

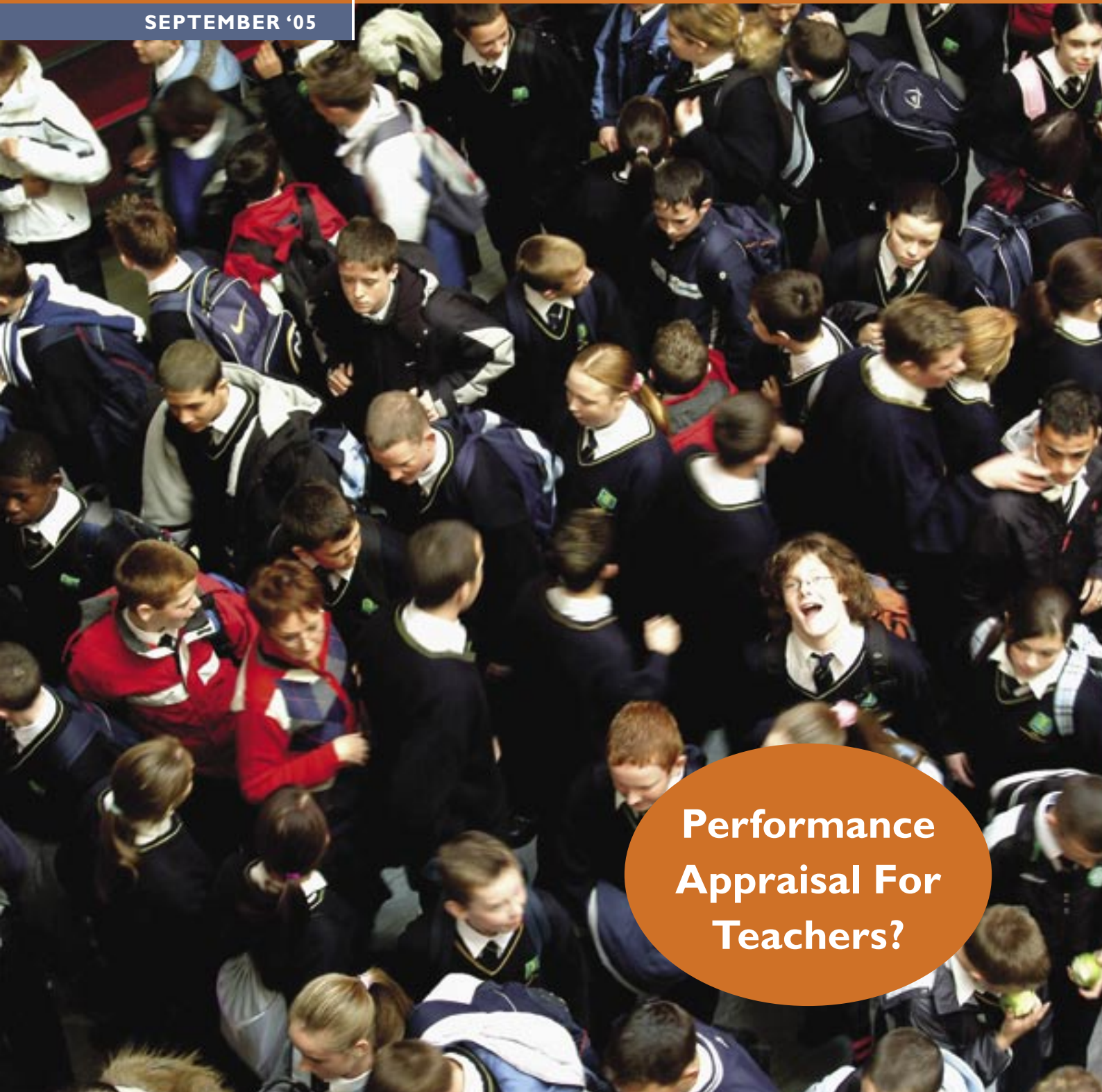


news

VOL.28 / NO.1

TEACHERS' UNION OF IRELAND / AONTAS MÚINTEOIRÍ ÉIREANN

SEPTEMBER '05



**Performance
Appraisal For
Teachers?**

Welcome to Teaching – A Guide for New Members
Maternity Leave Explained • Discipline Task Force Interim Report



DELEGATES AT VEC STAFF REP TRAINING DAY, GRESHAM HOTEL, DUBLIN



PADDY HEALY PRESIDENT



- Paddy Healy,**
President president@tui.ie
- Tim O'Meara,**
Vice President
- Jim Dorney,**
General Secretary jdorney@tui.ie
- Peter MacMenamin,**
Deputy General Secretary pmacmenamin@tui.ie
- Declan Glynn,**
Assistant General Secretary dglynn@tui.ie
- Annette Dolan,**
Assistant General Secretary adolan@tui.ie
- Hilary O' Byrne,**
Administrative Officer hobyrne@tui.ie
- John MacGabhann,**
Education/Research Officer jmacgabhann@tui.ie
- Conor Griffin,**
Press & Information Officer cgriffin@tui.ie



Contents

Features

- 4 Performance Assessment of Teachers by Principals
- 6 Staff Rep Training
- 12 Task Force Interim Report
- 16 Welcome to Teaching
- 22 Maternity Leave Explained
- 24 Contracts of Indefinite Duration

Regulars

- 31 Young Environmentalist Award
- 33 Construction Studies DVDs
- 35 World Teachers Day 2005
- 36 Equality
- 37 The Return Trip to Tipp
- 38 Rights Commissioner Recommendations
- 39 Recruitment Drive
- 3 A Word from The President
- 10 Institute News
- 14 Notices
- 22 Maternity Explained
- 28 Notices
- 30 RMA News
- 32 Obituaries
- 34 Book Reviews

TUI News is published by the Teachers Union of Ireland, Aontas Muinteoiri Eireann, 73 Orwell Rd, Rathgar, Dublin 6

T: 01 - 4922588
F: 01 - 4922953
E: tui@tui.ie
W: www.tui.ie

Produced by: Newworld Image, 9 Greenmount Avenue, Harolds Cross, Dublin 6
Printed by: Typecraft Ltd.

