitate you in the coming months.

Seanad Votes For All Graduates On Way

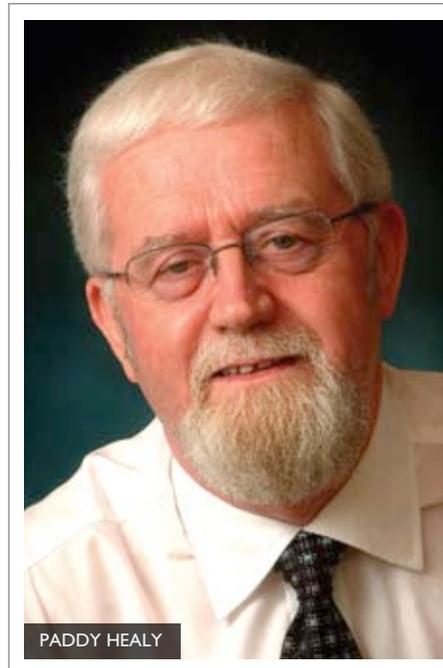
by Paddy Healy

Government leader in the Seanad, Senator Donie Cassidy has announced that reform of the graduate panels for election to Seanad Eireann is to take place before the end of the current year. This is the positive result of the intense campaign for election to Seanad Eireann which took place earlier this year.

TUI members are seriously disadvantaged by the current arrangements. Only graduates of the National University of Ireland and of Dublin University (Trinity College) who are Irish citizens and who have placed themselves on the register can vote. Teachers of engineering subjects (wood and metal), art, physical education and home economics are denied votes as are teachers and lecturers holding qualifications from professional institutes of engineering, architecture, accountancy, marketing, music and other disciplines. Graduates of Institutes of Technology, University of Limerick, Dublin City University and of other awarding bodies have no vote.

Recommendations

The relevant recommendations of the Committee on Seanad Reform are printed overleaf. Government proposals will be influenced by these recommendations but there may be important variations. *“All graduates of Higher education Institutions in the state holding a primary degree or an equivalent qualification at level 7 in the National Qualifications Framework should be entitled to vote in a separate Higher Education Constituency”*. This recommendation would give votes to all graduates of universities and Institutes of Technology and teacher training colleges with qualifications at level 7 or above. The level 7 stipulation (Ordinary Degree) would be particularly helpful to graduates



PADDY HEALY

“ TUI members are seriously disadvantaged by the current arrangements. Only graduates of the National University of Ireland and of Dublin University (Trinity College) who are Irish citizens and who have placed themselves on the register can vote.”

of the Institutes of Technology. Teachers holding degrees from NCEA and HETAC such as graduates of NIHE (Plessey) and of Colleges of Home Economics will be entitled to vote.

All graduates would vote in a single six seat constituency. This would remedy the situation where Graduates of DIT prior to 1993 are on the Trinity register while post 1993 graduates have no vote. All graduates would be on the register. This

would end the intolerable current situation in which very many graduates eligible to have a vote are not on the register. Many TUI members, both serving and retired, received qualifications from the Department of Education. It is important that these “legacy awards” be placed at the appropriate level in the NQAI framework where this is not already the case. If the exact wording of the recommendation were enacted, it would have the effect of giving votes to level 7 graduates of professional institutes but not to holders of level 8 or higher qualifications! The words “and higher” must be added after level 7 in the recommendation.

The words “within the state” make the recommendation unduly restrictive. If a graduate is a citizen of the state and holds the appropriate level of qualification he/she should be entitled to vote. The recommendation as stated would exclude from voting citizens of the state who have qualifications from Queens University, University of Ulster, The Open University and of professional institutes outside the state. Clearly, the recommendation should be amended.

TUI has been campaigning for these changes for many years under many presidents. We must now ensure that the actual changes enacted are as advantageous as possible to our members and to our students. I would welcome contributions to a new submission to government.

Thanks

I wish to thank all those who campaigned and voted for me in the Seanad election. Special thanks go to President Tim O’Meara, the executive committee and head office staff. Thanks also go to the

Irish Federation of University Teachers (IFUT) for their endorsement of my candidacy. It was clear that the task of achieving election was daunting given the disproportionate discrimination against TUI members in the electoral system. However the campaign contributed significantly to the pressure on government to introduce reforms. If the government commitment to reform is made good, the campaign will have been well worth the effort expended by all.

Recommendations of Sub Committee

The Sub-Committee believes that the arguments in favour of graduate representation outweigh those against it. The Sub-Committee also believes that, in the context of a reformed Seanad with a substantial number of directly elected Senators, a new higher education constituency could be an important source of independent expertise. Accordingly the Sub-Committee recommends that representation for graduates should continue, but that it should be radically reformed.

A New Higher Education Constituency

The Sub-Committee recommends that all graduates of institutions of higher education in the State holding a primary degree or an equivalent award at level 7 in the National Framework of Qualifications (NFQ) should be entitled to vote in a Seanad election to a separate Higher Education Constituency

(see Appendix F for a brief explanation of the NFQ).

The Sub-Committee recommends that this should be single national constituency of six seats elected under PR-STV and that someone wanting to be a candidate for this election should be nominated by ten graduates. Non-graduates would continue as is the case in the current system to be entitled to stand for election in the Higher Education Constituency. Bearing in mind the fundamental principle of "one person one vote", the right of graduates to vote in the higher education constituency could not possibly be in addition to the right to vote in other direct elections to the Seanad. Rather it would be a distinctive way for graduates to participate in direct popular elections to the Seanad.

Thus the Sub-Committee recommends that all Irish registered voters would be by default on the register of electors for the national list PR election for 26 Seanad seats. A national graduate register would also be compiled, listing all eligible graduate voters. Any voter on the graduate register would be eligible to opt out of the register for the national list constituency and into the register for the higher education constituency.

Thus graduates would have one vote for the Seanad, as would every other Irish voter – they would simply have the option, if they wished, to exercise this vote in the higher education constituency.

Sportswear for Africa

On visiting South Africa, Aidan Gallagher, a retired Irish teacher met a local teacher, Isaac Arendse, who is responsible for the development of soccer in all schools in South Africa. Aidan discovered that it is normal for many of the young players (boys and girls) not to wear jerseys, shorts or football boots! Indeed often teams play in their "skins" or in the clothes they are wearing. This prompted him to set up STRIP FOR AFRICA - an initiative that aims to fill a 40ft. Container with used sports gear – jerseys, shorts, socks (but no boots) for distribution in South African Schools. The personal note from Isaac reflects the significance of such an initiative.

TUI along with other teacher unions and organisations, sports clubs and some companies are seeking your support at local level for STRIP FOR AFRICA.

The programme is supported by: TUI; INTO; ASTI; AE Consulting; Cornmarket Financial Group; Topflight Sports for Schools; Cumann na mBunscoil; National Truck Rentals; FAI

Special e-mail address : stripforafrica@yahoo.ie

For more detailed information on important dates, pick up points etc please check the TUI website (www.tui.ie).

Any queries, please contact **Aidan Gallagher** at **087 647 4258**

TUI Credit Union News

In June 2007 a record €1.1 million approx. was taken out in loans by the members.

Congratulations to the September winners of the monthly draw - G. McNulty €1500, C. O'Flaherty €1000 and L. Duffy €500.

In November 2007 there will be a special 40th Anniversary car draw.

In December the usual Christmas car draw will take place.

To join the monthly draw please contact the Credit Union office (01 492 2355) for an application form. €5 is deducted each month from your credit union account.

The TUI Credit Union has agreed to give financial support to TUI branches holding functions for retiring members. Please apply to the Promotions Committee by letter or email: (tuicreditunion@eircom.net).

Winners of the car draws and bursaries will be announced at the Annual General Meeting of the Credit Union to be held in the Clarion Hotel, Liffey Valley Centre, Co. Dublin on Friday December 14th 2007.

Please note: Application for Membership forms to join the TUI Credit Union are at present being sent to all schools and colleges.

www.tuicu.ie



6.99% APR

on loans from €50,000 to €75,000

5.99% APR

for borrowing within shares

Standard Interest Rate 7.59% APR
one of the lowest available

Payments direct from your salary

Interest on a reducing balance

No penalty for paying off early

No set up fees

Free insurance protection

Your future...

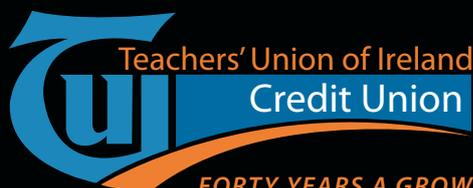
Your credit union is there to help.

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

Membership is an uncomplicated way to plan for situations that will crop up from time to time during the course of your working life.

Your credit union is there to help...

If you have any questions or would like to discuss borrowing tailored to your needs please call 01 4922355 or 1850 741 600 (outside 01 area).



FORTY YEARS A GROWING - DAICHEAD BLIAIN AG FÁS

Affiliated to the
Irish League of Credit Unions

Teachers' Union of Ireland Credit Union Ltd. 73 Orwell Road, Rathgar, Dublin 6. Tel: 01 492 2355 (from the 01 area), 1850 741 600 (from outside the 01 area)

Fax: 01 492 9865, E-mail: info@tuicu.ie, Web: www.tuicu.ie

Appointments Procedures

The decision of the TUI to seek a review of appointments procedures in IOTs seems to have recently provoked a real hornet's nest. TUI sought the review at the IR Forum as a result of some concerns it had in relation to a small number of appointments. This was agreed unhesitatingly by the Institute of Technology Management. The beginning of this review was communicated to all Branches in June and Branches were asked to submit to the Executive Committee what they considered to be irregularities or issues relating to the appointments procedures. In this letter it was clearly pointed out that it was not possible to address these incidents but the aim was to improve the process and to learn for the future.