A Word From The President

As the new academic year begins, I had hoped to be able to report that a significant recommendation had been made to tackle the problem of indiscipline in schools and that a major increase of funding had been provided to support the work of our members in second level schools, further education, institutes of technology, youthreach and other centres.

Unfortunately this is not so. Instead, the Minister is giving priority to the publication of inspection reports in order to provide choice for parents choosing a school. At the same time, the penny pinching approach being adopted by the Department of Education to the safety issue on school busses, is denying choice to thousands of pupils and damaging the intake to some of our schools. At third level, the ministerial priority includes the elimination of the right to a sworn public enquiry before dismissal and the requirement for ministerial sanction.

The chronic under funding of our education system is not being tackled. The same old 40 million euro to combat disadvantage has been recycled several times in ministerial speeches and spread thinly across first, second, further, adult and third level education.

In the league of education spending per student, Ireland languishes at 18th place of 26 OECD countries and at 20th place when the comparison is confined to second level education.

The current budget surplus is now predicted to be 8 billion euro. It is outrageous that the bulk of this surplus is being spent on roads, bridges and broadband while students suffer irreparably and teachers are being faced with insuperable problems in their work. All other developed countries borrow for physical infrastructure as it will serve many generations to come. This is the human approach. It is also the sensible economic approach as a well educated population is the most important "infrastructure" of all.

Maximum pressure must be placed on the government to make a quantum leap in education provision in the forth coming budget estimates.

Unfortunately the main opposition party is not being helpful. The main thrust of its publicity is not directed at remedying under funding but at eliminating waste in public services, demanding greater productivity for benchmarking and securing the publication of school league tables.

Teachers must examine the policies of all the political parties in order to exert maximum pressure towards an adequately funded education system. Teachers acting as a coherent lobby group can be very effective.

Indiscipline

The lack of urgency evident in the interim report of the commission on indiscipline is most disappointing. TUI has decided to begin talks immediately to secure the right of a teacher to remove a persistently disruptive student from class during class time. If urgent implementation does not follow the recommendations of the commission in January, we must be prepared to take action on this issue.

Third Level conference

A conference of our third level members with international speakers will be held this month to discuss the implications of the OECD report. TUI has sought a high level meeting with the Department to discuss the issue of dismissal procedures prior to the publication of the HEA bill which is imminent.

Retirement

The system of strands of early retirement, which was introduced under PCW, falls due for review in 2006. There is no commitment by government to the continuation of the system in its current form. Serious changes will be sought by the official side. TUI will strongly oppose any worsening of this benefit for which teachers gave up a pay rise. But it is well to note that the Department has recently introduced an increase in the cost of added years without agreement and now has

a propensity to act unilaterally. Don't wait for the lump sum before considering buying added years!!!

Tax relief on pension contributions can no longer be spread backwards over the previous ten years.

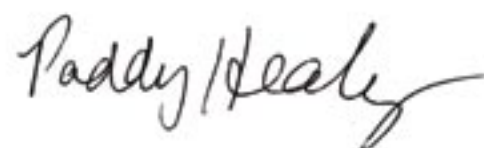
Still at the Helm!

I have made significant revisions of the content of the TUI diary, particularly in the area of pensions. Comments and suggestions are welcome. But in at least one respect the President nodded off during proofreading. Despite being written out of history in the Diary, Paddy Byrne is still at the helm of the Retired Members Association as Chairman. He is full of energy and of plans. Con Kelly has not mounted a comeback coup but continues as area representative. Christy Conville deserves all our thanks for taking up the onerous duties of secretary of RMA. He replaces Donnachadh O'Riordain who was made Honorary Life President at the AGM of RMA.

In completing work-in-hand since his retirement as RMA secretary, Donnachadh has secured pension retrospection of €22,500 for an 81-year RMA member and retrospection of €29,000 for another. In his final year he secured total retrospection of €100,000 as well as the consequential increases in the on-going pension. His expertise is still available to me on a daily basis. Christy Conville has a hard act to follow!

Personal

I wish to thank the many branches which nominated me for a second term of office, which I commenced on July 1. It is a great honour to serve TUI as President. Above all I want to thank TUI as a body and all the executive members, officials, branches, and individuals who showed such kindness and support to me and my family on the death of my mother during the summer.



Performance Assessment of Teachers by Principals?



PADDY HEALY, PRESIDENT, TUI

There is reason to believe that the Department of Education will seek the introduction of Performance Management Development Systems (PMDS) in schools in new national pay talks to be completed by the end of the year. This could involve performance appraisal of teachers by principals. TUI is vehemently opposed to such a development.

Already our members in Institutes of Technology, Adult Education Organisers and Resource Persons in Youthreach are subject to the first stages of the “roll out” of this process. I believe that this system is inappropriate for all our members and should be removed. At a minimum, it must not be allowed to proceed further. The government side can be expected to demand further development of the system where it exists in the new talks.

One of the reasons underlying the TUI decision to vote against the Benchmarking criteria at the Public Services Committee of ICTU was that the criteria allowed awards to be reduced due to the absence of performance related pay. Performance Related Pay in which a superior/principal decides on the portion of a pay increase. This is the end objective of performance management. This system has seriously damaged education in other countries. It undermines collegiality and demotivates professionals.(1)

Already civil service unions have agreed that outcomes of performance appraisal can be an element in deciding on the award of increments and in promotions to higher posts. In Institutes of Technology, TUI has secured an agreement that outcomes can be used for no purpose whatever except professional development. The danger is that this restriction could be over-ridden by a new national pay agreement.

If an agreement similar to that in the civil service were introduced in schools, it would seriously weaken the system we have negotiated to ensure fairness in promotions to Assistant Principal and Special Duties Posts.

On the other hand no attempt has been made by Government or health service employers to introduce individual appraisal in hospitals for nurses and doctors. As in schools, a large proportion of employees are professionals.

Background

The Government accepted the recommendations of a report on public service pay by consultants Fitzpatrick and Associates (1998) which recommended that performance management assessment by superiors (PMDS) be introduced throughout the public service as a stage on the road to a system of performance related pay. It made clear that this recommendation covered health, education and security. (2)

The terms of reference of the first benchmarking body included in its framework of assessment “the way reward systems are structured in the private sector”. This has again been included in the current terms of reference despite the opposition of TUI. Under a previous benchmarking exercise for higher paid public servants (Buckley Report), reductions were made to certain awards because of the absence of performance related pay systems for the grades concerned.

The original benchmarking body which dealt with our members did not make any recommendation on performance related pay stating “Pending a review of the operation of Performance Management Development Systems, the Body decided that any recommendation in relation to the introduction of performance related pay would be premature”.

The current national partnership agreement, Sustaining Progress, stipulates that full and robust appropriate performance management systems must be put in place throughout the entire public service by January 2005 (Section 20.7) This applies to schools.

The Department of Education is now insisting that Principals and Deputy Principals be benchmarked separately from all other grades of teacher. This would facilitate the award of separate pay rises and separate changes in duties and responsibilities. This approach strengthens the fear that the Department intends to fundamentally change the governance of schools from the collegiate to the industrial/managerial model. Under such a model, the principal teacher would be replaced over time with a manager who would have a role in performance managing teachers, promotions, hiring and firing and determining a portion of pay based on performance. Because such a development would excite strong opposition if implemented suddenly, it would be “rolled out” incrementally over a number of years in line with current “change management” strategies

Collegiality

Teachers are the most accountable of all professionals. We are subject to individual inspection, subject inspection and whole school evaluation. In accordance with our status as professionals, these processes are carried out by a professional inspectorate.

We also have subject inspection. A Teaching Council has now been set up under which a fitness to practice committee can process complaints against teachers. These procedures are in accord with the ethos of collegiality under which all the teachers as a collegium take responsibility for the education of students.

In Institutes of Technology we have course reviews, department reviews, school reviews and external peer review as part of a rigorous quality assurance system. Just as the diagnosis and treatment of patients is the most important activity in a hospital, the teaching of students is the most important activity in a school. Any policy which deems administrative duties to be superior to teaching duties is destructive of the collegial ethos and the professional status of teachers.

Performance management of professionals by administrators (so-called superiors) is tantamount to reduction of teaching from a profession to a job. There is ample eminent opinion in support of the view that collegiality is central to a successful education system (3) The policy of the Department of Education, if implemented, will seriously damage the Irish education system and the pay and conditions of our members in the process.

References

- (1) Roche, Professor William, 1998 “Working together for excellence in the Public Service” Paper 2, IPC/NPC Conference, March 5, 1998 (cited in ICTU submission to Benchmarking Body, 2000.ICTU)
- (2) Fitzpatrick Associates, 1999. Review of public Service pay Determination (Report to Department of Finance and of the Taoiseach) August 1999
- (3) Murgatroyd, Prof Stephen Total Quality Management in the Public Service Library of the Teaching Centre, St Patrick’s Drumcondra Leadership and Followership as a Relational Process – Russell 31. Murgatroyd, S. and Gray, HL (1984) ‘Leadership and the Effective School’, in P. Harling (ed.) New Directions in Educational Leadership. London: Falmer.

Paddy Healy, President

Teacher Unity

A plenary meeting of the executives of TUI, ASTI and INTO took place in the Gresham Hotel on Friday September 9th to discuss Benchmarking issues.

The meeting was hugely constructive and must be seen as a first step towards a common approach on these issues.

Further discusses are envisaged with the meeting also acting as an important first step towards maximising solidarity between teachers generally.

Both the depth of the discussions and the constructive atmosphere bodes well for the future.

Training Seminar for VEC Staff Reps

Gresham Hotel, Dublin 26/05/05

After an opening address by Mr Paddy Healy, TUI President, Mr Oliver Mahon BL elaborated in detail on “the legislative framework for VEC members: new developments and directions,” focussing on three areas:

- 1) A summary of the legal basis for the VEC sector since the 1930 Act.
- 2) The changed nature of a VEC since the Vocational Education (Amendment) Act 2001.
- 3) Four Specific ‘Problem Areas’ for Staff and Parent Representatives i.e.
 - a) The role of members elected by staff and parents
 - b) Confidentiality issues
 - c) The role of the CEO
 - d) Reserved and Executive functions

It is worth examining these areas briefly, beginning with the last since it is the key to understanding the changed responsibilities of a VEC.

Reserved and Executive Functions

The concepts of ‘reserved’ and ‘executive’ functions have been well established in Irish local government over sixty years. Simply put, all functions or responsibilities fall into either of these categories. Executive functions may only be performed by the County Manager (or CEO in this context), while reserved functions may only be performed by the elected members.

Broadly, reserved functions deal with policy making or financial matters. These are specified in the Vocational Education (Amendment) Act 2001, e.g. adoption of a Service Plan and Annual Report, establishing and dissolving Sub-committees, purchasing or leasing land, scholarships, borrowing, etc. A key provision, section 12.1 states “Every function of a VEC that is not a



OLIVER MAHON, JIM DORNEY AND DR BARNEY O'REILLY AT THE VEC STAFF REP TRAINING DAY, GRESHAM HOTEL, DUBLIN

reserved function shall be an executive function of a VEC”. Thus **the powers of the actual Committee are greatly altered**. A VEC is explicitly precluded both from performing executive functions and from directing the CEO as to their performance” (Mahon). If a dispute arises as to the nature of a function it is to be referred to the Minister for decision (Section 11.4). Under recent legislation, the Minister has a more complete control of the VEC sector.

The Role of the CEO

From the above it is obvious that the CEO’s role has been radically enhanced in the 2001 Act. Section 15 states that (s)he must perform the executive functions and manage VEC business on a daily basis as well as implementing the service plan. All staffing functions (e.g. appointments, promotions) are the CEO’s responsibility, except, of course, the appointment of the CEO him/herself. As a VEC employee, (s)he must follow the committee’s policies and inform and be accountable to the VEC while retaining “day to day autonomy and a statutory guarantee against interference from the committee” (Mahon).