Public Appointments Service was requested by the working group involving, all Institutes of Technology and all Unions, to examine the current procedures and as part of that examination to visit six Institutes. The six Institutes were clearly chosen

for a distribution of size and of geographical location.

However this relatively innocuous communication to Branches was referred to in an Irish Times article on the 25th September. It quoted the letter to TUI branches seriously out of context and appeared to indicate that the Union was alleging that the specific Institutes were particularly guilty in terms of their procedures. This was regrettable and the record was corrected as soon as reasonably possible i.e. two days later in which it was clearly stated that the Union did not have evidence indicating any irregularities in respect of any of the six Institutes.

However on the morning of the 25th September the day on which the apparently offending newspaper article appeared some Directors saw fit to communicate to all staff by way of an email accusing the Deputy General Secretary of TUI of being "irresponsible, mischievous" and that



SEMINAR ON INSTITUTE OF TECHNOLOGY ACT, DUBLIN, 1ST OCTOBER 2007

this "totally untrue allegation will cause irreparable damage to the reputation of our staff and our Institute" and the communication to all staff continued "This Institute, Institutes of Technology Ireland and the Public Services Appointments Commission are taking this matter very seriously and are considering all forms of appropriate response including legal options on this matter" thus clearly threatening the possibility of legal action being taken against the TUI.

The concern of TUI is that the pretence that the appointments system in Institutes of Technology is perfect in all respects and is not amenable to learning from mistakes with a view to improving is far more likely to do damage to the reputation of staff and of Institutes. This is why the review was sought by the union and will be pursued to an end by the union. The appointments system is good system, there certainly are worse but it is capable of improvement.

Regrettably the Directors in question who sent a virtually identical letter to all of their staff, changing only the name of the Institute, did not see fit to check as to the accuracy of the Irish



SEMINAR ON INSTITUTE OF TECHNOLOGY ACT, DUBLIN, 1ST OCTOBER 2007

Times article and indeed even went beyond the Irish Times article in terms of its accusation as to what is contained in the apparently unseen letter. Even more regrettably the same Directors have seen fit to refuse to withdraw the accusations of irresponsible and mischievous behaviour and the potential threat of legal action despite having been invited to do so.

To date the Union is aware that the letter in question communicated to all staffs has been seen by TUI in both Sligo and Athlone ITs. It is however known to have had some circulation within other Institutes.

The overall effect of this overreaction has been akin to shaking the bushes.



To date quite a lot has fallen out of the tree and there has been an increased response from Branches advising the Executive Committee of what they perceive as having been irregularities. The Executive Committee remains open to hearing about any such incidents with a view to learning what can be learned and of jointly developing an improved system.

Training Course for College Branch Officers

16th, 17th & 18th January 2008 in the Hodson Bay Hotel, Athlone

Notice has being issued to Branches at this time in order that officers elected at AGMs are aware that a training course will be available in the near future.

The training course will cover a wide range of Branch activities from internal organisation of the Branch, the role of individuals officers, communications with Head Office, handling of personal cases including the use of grievance and discipline procedures, negotiation techniques, the overall issue of information and consultation, the Partnership approach to Institute business, issues relating to certain recent legislation (Part time, Fixed Term Act), equality issues, health and safety issues.

Applications are invited for a limited number of places on this course. The number of places will be limited to sixteen and will operate on a first come first served basis subject to the following:

The course is open to Persons holding Branch Office after 2007/08 AGMs i.e. Chair, Secretary, Treasurer or Equality Officer who have not already attended a training course or those elected for. As many Branches as possible will be accommodated and in the event of an over subscription places would be given so as to ensure a spread of Branch participation.

That participants would commit to attend for the full duration of the course.

Application should be made on the form issued to branches which should be

submitted to Cathy Glavey by Friday 7th December 2007 at TUI Head Office.

All hotel expenses in relation to the course will be paid by Head Office.



Seminar on Institute of Technology Act

A seminar for Branch Officers and Governing Body representatives on the newly amended legislation in relation to Institutes of Technology was held in Dublin on Monday 1st October. The keynote speaker at the seminar was Gerry Durkan, Senior Counsel who has acted for TUI on a number of occasions and separately has been public service arbitrator.

In summary he stated that the statutory framework for Institutes of Technology now is the *Institutes of Technology Acts 1992 to 2006*. The 2006 Act has substantially amended the original 1992 Act and in order to establish the precise provision in relation to any particular section it is now necessary to look at a number of separate pieces of legislation. This is regarded as somewhat unsatisfactory and one coherent Act would be preferable.

The major amendments as relating to the operations of the Union and the conditions of service of its members were addressed by Mr Durkan.

Powers of Governing Body

He stated that a major change has been a clarification of the powers and functions of the Governing Body. Prior to the 2006 Act all of the functions of the college were ascribed to the Governing Body though there was also a provision within the Act which seemed to confer significant powers on the Director. The 2006 Act has broken the functions into **reserve functions** and **executive functions**. Executive functions are under the control of the Director, reserve functions are under the control of the Governing Body and the Governing Body is not permitted to give a direction in relation to an executive function. Reserve functions are specified by the Act, executive functions are defined as being functions which are not reserved functions. Day to day administration and management is an executive function as is management of staff.

Provisions in relation to staff

The original RTC Act dealt with staff under Sections 11 and 12 (12 and 13 of the DIT Act). The 2006 amendment removes the old distinction between “Officers” of an Institute and “Employees” of an Institute whereby Officers were perceived to have had a greater status; all references in the 2006 Act relate to “members of the staff” of the college.

In relation to the powers of dismissal from office, those persons who were appointed prior to the 1st February 2007 will continue to hold officer status as long as they remain employed within the Institute even if promoted. There is a strong view that if a person moves from one Institute to another they will continue to hold officers status unless



there is a break in service whereby they resign service in one Institute and after a period of time seek employment in another Institute. In such a case they will no longer have officer status and will be subject to the provisions of the new Act which in relation to dismissal are significantly different from the protection available to officers. Officers i.e. those persons appointed prior to the 1st of February 2007 can only be dismissed in accordance with the provisions of the Act which require the holding of an enquiry and the sanction of the Minister for Education and Science. Members of staff appointed after the 1st February i.e. those who do not hold officer status can be dismissed in accordance with procedures drawn up by the Institute in consultation with the Union [Note: The Union is in discussion with the Department of Education and Science and Institute Management with a view to agreeing such procedures which it is hoped will be common procedures across all Institutes].

Academics Freedom

This is a new section in the 2006 Act and imposes a right and responsibility of the college to “preserve and promote the tradition principles of

academic freedom”. This is both in relation to internal and external Institute affairs. In addition a member of academic staff has permission to question and test received wisdom, to put forward new ideas and to state controversial or unpopular opinions. This freedom extends to a person’s teaching, research or other activities either in or outside of the college and the Act prescribes that a person shall not be disadvantaged or subject to less favourable treatment by the college for the exercise of this freedom. However an important qualification is that such freedom must be exercised within the law i.e. a person has the right to express controversial views, however they cannot be views which might otherwise infringe, for example, quality legislation or legislation relating to incitement to hatred.

Mr Durkan warned that he was giving an opinion following an initial consideration of the issues but that the final determination of any issue thrown up by the legislation would ultimately be a matter for the courts to interpret as the issues arose and it was not possible to predict absolutely what it might determine.



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Annual Congress – a practical problem to consider

As part of its ongoing review of the organisation of Annual Congress, the Organisation Sub-Committee has been considering problems ensuing from the increasing size of Annual Congress.

As the membership of the Union increases, the number of delegates to Congress increases proportionally. The membership of the Union as reported in the 1990 Annual report was 7,900. Currently, membership stands at over 13,500, with potential for more members. This growth reflects the strength and health of the Union and is welcomed by all.

Associated with this, however, is a growth in the size of Congress, as illustrated below:

Growth of Annual Congress	
Year	Number of delegates
1980	190
1990	270
2000	371
2007	410

This means that venues which could accommodate Congress in the past can no longer do so. Also, if the present ratio of 1:30 is maintained consideration will have to be given to moving from a classroom-style format to a theatre-style seating arrangement. This would clearly inconvenience delegates through loss of tables to accommodate delegates' documents over the three days of Congress. This problem arises for Annual Congress 2009, scheduled for Cork – some delegates may have to be accommodated theatre-style in Cork depending on the number of attendees.

Finding hotels which can host Congress is a big problem. For example, Congress has been unable to go to Executive Committee Areas 1, 2 and 3 for over 30 years. And Congress 2008, is returning to Area 4 after many years absence because *White's of Wexford Hotel* is completely rebuilt and large enough to accommodate Congress. The established pattern is undesirable however as Congress is expected, under Rule, to rotate amongst all Executive Committee Areas.

It is also noted that every year since 2004, between 60 and 70 delegates nominated to Congress do not/are unable to attend but provision has to be made for all nominated delegates in the planning of Congress.

It was for these reasons that Motion No. 76 was proposed to Annual Congress 2007. The motion, which proposed that a ratio of 1:40 be used to determine the number of delegates branches nominate to attend Annual Congress, subject to a minimum number of two delegates per branch, was **rejected** at Congress.

Branches are being encouraged to reconsider the practical problems set out above and offer their views. The Organisation Sub-Committee believes that use of a ratio of 1:40, as opposed to the current ratio of 1:30, would not detract in any way from the efficacy and democratic nature of Congress and in fact would contribute to its efficiency: Congress would continue to be effective and representative.