The Role of Staff and Parent Representatives

Conscious that “education works best when organised on a partnership basis... so evident in all recent education legislation” (Mahon), the intention of having these representatives is ‘to try to ensure’ that VEC decisions are informed by the views of these two important groups. However the new reserved versus executive function distinction means that the VEC members are restricted to mainly policy formulation/planning and away from the administration of the system.

The key difficulty for staff/parent representatives is that while they represent and report back to their ‘constituencies’, they are part of the decision making body and must abide by the principle of collective responsibility. In practice, whenever a divisive issue is dealt with by the VEC, members quite properly will voice their opinions and even disagree heatedly. However, when a vote is taken or the proposal becomes a VEC decision, the member must support it as the collective decision. If a representative cannot do so in conscience then resignation is the only

honourable course. With the “separation” of executive and reserved functions, though, such a situation is less likely to arise.

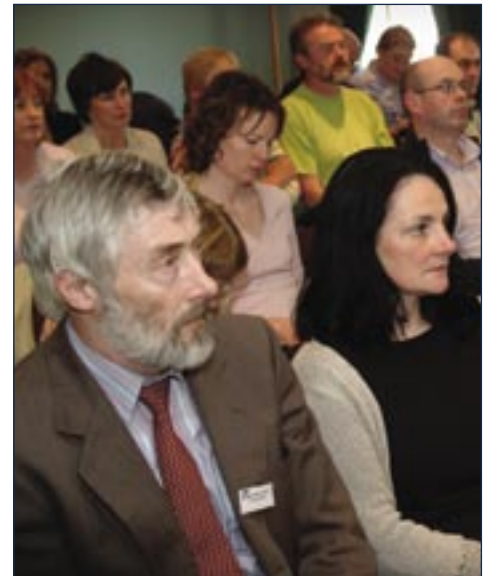
Confidentiality Issues

As mentioned above, principles of accountability and transparency can conflict with those of proper confidentiality and collective responsibility. Rather than the extremes of absolute secrecy or complete disclosure, a balanced position is preferable and possible, whereby elected members can report back judiciously and sensitively to their constituencies. VECs are not BOMs which conduct their meetings in private.

The questions and debate continued over tea break. Afterwards, three TUI colleagues (Ms Mary Farrell, Longford, Mr Nicholas Ryan, Sligo, and Mr Denis Magner, Offaly) reported their experience of and advice on VEC membership. Essentially, staff representatives need to attend branch and VEC meetings and familiarise themselves with new legislation, circular letters and TUI policies. Avoiding ‘party politics’, one can thus consult, inform, lobby and network with other VEC members and staff, arguing from enlightened ‘best practice’ rather than union policy alone. Principles of partnership, transparency and accountability underpin recent legislation, and so must inform all VEC policy and practice. There followed detailed questions and discussion of problems emerging.

After lunch, Dr Barney O’ Reilly, CEO of Kerry Education Service, delivered a very informative presentation on “VEC Management and Administration: Corporate Governance for VECs”. He traced recent legislation and Circular Letter 11/05, leading to improvement and modernisation of public service management. Emphasising the division of reserved and executive functions as a key structure, he highlighted and detailed five key verbs (or functions) from the 2001 Act. VECs must **PLAN, CO-ORDINATE, REVIEW, ASSESS** and **CONSULT**. They are accountable to various organs of State (the Minister, Department of Education and Science, the Comptroller and Auditor General, the Oireachtas through the Public Accounts Committee), to parents, to staff and to the community. For example, planning requires a five-year Education Plan (e.g. 2006-10), setting out priorities and objectives and the measures to achieve them. An Annual Service Plan details these further. The Annual Report gives an account of its stewardship for that year.

Each VEC member has received an ‘Information Pack and Handbook’ detailing the legislation, codes of Best Practice and of Ethics for all aspects of VEC governance, and providing templates and draft policies. From the 1998 and 2001 Acts, Dr O’Reilly highlighted four areas needing thought and attention. Firstly, as the body corporate, the VEC is legally responsible for the actions of its schools, BOMs and staff, so it must (a) advise,





DELEGATES AT VEC STAFF REP TRAINING DAY

assist and support these and (b) review these, confirming or repealing decisions. Secondly, VECs are legally responsible for their policies and consequently must follow (a) and (b) above (i.e. the five key verbs). Thirdly, VECs

are responsible for risk management e.g. Health and Safety measures etc. Fourthly, VECs act as an appeal forum.

Finally, Dr O'Reilly identified areas of VEC-TUI concern. As the VEC is responsible for policy and procedures, its executive structures (CEO-BOM-Principal-Staff) should implement these, following the principle of subsidiarity i.e. individual cases are dealt with at the most suitable, local level. (The sole exception to this is a decision to suspend an employee, which must come before the VEC). Secondly, he advocated local interface between individual VECs and TUI branches, and national dialogue between IVEA and TUI to agree procedures and protocols. Individual VECs vary greatly, as decentralised education providers. Dr O'Reilly pointed out the value of such local experience in the National Partnership Forum (the consultation vehicle for the Civil Service modernisation

process). Better resourcing of both the IVEA and an IVEA/TUI forum at a national level would be necessary, as would appeal/review mechanisms for employment cases.

Delegates then participated in one of three workshops on Pro-active Representation, Review of TUI guidelines for staff representatives or Liaison with the local Branch and Head Office.

After feedback and discussion, Mr Tim O'Meara, vice-president TUI, concluded the seminar, thanking all involved, especially Mr Declan Glynn for his organisation and co-ordination of the day. All members owe a debt of gratitude to their VEC staff representatives for their service in the challenging times ahead.

**John McDonagh, Staff Rep,
Kildare VEC**

Dissemination of Inspection Reports

The Minister for Education and Science, Mary Hanafin, has invited the Union to meet with the Department's Inspectorate to discuss how wider availability of School Inspection Reports can best be effected. In issuing the invitation, the Minister has reiterated her opposition to League Tables, stating that:

“such tables, based on examination or test results, provide an unbalanced and grossly limited indication of a school's performance and that in the longer term, these tables can damage the overall quality of the school system.”

Continuing, she advises that:

“In contrast to school league tables, I believe that school inspection reports from WSE, Subject Inspections and other evaluations can provide balanced and well-informed information on schools. When read in their entirety, school inspection reports can

provide the reader with valuable information on the educational opportunities provided by the school. The comments that they contain are fully sensitive to the context in which the school operates in a way which is not possible with league tables.

Inspection acknowledges the importance of involving the whole school community in evaluating the school and naturally, an inspection report is of interest to the school's management, its teachers and parents. WSE reports in general also contain valuable information that will be of interest to schools who may wish to learn from the experience of others and to parents who need accurate and balanced information when selecting a school.”

The Union will be attending the meeting, which is scheduled for Wednesday, 14th September, with a view to hearing the views of the Inspectorate and assessing the position in the light of the views expressed.



MINISTER MARY HANAFIN

Institute News

The Fees Debate

It seems that a summer cannot pass without somebody raising the issue of the re-introduction of fees for third level. This summer has been no exception and during the ‘silly season’ the issue was raised yet again and the ensuing debate occupied newspaper space and airtime.

The main view being put forward by those supporting the reintroduction of fees is that the third level institutes in Ireland are under-funded. Such a view is being presented in a manner that it appears that opponents of the reintroduction of fees are somehow of the view that there is no such under-funding. The TUI position is very clear in this regard: there is no doubt in TUI that the funding for third level and in particular in Institutes of Technology is seriously deficient, and a very significant increase in funding is required. The Union agrees with of the rationale put forward in respect of third level education – increased funding is required to improve the stock of the third level sector and to allow it to be in the top flight worldwide. However, TUI does not agree that the source of such funding should be the students.

The union view is founded on a view of society, a society which believes there are basic fundamentals provided by the state out of taxation. There is no issue that a good health service, social welfare service, and education system is part of this social structure which should be provided from taxation. The issue which appears to arise is whether or not third level education is part of this fundamental requirement or whether third level education is a luxury accessible to those who can afford it. Whatever the rights or wrongs of the decision to remove fees from third level, a decision the union supports, it is now

a different issue and a different debate as to whether fees should be restored. The restoration of fees will either not at all or minimally affect two groups: those who fall within the income levels of the third level grant will not be affected by the re-introduction of fees as by definition they would not be paying fees in any event.

Minimally, if affected at all, are the wealthy for whom the payment of fees is but a minor inconvenience as their overall wealth and income is with regard to the level of fees a mere trivium. Those likely to be affected by the reintroduction of fees are the large group of the population who lie within those two extremes; those for whom the payment of fees represents a very significant expenditure and more so where more than one member of the family has to be supported in third level education.

Prior to the introduction of fees, such people had through long-term savings, made provision for keeping their offspring students in third level education. The reintroduction of fees in any short timescale will make such participation in third level prohibitively expensive and will reinforce social divisions between those who can attend third level education and those who cannot, which in turn will reinforce social divisions within society.

It is the Union’s view that the increased funding for third level, be it Institutes of Technology or university, is something which falls to the central exchequer and subsequently to the taxpayer. As part of its submission to the OECD Report on Third Level Education, the union has put forward the view that some of this additional funding might be levied on some of the corporate beneficiaries of a mass system of higher education, as is being developed in Ireland. To quote from the submission to the OECD:

‘Companies in the technology and e-learning sectors stand to benefit in the context of the more technologically literate learning community that higher education is creating in Ireland. It is not unreasonable therefore that they should be asked to contribute some of the funding and facilities that would establish a national e-learning community’.

The Union would welcome a debate not on the limited agenda of re-introduction of fees; whether or not third level education is adequately funded and who pays for such third level education. But on the overall issue of the adequate funding of a mass or universal system of higher education being developed in this country, beneficiaries of this education system, the extension of the taxation provision across the board not of personal tax rates direct or indirect for the majority but a fair and equitable taxation system at both individual and corporate level. Such a discussion is worthwhile.

Meanwhile, the TUI applauds the continuing stance of the Minister of Education and of the present Government in its reiteration of the fact that the re-introduction of third level fees continue to be ‘off the agenda’. Agreement between teacher unions and ministers of education may be relatively infrequent, however on this occasion the agreement is strong.

Agreement on Cork School of Music Contract

TUI welcomes the agreement of the contract for the new Cork School of Music (CSM) Public Private Partnership project. Much of the credit here must go to the staff of the school who have continually lobbied the Department of Education and Science during the various delays in formulating the school's future.

The school will be built on the existing School of Music site on Union Quay and will be a significant and welcome contribution to the overall regeneration of the City Centre and the docklands area of Cork City. Facilities will include specialised tuition rooms, lecture rooms, rehearsal halls, a recording studio, drama suite and library.

Work on the project will commence immediately and under the terms of the contract the new CSM will be completed and available by September 2007.

Labour Court Hears Incremental Credit Issue in Institutes of Technology

The longstanding claim for the application of the recently agreed incremental credit structure to those appointed since the PCW was heard by the labour court. A strong submission was made by the Union for the application of the agreement to those members of the Union appointed since the introduction of the PCW. The new agreement is being implemented now in respect of all new appointments – a Circular Letter to this effect was issued in March 2005, the Circular Letter reference is IT01/05 which has been circulated both to all Institutes and to all Branches and is to be found on the TUI website: www.tui.ie



CORK SCHOOL OF MUSIC

Higher Diploma in Professional Education Studies (School Planning)

The Higher Diploma in Professional Education Studies (School Planning) provides accreditation for a one-year training programme conducted by SDPI. It was initiated in 2002 as a partnership project by the School Development Planning Initiative and NUI Galway, with the support of the Department of Education and Science. The three-year initial pilot phase has just concluded. We are happy to announce that approval has been granted for a second phase.