Having regard to the concerns of our larger branches, the committee analysed the effect, on relative voting strength, of use of a ratio of 1:40. This analysis shows that use of a ratio of 1:40 does not impact on branches' relative voting strength. With regard to the concerns of our very small branches, the proposed rule change would ensure, unlike the current rule, that there would be a minimum of two delegates from each branch at Congress.

The Organisation Sub-Committee has written to branches on this matter and invited branches to submit their observations for consideration.

ICT Partnerships for Schools across Europe

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



How do you get involved? 2 simple steps!

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

eTwinning Professional Development Workshops

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

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

For further information on eTwinning please contact Léargas at 01 873 1411 or visit www.etwinning.net



TUI Annual Congress 2008 – Wexford Town

25th – 27th March 2008

Annual Congress 2008 will be held in **Whites of Wexford Hotel**, Wexford Town. Reservations for accommodation during Annual Congress can be made as follows:

Hotel	Tel / Fax	B&B (Adults)	Special	Children			
Whites of Wexford Abbey Street, Wexford	t: 053 91 22311 f: 053 91 45000	€95.00 pps €120.00 single		**Children up to 4 years of age – free	4–16 yrs €40.00 B&B		
Talbot Hotel On the Quay, Wexford	t: 053 91 22566 f: 053 91 23377	€85.00 pps €100.00 single		**Children up to 6 years of age – Free	6–15 yrs €25.00 B&B		
Riverbank House Hotel The Bridge, Wexford	t: 053 91 2 3611 f: 053 91 23342	€55.00 pps €70.00 single	Riverbank Guesthouses: €45.00 pps €60.00 single	**Children up to 4 years of age – free	4–10 yrs €15.00 B&B	10–15 yrs €25.00 B&B	
Ferrycarrig Hotel Wexford	t: 053 91 20999 f: 053 91 20982	€105 pps €135 single		€42 B&B			
						3-11 yrs	12-15 yrs
Quality Hotel New Ross Roundabout, Wexford	t: 053 91 72000 f: 053 91 72001	€89 pps €109 single €109 pps B&B + Dinner		Bed & Breakfast Dinner Bed & Breakfast 2 Nights B&B + 1 Evening Meal 3 Nights B&B + 2 Evening Meals	€25 €30 €45 €65	€35 €45 €70 €105	
Whitford House Hotel New Line Road, Wexford	t: 053 91 43444 f: 053 91 46399	€63.00 pps (Standard Room) €88.00 single	Deluxe rooms are also available on request.	Up to 3 yrs - Free	3-5 yrs €20.00 B&B	5-12 yrs €25.00 B&B	12-16 yrs €30.00 B&B

**PLEASE NOTE THAT THE RATE FOR CHILDREN IS BASED ON SHARING WITH PARENTS.

BOOKINGS MUST BE MADE BEFORE 31ST DECEMBER 2007 TO AVAIL OF THE ABOVE RATES

Congress Crèche

A crèche under professional supervision will be provided in Whites of Wexford Hotel. Further information regarding the crèche, including application forms, will be notified to Branches and will also be available on the website – www.tui.ie when details have been finalised.

Area Representatives

The following Area Representatives began their terms at Congress 2007:

Denis Magnier (Area No 2),
Tom Creedon (Area No 4),
Michael Stanley (Area No 6),
Manus Brennan (Area No 12),
Joan Sheahan (Area No 13),
Paul McSweeney (Area No 16),
Marie Hegarty (Area No 18).



MEMBERS OF TUI EXECUTIVE COMMITTEE PICTURED AT A RECENT MEETING AT HEAD OFFICE.
 BACK ROW L-R: PAT AHERN, DAN KEANE, TOM CREEDON, MICHAEL STANLEY
 FRONT ROW L-R: MANUS BRENNAN, MARIE HEGARTY, TIM O' MEARA, PAUL MCSWEENEY

Important Dates – Congress 2008

18th December 2007	Last date for receipt of motions from Branches to Head Office for submission to Standing Orders Committee.																
8th January 2008	Last date for receipt of nominations for positions of Vice-President, Security Fund Committee and Area Representatives for the following areas: Area: <ol style="list-style-type: none"> 1. Wicklow, Kildare, Laois and Carlow 3. Cavan, Monaghan, Louth and Meath 5. Tipperary N.R., Clare and Limerick City 7. Kerry, Limerick County 9. Cork City and Cork County 11. Galway City, Galway County and Mayo 13. Community & Comprehensive Schools in Counties Cavan, Dublin, Kildare, Louth, Meath, Monaghan, Wicklow 15. Third Level Colleges – Dublin (excluding City), Louth, Monaghan, Cavan, Meath, Kildare, Offaly, Laois, Wicklow, Carlow, Kilkenny, Wexford. 17. Third Level Colleges – Cork, Tipperary and Waterford 19. Third Level Colleges – Kerry, Limerick, Clare, Galway, Mayo 																
22nd January 2008	Preliminary Agenda will be issued to Branches.																
24th January 2008	Issue ballot papers for elections.																
5th February 2008	Last date for receipt of: <ul style="list-style-type: none"> • amendments to Preliminary Agenda • order of priority for motions in each section • names of delegates to Congress. 																
19th February 2008	Last date for receipt of annual election ballot papers.																
4th March 2008	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.																
18th March 2008	Last date for receipt of questions on the Annual Report and Annual Accounts.																
25th March 2008	<p>CONGRESS OPENS</p> <p>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:</p> <table border="1"> <thead> <tr> <th>Members</th> <th>Delegates</th> </tr> </thead> <tbody> <tr> <td>1 – 30</td> <td>1</td> </tr> <tr> <td>31 – 60</td> <td>2</td> </tr> <tr> <td>61 – 90</td> <td>3</td> </tr> <tr> <td>91 – 120</td> <td>4</td> </tr> <tr> <td>121 – 150</td> <td>5</td> </tr> <tr> <td>151 – 180</td> <td>6</td> </tr> <tr> <td>and so on"</td> <td></td> </tr> </tbody> </table> <p>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, 29th February 2008.</p>	Members	Delegates	1 – 30	1	31 – 60	2	61 – 90	3	91 – 120	4	121 – 150	5	151 – 180	6	and so on"	
Members	Delegates																
1 – 30	1																
31 – 60	2																
61 – 90	3																
91 – 120	4																
121 – 150	5																
151 – 180	6																
and so on"																	
2nd May 2008	Last date for receipt of nominations for the position of President.																
10th May 2008	Ballot papers for election of President will be issued.																
24th May 2008	Last date for receipt of ballot papers for Presidential election.																

Global Schoolroom – Sharing Educational Experience Worldwide

Gwen Brennan is Deputy Principal at Presentation Secondary School, Warrenmount, Dublin and Garret Campbell is Transition Year Co-ordinator at St. Conleth's College, Ballsbridge, Dublin. This year, together with Cornmarket, they set up Global Schoolroom.

Global Schoolroom is a unique project which harnesses Irish teachers' educational skills to share good practice with teachers in other parts of the world and by so doing contribute to the eradication of poverty and the support of sustainable communities. With the financial support offered through our association with Cornmarket we were able to bring eight teachers and two Cornmarket staff back to India in 2007 to continue the teacher training we started in 2006. We visited more schools in even remoter areas and worked with over 350 teachers.

In 2008 Global Schoolroom will return to the Northeast of India and work in

five locations, delivering teacher training workshops and offering additional classroom based support to the local teachers. This will be part of a three year plan to help better equip these local schools thus improving the quality of life for so many in this part of the world.

If you are interested in taking part in this year's Global Schoolroom, all you will need to give is your time! Cornmarket will sponsor the the cost of all vaccinations, insurance, flights and other travel, accommodation and food. The first step in applying for a place is to make sure you have submitted your application form before Friday 23rd November. Applications forms (which



can be photocopied) will be posted to schools after the mid term break and will also be available to download from: <http://www.cornmarket.ie/globalschoolroom>

You can also request an application form (or further information) by calling Roisin Kelly at Cornmarket (01 408 4116) or emailing roisin.kelly@cornmarket.ie. A shortlist of candidates will be selected and interviews will take place over the weekend of 1st and 2nd of December. Successful applicants will be informed of their selection in December and will be asked for a reference from their Principal, a medical report from their doctor and Garda clearance. Briefing sessions will be held in the run-up to the actual trip to prepare participants for the project.

2007 Third World Fund

The 3rd World Fund for 2007 has at its disposal an amount in excess of €13,500. The fund is used to aid developmental, education and trade union projects in underdeveloped countries.

If you have a project which you would like supported with money from the Fund, please make a written submission to Hilary O'Byrne, Administrative Officer, **immediately**, outlining details of the project.

Last year a total of 26 projects received contributions from the Third World Fund.



GLOBAL SCHOOLROOM EXPERIENCE 2007

EAS Supports 100 teachers each month

Figures just released show that the new Employee Assistance Service (EAS) which provides free and confidential counselling to teachers and their families has been a resounding success since its introduction last October. On average almost 100 teachers every month call the free phone service to seek support on how to deal with stressful work and personal issues.

“Up to mid May of this year we had supported almost 700 teachers to deal with stress and anxiety caused by a large variety of issues, including emotional health, bereavement and relationship problems to name just a few. Some two thirds of the cases presented as personal problems with the remaining third originating from problems in the workplace,” said Sarah Walker of Vhi Corporate Solutions, the company contracted to administer the scheme to over 50,000 teachers throughout Ireland.

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. The service which is free and confidential has been available since November 2006 to all teachers whose positions are funded by the Department of Education and Science, their spouses or partners, their dependents above

the age of 16 and mother/father where appropriate.

According to Walker, “One in four teachers who contacted us was male, which reflects in broad terms the balance of male/female teachers in the profession. Teaching is a demanding occupation. Coping with the ever changing curriculum, disruptive pupils, staffroom conflict and anxiety over school inspections are just some of the difficulties that teachers face on a regular and sometimes on-going basis. Constant and cumulative pressure at work, sometimes coupled with stressful personal circumstances, can lead to emotional drain. When this goes beyond a certain point, external support such as counselling, can have a role to play in enabling an individual to manage a very difficult situation”.

EAS staff follow strict ethical guidelines and codes of practice and are bound by the rules of 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.

One user of the EAS commented “What’s really good about the service is that it is neutral and provides me with an opportunity to talk things through without fear of judgement. I found the Counsellor brilliant at encouraging me to look at the real issues I need to address. I’m beginning to realise that I may not fully understand how we, I and others, act and react but what’s important is that I am able to manage the situation at hand”

What kinds of services are provided?

Counselling is provided on issues such as health, relationships, addictions, bereavement, stress, conflict, critical incident and trauma. The following services are available:

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

Accessing the service

Couldn’t be simpler. *Your Employee Assistance Service* is available 24 hours a day, 365 days a year through: Freephone 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 and follow the link provided.

The three teacher unions (TUI, INTO and ASTI) wholeheartedly support the EAS. Access to the service can also be gained by contacting your union office or logging on to www.asti.ie or www.into.ie or www.tui.ie



SEMINAR ON INSTITUTE OF TECHNOLOGY ACT, DUBLIN, 1ST OCTOBER 2007

Professional Development Seminar: Curriculum and Assessment at Post-Primary Level

A professional development seminar on curriculum and assessment at post-primary has been organised for *Tuesday, 13th and Wednesday, 14th November, 2007 in the Killeshin Hotel, Portlaoise* (commencing at 7pm Tuesday and ending at 4pm Wednesday).

This will build on the curriculum and assessment issues addressed at the seminar held in Tullamore, last February. The primary aims of the seminar are

- to inform TUI analysis and policy
- to support effective participation by the TUI and its membership in shaping future developments.

The seminar will include four main inputs:

- Professor Gary Granville is Head of Education, National College of Art and Design. He will deliver a keynote address on current trends in teaching and learning. Professor Granville has extensive experience in the curriculum field and is currently completing post-doctoral research in this area. He is a member of the Senior Cycle Sub-Committee of the National Council for Curriculum and Assessment (NCCA).
- Emer Smyth is a Senior Research Officer with the Economic and Social Research Institute (ESRI). She will present the main findings of research undertaken on behalf of the NCCA into the experience of students in their third year of junior cycle and in transition to senior cycle. Emer is an experienced researcher and has been involved in the compilation of many studies in the field of education.
- TUI perspectives and policy formation will provide the foundation for a third input. This will be based on issues considered by the TUI Executive and its Education Sub-Committee and meetings held with selected groups of TUI representatives sitting on NCCA Committees.

- The NCCA will deliver a short input on key developments, highlighting areas of current significance and meriting particular consideration.

These inputs will provide the basis for open discussion and question and answer sessions at the seminar which will be designed to facilitate involvement by the seminar participants.

Participation by those who represent the TUI on NCCA Course Committees and Boards of Studies is especially advocated. In addition, TUI branches are encouraged

to nominate at least one person to attend to support local discussion and feedback.

Travel and subsistence will be paid by the TUI. It is envisaged that where substitution is necessary this will be covered under the supervision and substitution scheme or otherwise facilitated by the school management. If you are interested in attending you are advised to seek management approval to attend through the normal channels that apply locally.

Correspondence and booking forms have issued directly to all schools.

Employee Assistance Service Competition



Your EAS from Vhi Corporate Solutions provides you with access to:

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- Telephone counselling
- A tailored website for teachers. Just click on the EAS link on the www.education.ie homepage

Freephone: R.O.I. **1800 411 057** 24 hours a day / 365 days a year
or e-mail us at eas@vhics.ie

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- 2nd Vhi Healthcare Hamper
- 3rd Portable DVD Player

Simply click on the EAS link on www.education.ie and answer the question

What is the Freephone Number of the Employee Assistance Service for Teachers?

- A: 1800 999 888
- B: 1800 411 057
- C: 01-555 4444

You may also text your answer A, B or C to the question to 53377 followed by your name, and school i.e: "B, Joe Bloggs, St Patricks NS, Town name"
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Arbitration Board determination on VTOS and Traveller Education Management Structure Claim

A Circular Letter giving effect to the determination of the Arbitration Board on a TUI claim that the in-school management structure for post-primary schools be applied equally to VTOS and Traveller Education Centres is now awaited from the Department of Education and Science.

The Arbitration Board dealt with the claim in the context of the management structures which the department had proposed for the centres in negotiations with TUI.

The department had proposed increases in allowances across the four bands

for VTOS Coordinators and across the existing two bands for Assistant Coordinators. A new allowance was proposed for an assistant coordinator in centres between 80 and 119 students. It was proposed that in centres with less than 80 students, that one member of staff be given a 2-hour reduction in teaching hours for the entire VTOS year in order to assist the coordinator in carrying out his/her duties.

On the traveller education centre side, the department had proposed only to pay an allowance to an Assistant Director in STTCs with 37 students

or more: for centres of less than 37 students a 2-hour reduction in teaching hours over the year in order to assist the Director was also proposed.

The Arbitration Board (1) augmented the increases which the department had proposed in the allowances for VTOS coordinators and assistant coordinators, (2) determined that the allowances for directors of traveller education centres should be increased and (3) augmented the allowance proposed by the department for assistant directors in traveller education centres. 1st December 2005 is the implementation

Increases in the Allowances by the Board

VTOS Centre - Director			
<i>Number of Students in Attendance</i>	<i>Rate as of 01/12/2005</i>	<i>Recommended Rate as of the 01/12/2005</i>	<i>% Increase</i>
Less than 40 students	€2,015	€6,545	225%
40 – 79 students	€4,430	€8,561	93.25%
80 – 119 students	€6,545	€10,600	62%
Over 120 students	€8,561	€12,650	48%

VTOS Centre – Assistant Director			
<i>Number of Students in Attendance</i>	<i>Rate as of 01/12/2005</i>	<i>Recommended Rate as of the 01/12/2005</i>	<i>% Increase</i>
80 – 119 students	New	€4,430	New
120 – 159 students	€2,015	€6,548	225%
Over 160 students	€4,430	€8,561	93.25%

Traveller Education Centre – Director			
<i>Number of Students in Attendance</i>	<i>Rate as of 01/12/2005</i>	<i>Recommended Rate as of the 01/12/2005</i>	<i>% Increase</i>
0 – 23	€3,506	€4,588	31%
24 – 29	€4,588	€6,066	32%
30 – 36	€6,066	€7,603	26%
Over 37	€7,603	€8,700	14%

Traveller Education Centre – Proposed Assistant Director			
<i>Number of Students in Attendance</i>	<i>Rate as of 01/12/2005</i>	<i>Recommended Rate as of the 01/12/2005</i>	<i>% Increase</i>
Over 37	New	€3,506	New

Designated Resolution Facilitators

date set down by the board for the increased allowances. The board also stated that the allowances should be increased in accordance with any increase payable under national agreements or special awards, including Benchmarking.

The increases in the allowances decided by the Board are shown in the chart on page 22 (left).

Explanation

In respect of **VTOS**, the allowances for co-ordinators have been increased in a range of 48% to 225%. The largest increases are aimed towards the smaller centres – 66 of the 72 Core VTOS centres have less than 100 students.

The board more than doubled the allowance payable to Assistant Co-ordinators in centres of more than 120 students, making this doubled allowance payable in respect of centres of 80 to 119 students. This allows for the appointment of an additional 7 Assistant Co-ordinators. The board increased the adjusted bands for Assistant Co-ordinators by 225% and 93.25% respectively.

In respect of **traveller education centres**, the allowances for directors were increased by the board in a range of 14% to 32%: again, the larger increases are aimed at the smaller centres.

The board set the allowance for the new position of Assistant Director (in centres of more than 37 students) at the rate of €3,506 w.e.f. 1 December 2005. This is equivalent to a Special Duties Teacher post allowance. This allows for the appointment of 5 Assistant Directors.

Representations are being made to the department to issue without delay the circular letter required to give effect to the board's determination.

September and October saw the training of Designated Resolution Facilitators under the informal procedures in the *VEC Code of Practice for dealing with complaints of Bullying and Harassment*. The training was undertaken over 24 days in 12 regional 'clusters' of VECs by Ms. Jacinta Kitt and Ms. Sue Corbett, acknowledged experts in the area of organisational environment and training on workplace bullying. It is the first of the tangible commitments to supporting the codes following their launch on 1 March 2007.

Ms. Jacinta Kitt reports on the training – It is widely acknowledged that the best practice organisational response to bullying and harassment is to provide the widest range of options for dealing with problems. This aims to ensure that everyone with a problem (whether concern or complaint) of bullying or harassment feels that there is an option suitable for dealing with their particular situation. These options range from raising the issue informally yourself, through getting assistance to raise and solve the issue, to making a formal complaint. Assisted informal resolution of problems are provided for in Stage 2 of the *VEC Code of Practice for Dealing with Complaints of Bullying and Harassment*.

Assisted attempts at informal resolution of problems are particularly important and relevant when:

- the person with the concern feels unable to address the problem themselves
- the problem is at an early stage
- both parties are willing to utilise the procedure
- the situation has not escalated to where either or both parties are entrenched

- the parties are likely to have ongoing contact with each other and wish to improve the working relationship
- trained personnel are in place to facilitate resolution.