The Department of Education and Science will continue to meet the tuition fee for the School Planning Diploma, thus providing the equivalent of a four-figure subsidy to each participant. In 2005/06, participants in the Diploma course are required to pay only the NUI, Galway registration fee of €650, which entitles students to full access to library and student services, and covers examination and certification fees.

The Diploma course is delivered through a combination of regionally-based outreach sessions (between October and May) and central summer school sessions. Most outreach sessions take place at weekends (Friday evening/Saturday), though there may be one or two single evening sessions. The course culminates with a week-long summer school in late June. The regional centres for the outreach sessions in 2005/06 will be finalised in accordance with the geographical pattern of applications. A regional centre can be established only where there are sufficient applicants from the area to make it viable and where personnel are available to deliver the course. During the pilot phase, there were regional centres in Dublin, Cork, Galway and the Midlands. Other venues may be considered if numbers warrant.

Detailed Information on the Diploma course is available, together with an Application and Registration Form from from the SDPI website www.sdpi.ie. The closing date for registration is 23rd September 2005.

Discipline Interim Report 'Lacks Cutting Edge'



MINISTER OF EDUCATION & SCIENCE, MARY HANAFIN AND DR MAEVE MARTIN NATIONAL UNIVERSITY OF IRELAND, MAYNOOTH AT LAUNCH OF INTERIM REPORT

Interim Report of Discipline Task Force 'Lacks Cutting Edge'

The interim report of the Task Force on Student Behaviour to the Minister for Education and Science, Ms. Mary Hanafin, T.D., was published at the beginning of July. While welcoming the publication of the report, TUI Assistant General Secretary Declan Glynn highlights a number of concerns the union has with the findings to date.

"Whilst recognising that this is an interim report, TUI considers that the Task Force has been excessively cautious: in our view its caution is at the risk of a serious loss of momentum and impetus for change. TUI is disappointed that the report does not identify solutions. We do not think it unreasonable that pragmatic solutions should have been offered at this stage, given the strong "solution-oriented" focus of its work."

TUI warmly welcomes the report's recognition that the problem of pupil disruption *"may be more manifest in some schools than in others"*. TUI asserts again that all schools are not the same. Schools, which - by virtue of their open enrolment policies and location in areas of socio-economic deprivation - have a disproportionately large intake of pupils who exhibit challenging behaviour, should be resourced to meet the needs of their entire cohort of students. The provision of a significantly preferential teacher to pupil ratio and additional specialist personnel is essential to this end. We applaud the Task Force for noting the desire to ensure that *"responsibility for catering for disruptive students be shared as equitably as possible across the spectrum of schools in a given locality"*, and we look forward to a pragmatic recommendation to give effect to this. TUI will continue to insist that the recognition that some schools carry a disproportionate burden is addressed through tangible and practical interventions.

We are discouraged that the Task Force, at least as yet, has not suggested reducing class sizes in a targeted way."

TUI notes that the right to learn of the majority of willing pupils is espoused in the report. However, the Task Force has shied away from anything specific to support the majority of willing learners. Why doesn't the Task Force consider legislative change, we wonder? Why would the Task Force, as it appears to have done, limit the scope of its own work? The terms of reference of the Task Force allow for legislative change, and TUI believes that, as in Canada and Spain for example, clear codifying in law of pupils' responsibilities in their own learning would be welcome. TUI fears that on the evidence of the report the balance of rights is still tipped in favour of the disruptive pupil.

TUI notes that the Task Force is dubious about the merits of Pupil Referral Units. We have not advocated the establishment

of such units. TUI draws the distinction between (external) Pupil Referral Units and (school-based) Learning Support Centres or Guidance Units, which we have consistently advocated. It is absolutely essential that a properly resourced withdrawal process is established in schools to allow for the immediate withdrawal of significantly disruptive pupils.

At this point schools badly need to know what measures they can take to address disruption that are fair but also enforceable; that protect the interests of the majority of willing learners, but also the right of teachers to teach in a safe and orderly environment; and that also address the education and socialisation needs of the pupils causing the disruption. We believe that a minority of students exercises a disruptive influence out of all proportion to its size but many schools feel unable to deal with the problem under current structures. For such continually disruptive pupils, for whom early intervention measures (where available) have not had led to improved behaviour, a specialist in-school support unit with the provision of expert staff to assist their re-introduction into mainstream classes is required. The Task Force seems to have had a strong focus on policies and practices at school level, but appears to have paid scant attention to such structural change. The report states that [“reflections on current practice ... some effective new measures, combined with some modified ways of working could produce positive outcomes”](#). One would hope that this does not represent the sum of the Task Force’s plans. TUI’s research points to the need for (1) a properly resourced and staffed withdrawal process (2) specialist in-school support units, (3) short-term ‘off-site’ or home tuition for continually disruptive pupils and (4) a range of permanent alternative provision for disruptive pupils with very exacerbated needs.

The report identifies 12 areas which are [“taken as representative of the central issues](#)

[of concern”](#). These areas, set out below, will inform the Task Force’s recommendations.

- 1 Section 29 – “recommendations aimed at improving this very time consuming, stressful and expensive process”
- 2 Engaging parents – will make relevant recommendations “to improve the home/school relationship”
- 3 Teacher education – “specific themes for continuous professional development” and “teacher preparation”
- 4 Diverse cohort – resource implications - “recommendations aimed at streamlining”.
- 5 Empowerment of students – “making them part of the solution”
- 6 Quality of leadership and professional competence – the Task Force sees that it has a role to play in examining the “negative consequences of under-performing teachers and ineffective leadership” and will make recommendations in this regard.
- 7 A whole school approach – “recommendations aimed at integrated thinking and coherent policy”
- 8 Time to function effectively – “recommendations to streamline the functioning of key personnel with designated pastoral care roles”
- 9 Transition from primary to post-primary – “schools that prepare carefully are less troubled”: models of good practice will be identified
- 10 Rights and responsibilities – the Task Force will consider teachers’ rights to teach and make recommendations that “will align the rights and responsibilities of all in the school community”
- 11 Interagency working – the Task Force will explore “cross-sectoral work” to support vulnerable students
- 12 Provision for seriously disruptive students – “how to make provision for both categories”. The Task Force will visit centres of alternative provision

It is not possible to deal with each of these areas in turn in this brief overview. It bears

repeating however that it is unfair and facile to return to schools and to individual teachers responsibility for pupil disruption. Schools are not the problem. Teachers are not the problem. The problem derives from the needs of pupils, and its solution lies in the interventions we provide for them. The teacher does not need fixing, and, in a situation in which the high quality of our schools and teachers is constantly extolled, citing the performance of teachers as a significant causal factor of their pupils’ disruption is at best an unwelcome distraction. This is particularly so when one considers that the last Department of Education and Science Circular Letter offering guidance to schools on formulating codes of behaviour issued in 1991 and the type of “continuous high-quality professional development for staff” which the Task Force has called for has never been provided.

TUI will welcome practical, well-grounded recommendations in most of these areas however, and we wish to work with the Task Force to that end. We note that the Task Force has acknowledged the lack of impact of the two previous reports on behaviour in second level schools (1982 and 1997) and the failure to implement many of the recommendations of those reports, and we take its acknowledgement as a signal of intent that the same fate should not befall its work. We will make further representations to the Task Force over the course of the next number of months and will set out again in a forthcoming edition of TUI News our policy position and demands of this process. We will conduct an audit of members’ experiences in dealing with disruptive behaviour having regard, in particular, to the amount of time spent on addressing disruptive behaviour. When the audit form gets to you, please fill it in and return it to us. It is in everybody’s interests that you would do so.

Notices

Education, the Vital Link - Attention Deficit Hyperactivity Disorder (ADHD)

Conference for parents, teachers and childcare professionals at Moran's Red Cow Hotel, Naas Road, Dublin 12 on Saturday 12th November 2005

HADD Family Support Group, a voluntary organisation supporting parents and educating professionals, this year celebrates its 25th anniversary by launching an Education Strategy Resource Book for teachers on ADHD, and by hosting this conference with the theme, **Education, the Vital Link.**

In Dublin on Saturday, **12th November 2005**, you will have the opportunity to hear key experts on how education can help those affected with ADHD, how specialist support can help to develop their full potential, as well as inform teachers and childcare professionals. Speakers will include:

- Fintan J. O'Regan, MA BSc. Behaviour Management Consultant, author of How to teach and manage children with ADHD.



TUI DELEGATES PICTURED AT ICTU BIENNIAL CONFERENCE, BELFAST. L-R ASSISTANT GENERAL SECRETARY ANNETTE DOLAN, VICE PRESIDENT TIM O' MEARA, EXECUTIVE MEMBER PAT MCQUAILE, PRESIDENT PADDY HEALY, EXECUTIVE MEMBERS TOM DOOLEY AND JACQUELINE SHEIL, DEPUTY GENERAL SECRETARY PETER MACMENAMIN

- Wyn McCormack, Guidance counsellor, resource teacher and author of Lost for Words, dyslexia at second level schools.
- Dr Amanda Kirby, founder of the Dyscovery Centre in Cardiff, which is recognised internationally for its work on Dyspraxia and related specific learning difficulties.
- Sharon Weiss. M. Ed. A behavioural consultant in USA. She is co-author of From Chaos to Calm: Effective parenting of challenging children with ADHD and other behavioural problems.

For Booking Form and Conference Information

Please contact the organiser, Clara Clark, Clara Clark Event Management Ltd, 17 Pine Lawn, Newtownpark Avenue, Blackrock, Co. Dublin E: info@claraclark.ie, Tel: 01- 289 8533, Fax: 01- 289 8817

To talk to **HADD Family Support Group**, contact Carmichael Centre for Voluntary Groups, Carmichael House, North Brunswick Street, Dublin 7. Tel: 01- 847 8349

2005 Eating Distress Conference

*Anorexia and Over-eating:
Two Sides of the Same Coin.
The Role of Family and Professionals
in the Treatment of Eating Distress*
Crowne Plaza, Santry,
Dublin on Friday October 21st

Guest Speakers and Workshop Delegates

- Dr. Hana Papezová, MD., PhD, Prof. Assoc. Psychiatrist, Head of Eating Disorders Unit
- MU Dr. Antonín Pařízek, CSc., Department of Obstetrics and Gynecology, Charles University and General Faculty Hospital, Prague

- Dr. Michael Corry, Consultant Psychiatrist with the Institute of Healing, Dun Laoighre
- Bodywhys – The Eating Disorders Association
- Dr. Louise Braben, Consultant Psychiatrist with Newmarket House, Norwich
- Penelope Bailey, Director and Founder of Newmarket House, Norwich
- Thomas Glowatzki, Father
- Dr. Tarek Zourob, GP & Eating Distress Specialist
- Marie Sosková-Campion, Nutritionist, Founder of The Marino Therapy Centre, Author

Fees	Before 1 Oct 2005	After 1 Oct 2005
IAEDP Member	€80.00	€100.00
IAEDP Non-Member	€90.00	€100.00

- * International Academy of Eating Distress Practitioners
- * Registration limited to 200!

If you have any questions or would like to attend, please phone or e-mail:

The Marino Therapy Center
Tel: 01 8333126
E-mail: marinotherapy@hotmail.com
Visit our website at
www.marinotherapycentre.com



TEACHERS' UNION OF IRELAND CREDIT UNION

NEW YEAR....NEW STUDENTS...NEW PLANS?

NEW RATES FROM YOUR CREDIT UNION

TEACHERS' UNION OF IRELAND
CREDIT UNION

73 Orwell Road
Rathgar
Dublin 6

www.tuicu.ie

Phone: (01) 492 2355

Outside 01 area:

1850 741 600

Fax: (01) 492 9865

E-mail:

tuicreditunion@eircom.net



7.59% on personal loans

6.99% on Credit Card loans
(max €5,000 repayable within 12 months)

5.99% on loans within shares

TERMS & CONDITIONS APPLY

*Not a member? Join now and receive a special
"Back to School" briefcase and pack!*

*Call now or visit our
website now to avail of
these great offers!*



welcome to second level teaching

You are most welcome to the teaching profession and to our public sector schools and centres. We wish you the very best in what we are sure will be a long, eventful and fulfilling career.