The nationwide program of training for designated resolution facilitators has just been completed. The two day intensive training course prepared the participants to provide an informal, low key, non-judgemental and positive facilitation of problem resolution. Using a structured approach, the designated facilitators will assist the parties in reaching agreement on how they will interact in the future through:

- getting the parties together
- supporting both parties
- remaining objective
- facilitating them in finding their own solution.

Concerns that are raised using stage two of the informal procedures are made verbally to the designated facilitator. They are not officially recorded. The process is confidential, impartial, non-confrontational and dealt with in a low-key manner without apportioning blame. The process is also completely voluntary.

Resolution facilitators form an integral and key part of an organisation's effective response to the issue of workplace bullying and harassment. While still operating within the informal process, they provide critical assistance to individuals involved in raising a concern about behaviour/ working relationships in the workplace. They have a fundamental role to play in challenging current attitudes to and beliefs about the organisation's commitment and ability to resolve problems informally.

The role is a challenging but extremely rewarding one and participants engaged fully and actively with the training. Assisting in the successful resolution of an issue is a very positive experience both on a personal and professional level. In addition, the skills acquired in order to carry out this role effectively are very transferable. The skill of facilitating the resolution of interpersonal problems is highly valued both within and outside of the workplace.

The role of resolution facilitator is a volunteer role, however it is a complex role. Those under taking it have been thoroughly briefed on the associated expectations, responsibilities and requirements

The success of the resolution facilitator role is conditional on the organisation's commitment. The resolution facilitators need tangible and demonstrated support from the organisation in order to carry out their roles effectively. In particular

they need their role to be clearly defined and well publicised and promoted within the organization. It is important that the process is seen by everyone in the organisation as a legitimate option for those with problems.

There are many direct benefits to individuals in utilising this process to deal with concerns about interpersonal relationships. These include:

- Problems are solved as close to their source as possible and are therefore contained
- There is quick action taken once the issue is raised
- A minimum of personnel are involved (the facilitator and the two parties)
- The process is completely non-adversarial and therefore much less stressful than other options
- There is a real opportunity for a win/win outcome.

There are also indirect benefits to everyone in the organisation if this approach to interpersonal problem solving is successfully embedded in the organisation's culture. There is the benefit of working in an organisation with a culture of addressing issues rather than sweeping them under the carpet, ignoring them and hoping they will go away. And, perhaps most importantly, the benefit that it can be one of the most effective long term strategies for eradicating bullying behaviour from the organisation.

A panel of trained Designated Resolution Facilitators for each VEC is now available from your local VEC head office.

TUI wishes to thank the participants in the training, VECs and IVEA for the commitment to training in support of the code, the consultative forum of management and unions overseeing the roll-out of the code and Ms. Jacinta Kitt and Ms. Sue Corbett for facilitating the training, reported to have been 'fantastic'.



PARTICIPANTS FROM CO. DONEGAL, CO. SLIGO AND CO. LEITRIM AT THE VEC CLUSTER TRAINING FOR DESIGNATED RESOLUTION FACILITATORS WHICH TOOK PLACE IN THE LANDMARK HOTEL, CARRICK-ON-SHANNON, LEITRIM ON 3RD AND 4TH SEPTEMBER 2007



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Purchase of Notional Service

Teachers or Lecturers who will be short service by their date of retirement may purchase notional service by periodic deductions from salary or by lump sum payment. The provisions in respect of the purchase of notional service for superannuation purposes are set out in Circular Letter 125/06 for Institutes of Technology and Vocational Education Committees and in Circular Letter 11/05 for teachers in Community and Comprehensive Schools.

The revised contributions rates for the purchase of notional service for teachers in community and comprehensive schools is set out in C/L PEN 11/05. A teacher who is a member of the secondary teachers superannuation scheme may purchase notional service provided he/she fulfils the followings conditions :

1. The teacher is in whole time service or is job-sharing.
2. The teacher would have at least 9 years actual pensionable service i.e. excluding notional service by the time he/she attains age 60 where the teacher opts to complete the purchase by age 60 or age 65 where the teacher opts to complete the purchase by age 65.
3. The teacher is not on sick leave or suspended from duty (with or without pay) or likely to retire on medical grounds and
4. The teacher is not disqualified by virtue of having received or having an entitlement to retain benefits from a previous occupational pension scheme, which in the judgement of the Department would bring total pension benefits at the time of retirement to more than

the equivalent of the benefits arising from 40 years pensionable service as a teacher.

A teacher may not in any circumstances purchase more than the difference between 40 years and their actual pensionable service at the time of retirement.

In respect of teachers in the Institutes of Technology and Vocational Education Committees agreement has been reached to permit purchase of service by reference to age 60 where appropriate in addition to the existing arrangements for purchase of service to age 65.

This Circular Letter extends the availability of the lump sum purchase option during a person's career subject to certain conditions.

The purchase of notional service by reference to age 60 is not available to new entrants as defined by the Public Service Superannuation (Miscellaneous Provisions) Act 2004, since the earliest pension date for such staff is 65 (a new entrant to the public service is a person who commences employment in the public service on or after 1st April 2004 or who after a break of more than 26 weeks returns to employment in the public service on or after that date).

In the VEC and IOT sector the option to purchase to age 60 is now available to staff other than 'new entrants' who up to now could only purchase service by reference to age 65 provided that they would be short of 40 years service at the age of 60. This option is available to all staff including those who are currently purchasing notional service or have purchased notional service by reference to age 65. The normal

rules of the notional purchase scheme will apply for example regarding their requirement to have the potential for a minimum of 9 years service at age 60, retained benefits, cessation of periodic contributions before age 60 and the application of actuarial reduction factors where payment of superannuation benefits commences before age 60 e.g. ill health or cost neutral early retirement.

A number of other changes have been made to the operation of the notional service pension scheme, including the purchase by staff on whole time fixed term contracts, the purchase by work sharers/part-time staff and the reckoning of career breaks, all of which are set out in the Circular Letter.

Teachers/Lecturers should note that tax relief is allowable on these pension contributions.

TUI advise that if a teacher is considering purchasing notional service that he/she should get an estimate of the purchase of such notional service from his/her employer.

Additional information in relation to notional service is set out in an information booklet on the Department of Education & Science website, www.education.ie, entitled 'The Secondary Teachers Superannuation Scheme, Your Questions Answered' and 'The Vocational Teachers Superannuation Scheme, Your Questions Answered'. Both of these booklets should be read in conjunction with the Circular Letters 125/06 for Institutes of Technology and Vocational Education Committees and Circular Letter PEN 11/05 for teachers in Community and Comprehensive Schools.

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Should PRSA AVCs Be Of Interest to Teachers?

Teachers wishing to enhance their income in retirement can do so by making personal contributions either into the Superannuation Scheme to purchase Added Years or into an Additional Voluntary Contribution (AVC) arrangement.

There are 2 types of AVC arrangements available to teachers – the group TUI AVC Plan and a PRSA AVC.

This article looks at PRSA AVCs and compares them with the group TUI AVC Plan.

The options available to a member as to how benefits are taken on retirement are the same whether the benefits come from a PRSA AVC or the TUI AVC Plan. The main areas for consideration are, therefore, charges and investment fund choice.

What is a PRSA?

- PRSA stands for Personal Retirement Savings Account. PRSAs were introduced in the 2002 Pensions Amendment Act and were mainly intended to provide a pension product for individuals who had no pension provision.
- There are 2 types of PRSA. A Standard PRSA where maximum charges are set down by law at 5% of the member's contributions and a 1% per annum charge on the value of the member's total fund and a Non Standard PRSA where there is no statutory cap on charges. In addition to the above charges brokers typically charge the Standard PRSA member directly for the cost of providing advice.
- A PRSA is a defined contribution arrangement so the value of the fund will depend on the level of contributions made, the investment returns achieved and the charges paid.

- A PRSA is a contract between the individual and the PRSA provider and is not established under Trust and therefore the protections afforded by a trust arrangement are not available to the individual. The TUI has established TUI AVC Trustees Limited to protect the interests of the TUI AVC Plan members.

- Tax relief on PRSA AVC contributions is granted on the same basis as for AVC contributions (please refer to the Tax Relief Table on page 26 of the September 2007 issue of TUI News).

- There are 10 PRSA providers, mainly assurance companies, approved by the Pensions Board. In addition, all insurance brokers will be in a position to sell some or all of these PRSAs.

- The legislation governing Standard PRSAs places a restriction on the investment funds which can be offered – only 'pooled' funds are permitted. Pooled funds are essentially unit linked funds which do not provide a guaranteed investment return.

Comparison of a Standard PRSA AVC with the TUI AVC Plan.

Charges:

The O'Mahony report (*published in the November 2006 issue of TUI News*) which examined in detail the administration of the TUI AVC Plan looked at the charges being paid by AVC Plan members and concluded "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."

The provision of advice to members is part of the AVC Plan and is provided at no additional cost. Due to the complex interaction between an AVC and the Superannuation Scheme the availability of competent professional advice to members on an ongoing basis is essential.



The Trustees of the TUI AVC Plan commissioned an actuarial exercise to compare the projected fund value at retirement for a member making contributions to the TUI AVC Plan with the fund value had those contributions been paid in a typical PRSA AVC with the member paying for advice on 3 occasions – on taking out the PRSA, on retirement and once during the lifetime of the PRSA. The result showed that the member would have a greater fund value for his/her investment from the TUI AVC Plan compared to the PRSA AVC.

Tax Relief:

Contributions to the TUI AVC Plan are deducted at source by the employer thereby giving the member immediate tax and PRSI relief.

Employers may not be prepared to deduct PRSA AVC contributions at source in which case the member will have to pay his/her PRSA AVC contributions from his/her bank account and apply to the Revenue for tax and PRSI relief. Individuals considering taking out a PRSA AVC should first check with their Human Resource/ Superannuation Department to see if they are prepared to deduct PRSA AVC contributions at source.

Investment Choice:

The majority of members of the TUI AVC Plan choose to have their contributions invested in a 'with profit' or 'secured performance' type fund. These funds can not be provided under a Standard PRSA AVC as only 'pooled funds' which carry greater investment risk are permitted. To access 'with profit' or 'secured performance' type funds an individual would have to use a Non Standard PRSA AVC which does not have a cap on its charges.

Conclusion:

Teachers who wish to contribute to build up a fund for retirement can choose to do so either through the TUI AVC Plan or a PRSA AVC contract. The evidence clearly demonstrates that for the typical teacher the TUI AVC Plan provides better value for money and a wider choice of investment funds than a Standard PRSA AVC.

Finally, the concept of BUYER BEWARE should at all times be in the forefront of members minds. Members should ensure that they are receiving competent professional advice and

not just sales talk. Members can best protect themselves by ensuring that they receive advice only from authorised professional advisors who carry professional indemnity insurance, have as a minimum a QFA qualification, are authorised by the Financial Regulator and due to the interaction of the Superannuation Scheme and an AVC have experience in dealing with Public Service employers.

Pension Plan Booklet

The TUI AVC Trustees published an Explanatory Booklet which sets out information on pensions in an easy to read format.

The booklet provides useful information on the TUI AVC Plan, the Superannuation Scheme, the Spouses & Childrens Superannuation Scheme, Added Years for Professional and Technical Service, the Notional Service Purchase Scheme, contact numbers and much more.

All members of the AVC Plan should have a copy of this booklet as it is a valuable reference source. If any AVC member does not have a copy and would like one he/she should forward his/her name and postal address to the AVC

Trustees c/o TUI Head Office or by email to tuiavctrustees@eircom.net and they will arrange to have a copy of the booklet forwarded to you.

Post Script

Since the submission of the above item for publication an article has appeared in the 'Your Money' section of the Irish Independent dealing with pension fund charges.

In relation to PRSAs the Irish Independent article had the following to say:

'Even PRSAs are hard hit by charges, despite Standard PRSAs having a cap on charges. Standard PRSAs cap charges at 5pc on each contribution and 1pc a year on the value of the total fund.

But up to 20pc of the value of a PRSA, assuming 3pc annual growth, can be accounted for by charges. This calculation is based on a 20 year fund, achieving growth of between 3pc and 4pc a year. The 20pc cost of charges is based on administrative and management charges.

Adding in other charges may mean charges swallowing up to 40pc of the value of a Standard PRSA, negating any tax relief'.



SEMINAR ON INSTITUTE OF TECHNOLOGY ACT, DUBLIN, 1ST OCTOBER 2007

Young People in Contemporary Ireland

Kevin Lalor, Áine De Róiste and Maurice Devlin

Reviewed by Ita Daly, well known novelist and former teacher.

Though this is a scholarly work based on comprehensive, indeed, exhaustive research, it can be read by anyone who is at all interested in today's young people, for it is free from jargon and written in clear, intelligible prose.

The picture of youth that emerges is largely positive, despite some problems. Though Irish youth has the highest rate for binge drinking in the EU and a very high incident of mental health problems, our young people are not heading straight for hell and come across as leading much the same sort of lives as their peers in other developed countries. They watch a lot of television but they play games also; the vast majority of them see nothing wrong with sex before marriage but neither are they leading lives of wild promiscuity. 88% in one survey reported themselves as happy or very happy, and they have a much higher regard for the institutions of the state than their European counterparts.

The chapter on education brings some good news. Irish students do consistently well in international surveys and 55% of them are now going on to third level with a further 30,000 enrolling in Further Education.

There are problems however and the authors have highlighted two that will not go away: the high level of functional illiteracy among the Irish population (22% in the 16 - 65 age bracket) and the high number of children who leave school before taking the Leaving Certificate - stubbornly stuck at around 20%.

The authors (convincingly) extrapolate from this that while the education system is serving the majority well, it is failing a sizeable minority. Our education system - despite the existence of the Applied Leaving Cert and other

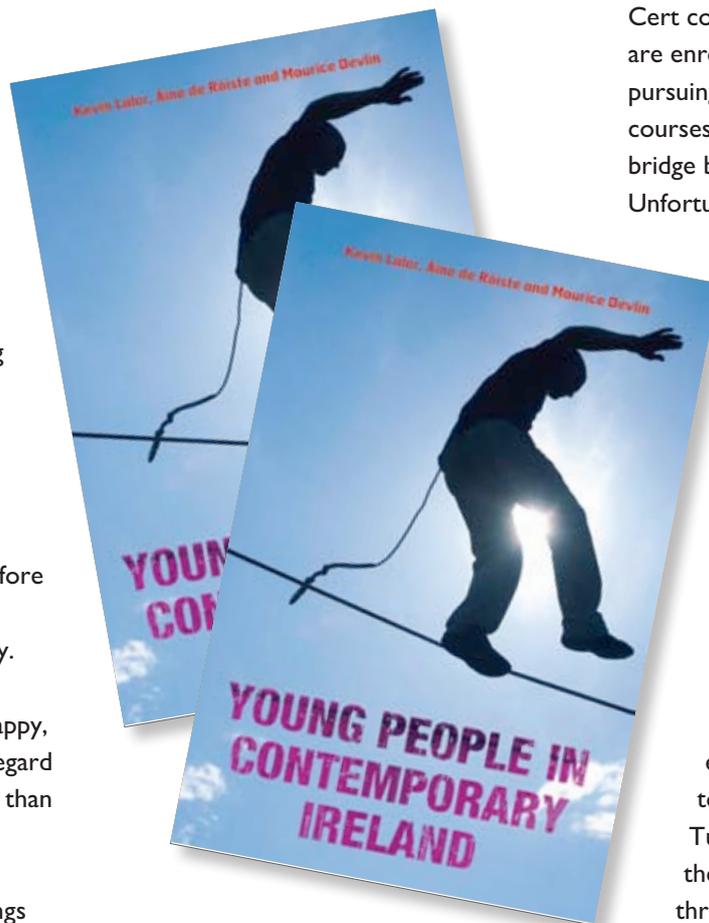
'at risk' students, parents who can will avoid these schools, thus skewing the system still further.

The authors are very positive about the growth in Further Education, largely delivered through Post Leaving Cert courses. Over 30,000 students are enrolled in colleges and schools, pursuing a wide variety of vocational courses which are offering a useful bridge between second and third level. Unfortunately this sector is badly underfunded, as has been pointed out by the TUI. Liz O'Donnell the ex-T.D. referred to it as "the Cinderella" of the education system.

We are by any standards a wealthy country but the amount we spend on education is positively parsimonious. In one survey we were found to spend 4.5% of GDP on education, compared with Iceland, for example that spends 8%, similar to Denmark. Only Greece and Turkey spent less. We spend half the amount of money on each child through primary, secondary and third level that is spent by the U.S. and Switzerland.

And if you come from an unemployed background you have a 60% chance of completing your Leaving whereas if your background is higher professional your chances are 91%.

The next time you hear a politician blathering on about the importance of education in a knowledge-based economy you might remember these statistics.



innovations - is still too academic to be of relevance or use to many students, especially those with extra learning and/or social needs. The authors suggest that this can be addressed in two ways - either by changing the system or by targeting the 'at risk' students and leaving the system unchanged. The latter is the course the Irish government has pursued. This suits the majority of parents who are happy with the status quo but it creates a new set of problems by further stigmatising an already vulnerable group. Also, by identifying schools with a high number of

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Amnesty Book Launch

Bestselling authors Roddy Doyle and Eoin Colfer joined broadcaster Ray D'Arcy and pupils and staff from Larkin Community College, Cathal Brugha Street at the start of October to launch an exciting new children's book entitled *Click*. The proceeds of the book will support Amnesty International. Roddy and Eoin were among the ten writers who each contributed a separate chapter to the story and were grilled about their writing by pupils on the day.

The event was organised by TUI member Máire O'Higgins, who has a longstanding relationship with Amnesty. Participants and guests at the launch are pictured along with other TUI members.

This is the story at the heart of *Click*, a new book aimed at children and young people from 11 to 16 that is the result of a project that brings together a number of well-known writers from Ireland, and around the world.

Ten authors each contributed a chapter putting his or her personal touch to tell the tale. Every chapter is a self-contained story as well as part of the whole and the story is revealed piece by piece to the reader.



Education: Whose Business is it Anyway?

The TUI supports a one-day conference on commercialism in Irish education in Trinity College Dublin on **Saturday 17th November 2007**.

"Many in the educational community are concerned about the growing commercial influence in schools and higher education institutions. Supermarket voucher schemes in primary schools, junk food vending machines in PPP secondary schools and an increasing dependency on corporate funding at 3rd level; these are just some of the visible effects of this international trend. As government funding is replaced by business led initiatives and profit-driven enterprises many serious questions arise about commercial bias, educational inequality and academic standards.

This conference will bring together educators from every level, parents, students and administrators for a forthright debate on the relationship between commerce and education in Ireland. It will highlight the dangers for education in following a commercial agenda and explore positive responses from individuals and institutions to this trend. Panel discussions will address issues such as the marketing in schools, the rise of private education at 2nd level and restructuring of Higher Education."

"*Education: Whose Business is it Anyway?*" is supported by the TUI, School of Education TCD, Campaign for Commercial-Free Education, INTO, ASTI, IFUT, IPPN, Irish Heart Foundation, USI and SIPTU Education Branch. The keynote address will be given by Prof Alex Molnar of Arizona State University. Dr. Molnar is the leading U.S. expert on the commercialism of public education and author of *School Commercialism: From Democratic Ideal to Market Commodity*. Also speaking will be Dr. Kathleen Lynch, Chair of Equality Studies at UCD and Mr Paddy Healy, former President of the TUI.

Places are limited for the conference and early booking is advised. To register for this event please visit www.commercialfreeeducation.com and complete the short registration form.

Defibrillators for Schools

Sudden cardiac death is a genuine public health problem. Two companies have contacted TUI with details of defibrillators they offer for purchase by schools or colleges.

For further information, please contact: Cardiac Services (Ireland) Ltd
(01) 830 7499 or
HeartSafe Solutions 1850 432 787





MINISTER OF STATE FOR OVERSEAS DEVELOPMENT MICHAEL KITT AT THE OPENING OF THE IRISH AID SUPPORTED MASSINGA HOSPITAL, MOZAMBIQUE.

Irish Aid Centre

As you may know, Ireland plays a strong role in promoting the interests of the world's poorest countries. We are rightly proud of the contribution that we make to the reduction of poverty, inequality and exclusion in developing countries through our programme of overseas development assistance - Irish Aid.

Irish Aid will later this year launch an exciting new venture that will be of particular interest to the education sector— **the Irish Aid Volunteering and Information Centre**.

The Irish Aid Volunteering and Information Centre aims to engage the public on issues of global development. It will contribute to increased public understanding of international development issues, the work of Irish Aid and build awareness of opportunities for personal engagement. This includes advice and information on volunteering opportunities.

Situated on O'Connell Street in Dublin, the Centre is a multi-media exhibition space with a range of interactive

displays. It will be open to the general public with no charge and offers an exciting new resource for development education activities.

As you plan your programme for the year ahead, we would like to encourage teachers to consider a group visit to the Irish Aid Centre. Visits will be interactive and a valuable educational experience that encourages students to explore development issues and challenge their perceptions. Specific activities are being developed for school groups and the team at the Centre will be on hand to provide advice.

As a former teacher myself, I believe that the Centre offers a valuable opportunity to explore global development issues and it will also inspire a sense of personal commitment to responding to the global challenges we face.

We look forward to a visit from your school to the Irish Aid Centre and wish you every success for the coming year.

www.irishaid.gov.ie/centre

Michael Kitt TD
Minister for Overseas Development

Is Continuous Professional Development (CPD) for me?

How do we learn and what motivates learners? How can you provide teaching that is both exciting and informative? How do you accommodate diversity in learning? These are just some of the important questions that we explore on our National Learning Network Continuous Professional Development (CPD) courses.

We are the training and education division of the Rehab Group and our short, interactive, accredited courses are aimed at upskilling teachers, trainers and other professionals working in inclusive education, rehabilitation and community settings.

Lifelong learning and improving your skills are at the core of what we offer and our courses will improve job satisfaction and performance.

'I gained a wealth of knowledge and hugely increased my confidence in dealing with students. The people who delivered the various modules were gifted facilitators. Many different methodologies were employed which really enforced the rationale for accommodating different learning styles'.

Thomand Coogan, Access Co-ordinator, UCD Adults Education Centre who recently participated on our Specific Learning Difficulties Awareness course.

Our courses run for 3 days and on completion of an assessment portfolio participants will receive FETAC level 6 Accreditation. Further information on our courses for this year and for 2008, is available from:

Jayne Doone, CPD Co-ordinator, National Learning Network
t: (01) 451 3859; e: cpd@nln.ie
or visit our website www.nln.ie to download a booking form.



Teachers - Visit Zambia with Bothar

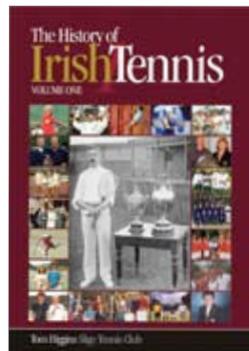
Bothar, the Development Aid Agency, are organising a Study Tour to Zambia in March 2008. This trip will be of particular interest to those who are involved in CSPE projects with their students. Dates for the trip will be 21st – 30th March. Cost of trip is €2,500. Places are limited to 16 participants. For further details and an itinerary please contact Mary Goldrick, Study Tour Co-Ordinator, Bothar Fundraising Office, Tubbercurry, Co. Sligo. Telephone 071 9120100 or email mary@bothar.ie

The History of Irish Tennis by Tom Higgins

In 3 volumes with 1887 pages. Available from Sligo Tennis Club, Bundoran Road, Sligo, €89 (includes delivery, in Ireland).

In describing this limited-edition book of three volumes, George Hook (Newstalk 106) said *If there was ever a book that was a labour of love this is it.*

The unique three-volume book “The History of Irish Tennis” is now available. It is the complete story of a sport that has been in Ireland since the 1870s. It is both a social and sporting history and contains over 3000 photographs and sketches, while also being a unique record of major championship results etc. Within this book there are several chapters that are books in themselves. The Tennis Clubs of Ireland and the Who’s Who chapters both come to over 400 pages in length. It is no wonder it took the Sligo author and TUI member Tom Higgins nearly 8 years to research and complete this effort. Johnny Watterson of The Irish Times was taken by the ‘opus’ He said: *“It begs to be opened. It demands that every page is turned because you never know what you’re going to get when you prise the pages apart.....It is massively ambitious and, if looked at as one essential*



thing, then it successfully pulls together and illustrates exactly what Irish tennis is and has been all about.”

Details on the book can be found on www.historyofirishtennis.ie
Tom Higgins is a TUI member.

INTO/ STSG Separated Teachers’ Support Group.

AGM will be held on Saturday 17th November ‘07.

Time: 8.00 pm.

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

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

Further information from:

Chairperson: **Maura Killackey**

t: 0505/21694; 087/1233456.

Secretary: **Christina Henry**

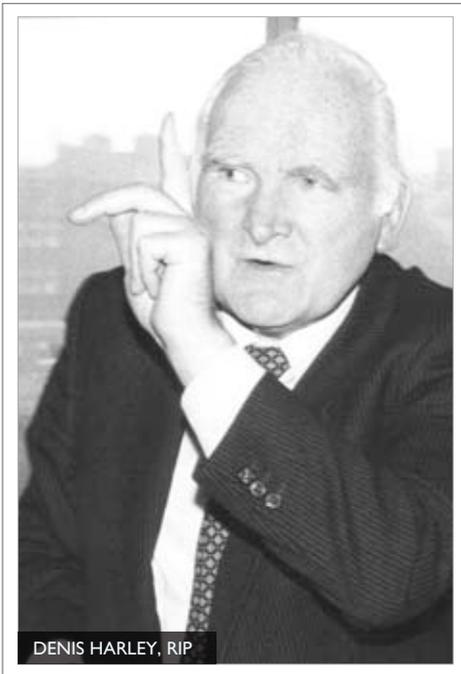
t: 01/8481405; 087/6201153.

Keep YOUR workplace racism free
5th to 11th November 2007
Anti-Racist Workplace Week
www.arww.ie

TUI SUPPORTS ANTI RACIST WORKPLACE WEEK, WHICH TAKES PLACE FROM 5TH TO 11TH NOVEMBER.

Denis Harley

Member Appreciation



“There is not a teacher or lecturer of any grade in our system that has not benefited from the activities of Denis Harley.”

Denis Harley was an established member of staff when I commenced employment in the Kevin Street College in January 1963. However, I did not get to know him till December 1964. In those days the organisation was known as The Vocational Teachers Association (VTA). The Dublin Branch consisted of 39 schools and 5 colleges. The Regional Technical Colleges were not built and as a natural consequence, the organisation tended to represent the problems associated with post primary education. I think it is fair to say that in those days many staff identified more with being a member of an association rather than a trade union.

At the 1964 December AGM of the Dublin Branch, I meekly expressed some disquiet to the then General Secretary, Charles McCarthy on what I perceived to be the lack of progress on matters promised a year earlier. I was duly put in my place by some brilliant oratory from Charlie and vowed to keep quiet in future. On leaving, a hand was placed on my shoulder and a

voice said, “You’re the sort of man I’m looking for”. It was my first meeting with Denis Harley, an association that would last till his death on the 6th. October 2006. I was one of many shoulders touched by Denis Harley as he commenced organising.

“Harley” as he preferred to be known, had a vision of a strong, well-organised, modern trade union, dedicated to and capable of improving and maintaining the conditions of service of both post primary and college staffs. He advocated ‘Parity of Esteem’ for Vocational and Secondary school teachers and for College and University lecturers. He opposed the ‘Marriage Bar’ for women and the ‘single’ and ‘married’ salary scales which then existed. Such concepts would not be entertained to day but were stoutly defended then by some members of the old association. Both men and women!

“Harley” was a catalyst for organisation and change. Progress would have been a lot slower without him. He had a charisma that attracted people to his

person and cause. He created a sense of purpose and urgency and he was trusted.

He was one of a small group that worked for many years to make a reality of “Claim 73” that led to the establishment of College based grades. As chairman of the old Dublin branch and as an Executive Committee member he worked successfully on many personal cases. If he perceived an injustice, he was relentless in attempting to rectify the situation. He was active in the Building Group and was a founder member of our very successful Credit Union.

There is not a teacher or lecturer of any grade in our system that has not benefited from the activities of Denis Harley. He undertook this work for which we all benefited at great personal cost to himself and family.

He will be remembered by those that had the privilege of knowing and working with him.

George Murphy

Ned Byrne



The Staff of Grennan College, Thomastown, Co. Kilkenny were saddened to learn of the death of Ned Byrne who passed away suddenly at his home on January 6th.

While Ned had retired in 1997, he had kept in contact with many of his former colleagues and students and had attended a function in the school just a few weeks before his death.

Having qualified as a teacher of Woodwork and Building Construction in Colaiste Charman, Gorey, Co. Wexford, Ned commenced his teaching career at the Vocational School in Mullingar in 1967 but moved to Rathdowney, Co. Laois in 1968 and to the Vocational School, Thomastown, Co Kilkenny in 1977.

Ned was a gifted teacher who had a great rapport with all of his students. He always gave them great encouragement and delighted in their successes. On different occasions during his retirement, Ned met many of his former students. Be it at a hurling match, on the golf course or around the town, the friendliness of their chat was testament to their respect for him. He was involved in many aspects of school life and was always willing to help both students and colleagues. He had a great love of hurling which he introduced to the students

“ Anybody who knew Ned knew that he had a wonderful sense of humour which on many occasions lit up the staffroom in Thomastown. We all looked forward to the lunchtime banter with him.”

in Rathdowney and involved them in many competitions including Feile na nGael. He continued with the hurling in Thomastown and it was a proud moment for him and the school when a team trained by Ned won the All-Ireland Vocational Schools Final in 1987, beating Borrisokane Vocational School.

While Ned had many hobbies, his family came first and he enjoyed especially the

company of his six grandchildren, whom he adored. His greatest heartbreak in life was the tragic and untimely death of his beloved eldest son, Eddie, at the age of 22.

As well as hurling Ned also loved the game of golf and had played the day before his death. He was captain of Kilkenny Golf Club in 1991. In his spare time, he liked to fish and spent many a happy hour on the banks of the river Nore. He also enjoyed many foreign holidays with his cherished wife “Lols” and family.

Anybody who knew Ned knew that he had a wonderful sense of humour which on many occasions lit up the staffroom in Thomastown. We all looked forward to the lunchtime banter with him.

Our heartfelt sympathy goes to his wife Lila, his daughters Elizabeth and Jacqueline, his son Sean, his grandchildren and his extended family.

“Ar dheis Dé go raibh a anam uasal.”



Teacher Training College, Makeni, Sierra Leone

IRISH AID

VOLUNTEERING & INFORMATION

CENTRE

Irish Aid is the Government's programme of assistance to the poorest countries in the world.

In partnership with developing countries Ireland is making a considerable difference in the areas of basic health and education, protection of the environment, governance and promotion of human rights.

The **Irish Aid Volunteering and Information Centre** opens in December 2007 on O'Connell Street, Dublin.

The Centre is a state of the art, multi-media exhibition and workshop space which features a range of interactive displays. It offers students, youth groups and the wider public a dynamic environment in which to learn about development and the work of Irish Aid and to engage with the issue of global poverty.

Teachers, students and groups are invited to visit the exhibition and to partake in our development workshops where students will:

- Learn about development issues and the work of Irish Aid, especially in some of the poorest countries in Africa, through hands-on exploration of the interactive multimedia exhibition.
- Take part in a facilitated workshop which will explore global issues and help develop students own thinking on development.

Preparatory material can also be supplied on request in advance of visits.

On completion of the programme teachers will be supplied with follow up classroom activities and information on how they can get involved in the development effort.

Transition Year and 5th and 6th year classes and their teachers are particularly welcome to visit the Centre.

For more details see the Centre website: www.irishaid.gov.ie/centre

We are now taking bookings for groups from January 2008. There is no charge for visiting the Centre.

Please contact Irish Aid on:

t Lo Call Number: 1890 252 676
e irishaidcentre@dfa.ie

Lift – Leadership Initiative for Females in Trade Unions



The LIFT (Leadership Initiative for Females in Trade Unions) Programme was devised through a strategic Development Partnership (DP) between the Irish Congress of Trade Unions (ICTU), the Institute of Public Administration (IPA) and the National Centre for Partnership and Performance (NCCP) and is funded through EQUAL European Social Fund.

The overall aim of the LIFT Programme is to support organisational change and develop skills targeted towards addressing the under-representation and participation by women at leadership level in the trade union movement. In addition, the programme facilitates the delivery of personal and organisational development programmes for sustainable trade union organisation to current senior leaders.

Key Areas of Activity:

1. Research/Analysis

Research was undertaken to examine the attitudes, perceptions, policies, practice and views within unions – focusing on those factors which may inhibit women’s progression to leadership levels. The research also examined the motivation and barriers to joining a trade union and explored the validity and relevance of the movement to existing and potential members.

2. Leadership Development Programmes

The survey outcomes informed approaches to developing and implementing leadership development programmes targeted at current leaders and senior-level women within the movement.

→ LIFT – General Secretaries Programme: Strand I

A series of strategic conversations has provided an open forum for General Secretaries to reflect, discuss and engage on strategic issues that are critical for the future sustainability and growth of the trade union movement, in an informed and networked way.

→ LIFT – Senior Leadership Development Programme: Strand II

LIFT Strand II set out to equip a senior cohort of women with the skills, attributes and competencies required for effective leadership and to enable them to take up leadership roles.

The Strand II Leadership Development Modular Programme was supported through ongoing professional development coaching and mentoring. Additional funding was secured to extend the programme to N. Ireland – bring the total number of participants at this level to 31. A study visit to

the EU institutions in Brussels and a Mentoring Exchange to Copenhagen were also part of the programme activities for Strand II participants.

→ LIFT – Strand III Women’s Networks

LIFT Network Events have provided a forum for women to engage in dialogue about issues critical to their development and create an awareness of the unique contribution they themselves bring to the leadership role. These innovative networks have shaped agendas for organisational change by promoting a model of trade union organisation which can:

In order to raise awareness of the relevance and benefits of trade union membership, a Strand III Project Team produced a DVD, targeted at the recruitment of women, entitled: ‘Women and Trade Unions- Stronger Together’

This DVD can be downloaded from our website at: www.lift.ie

As the LIFT Programme ends in December 2007, the Development Partnership will spend the concluding months of the Programme preparing a ‘Mainstreaming Proposal’ for the initiative and developing a Mentoring Toolkit which will be available in Spring 2008 for use across the wider TU community.

O	Offer encouragement - a ‘can do’ approach
R	Remove unnecessary barriers – build confidence
G	Gather information on ‘what members want’
A	Activate debate – let all voices be heard
N	Network and grow – strength in numbers
I	Identify and encourage talent – develop potential
S	Support and advise – no one ‘goes it alone’
E	Empower women to become active in their trade unions

by Christy Conville, Secretary, RMA

We got a great response to our recent mail-shot with the TUI Diary and membership renewal form. Our new treasurer was inundated with membership forms, this is great because it improves our database which we have been working on now for some time. Ray has been doing great work with the database which will increase our accuracy in getting to you and will also improve our service to you. We also got a great response to our Kilkenny trip forty members will be in the historic city for our autumn break – a full report with photos will be in the next issue. With Easter being so early next year – Easter Sunday is on the 23rd March – it is unlikely we will have a spring break, so

the next outing will be our AGM in May.

I'm sure you noticed the two page spread on AVC's in the last issue this is a response to a growing concern about pensions, unfortunately people in general only get concerned about pensions when it is too late to do much about it and then they blame everybody for not telling them about what they should have done. There will be an article re pensions in every issue from now on hopefully this will alert people to the need to consider this matter in good time. I want to congratulate Mary Ryan from the County Dublin VEC Branch of TUI who recently organised an information evening on Pensions for

the Branch. This kind of initiative will be required more and more in the future as our pension is under threat, that is for those who have not yet retired.

To offer a better service to our members and to improve information flow we are holding a regional meeting in the Galway area on Tuesday 16th October. This is being organised by Michael Reen who is the Area rep for Galway, Clare, Mayo and Roscommon. This is by way of experiment which if successful we intend to spread to cover the whole membership. To help members to know what Area they are in and who represents them I am enclosing the list below:

Area 1 Meath Monaghan, Louth and Cavan	Area Representative Mr Colm McCole	Lackanash Road, Trim, Co Meath.	Phone 046-9431547
Area 2 Donegal, Sligo and Leitrim	Area Representative Mr Sean McGauran	“Amorset” Cluainin Ui Ruirce Co Liatroma.	Phone 071-9855104
Area 3 Clare, Galway, Mayo and Roscommon	Area Representative Mr Michael Reen	74, Wellpark Grove, Wellpark, Galway City.	Phone 091-753398
Area 4 Kerry, Cork, Limerick and Tipperary	Area Representative vacant at the moment.		
Area 5 Laoise, Offaly, Westmeath and Longford	Area Representative Mr Bart Clancy	Rathcline Road, Lanesboro, Co Longford.	Phone 043-21146
Area 6 Wexford, Waterford, Kilkenny and Carlow	Area Representative Mr Patrick Cummings	“Oaklands” Crosstown, Wexford City.	Phone 053-23773
Area 7 Kildare and Wicklow	Area Representative Mr Tom Keegan	46 Roselawn Naas, Co Kildare.	tkeegan@eircom.net Phone 045-866609
Area 7 VEC Co Dublin	Area Representative Mr Dermot Nolan	137 Weston Park, Dundrum, Dublin 14.	Phone 01-2985969
Community and Comprehensive	Representative Mr Frank McCarthy	28, Cypress Grove, Templeogue, Dublin 6W	Phone 01-4901266
Dublin IT Colleges	Ms Dora Weafer	99, The Rise, Mount Merrion, Blackrock, Co Dublin.	Phone 01-2880123
Area 7 VEC Dublin City	Area Representative Mr Bill Brazil	77, Iveragh Road, Gaeltacht Park, Whitehall, Dublin 9.	



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