Always bear in mind that the work you do is of fundamental importance to society. In an increasingly complex world you will provide the instruction, guidance and - more often than some bilious commentators would have you believe - the inspiration that will sustain young people as they proceed into adulthood.

As you begin your career, the TUI would like to offer some practical advice based on the experience of our members over several years.

Employer

- All teaching positions with public sector employers, other than casual short-notice positions, are filled following advertisement in the national press and competitive interview.
- Your employer is either the Vocational Education Committee or, in the case of teachers in Community and Comprehensive schools, the Board of Management.
- In the case of a VEC, appointment is to the “scheme” (normally defined by county) which means that one may be assigned to any Vocational School or Community College within the scheme and may, in subsequent years and subject to protocols agreed with the union, be transferred within the scheme.
- Community and Comprehensive schools are stand-alone employers.

Qualifications – General

- You need absolute clarity about your qualifications. What are you qualified to teach? Are you recognised by your employer and/or the Department of Education and Science as a fully qualified teacher who is eligible for appointment to a permanent wholetime teaching position in your subject/specialism?

Qualifications – Second Level Sector

- To be qualified as a second level teacher in the vocational sector you must hold a recognised degree (or equivalent) in at least one of the subjects on the Leaving Certificate programme. A document known as Memo V7 details the specific requirements. Currently, a Higher Diploma in Education is not a requirement for recognition as a qualified teacher in the vocational sector.
- In Community and Comprehensive Schools you require either an appropriate degree (or equivalent) and the Higher Diploma in Education (or equivalent) or an appropriate degree that includes a training in teaching qualification to be recognised as fully qualified and eligible for appointment as a permanent wholetime teacher.
- Generally speaking, subjects taken in final year degree examinations may be taught to Leaving Certificate level while those taken in earlier years of the degree course may be taught to Junior Certificate level.

Qualifications – Further Education Sector

- To be fully qualified for a teaching position in the Further Education/Post-Leaving Certificate area, in Youthreach Centres, Traveller Training Centres or in the Prison Service, you must hold a qualification that satisfies either the terms of Memo V7 or the terms of Department of Education and Science Circular Letter 32/92.
- Both Memo V7 and CL32/92 can be downloaded from the TUI website.

Contracts / Written Statements

- All part time teachers have contracts whether written or not. The Industrial Relations Act, 1990, specifies that contracts of employment may be “expressed or implied, oral or in writing.”
- The Terms of Employment (Information) Act, 1994, stipulates that employees who have been employed for more than one month and who are normally expected to work at least 8 hours per week are entitled to a written statement regarding their employment contract or relationship.
- Employers are required to provide employees with a written statement of particulars of the employee’s terms of employment within 2 months of the date of commencement of employment.

A written statement should contain:

- the name of both you and your employer
 - the address of your employer
 - the place of work
 - the job title or a description of the nature of the work
 - the date of commencement of employment
 - the nature of the contract
 - the rate of pay, method of calculation and frequency of payment
 - the hours of work
 - the entitlements to paid leave
 - the period of notice required
 - reference to any collective agreement affecting the terms of the contract
 - details of relevant disciplinary procedures
- Any change in the contract must be notified to you within one month of the change having taken place.
 - Disputes regarding any aspect of a contract of employment can be dealt with directly with your employer with the assistance of TUI, where required.
 - Your employer must provide with every wage packet a written statement of gross wages and the nature and amount of any deduction made from that gross amount.



Contracts and Salary – Permanent Wholetime Teachers

- By definition, a permanent wholetime teacher is deemed to be fully qualified.
- In your first year of service as a permanent wholetime teacher you will be placed on the third incremental point of the Common Basic Scale if you hold the Higher Diploma in Education (or an alternative, recognised training in teaching qualification) and on the second incremental point if you don't. Your salary comprises the appropriate point of the CBS plus the qualifications allowances to which you are entitled. Two qualifications allowances can be held – typically, for a primary degree and the Higher Diploma in Education.

**Contracts and Salary – Part-time Teachers
Pro-rata Contracted**

- If you are a fully qualified part-time teacher (i.e. with fewer than 22 teaching hours per week) and have been engaged to teach for a specified number of hours per week over the course of the full school year (with a start date not later than 1st November) you are entitled to a pro-rata contract.
- This is a written, fixed-term, contract of employment and must be signed.
- The standard contract is appended to Circular Letters PPT 19/03 (Community and Comprehensive schools) and PPT 20/03 (VECs) which can be downloaded from the TUI website.
- To be entitled to a pro-rata contract you must have been appointed following a formal selection process. This process involves advertisement of the position in the national press and competitive interview by a properly constituted interview board.
- If your appointment was not subject to a formal selection process you are not entitled to a pro-rata contract.
- If you otherwise satisfy the conditions for award of a pro-rata contract (i.e. if you are qualified and have specified hours over the course of the school year) but have not been appointed following a formal selection process, you should contact your TUI School Representative and, assisted by her/him, ask your employer to advertise the position and make an appointment following a formal selection process. There is the risk in this that you might not be appointed but the cost to you of not pursuing the matter is considerable.
- If, before 1st November, additional teaching hours are added to your weekly timetable – as sometimes happens after the commencement of the school year when a school's timetable eventually “settles” - your contract is augmented to take account of those hours.



- Any further hours – undertaken on an occasional basis - that are worked by a pro-rata contracted teacher during the school year will be paid at an hourly rate calculated by dividing the sum of your point on the CBS and your qualifications allowances by 735 (i.e. the number of teaching hours in the school year of a permanent wholetime teacher).
- Having a pro-rata contract means that you are entitled to a salary for the full school year. For this purpose the school year runs from the date of commencement of your contract to 31st August, inclusive. The commencement date must fall within the period from 1st September to 31st October, inclusive.
- Your salary for the school year is based on your hours as a proportion of the wholetime hours (22). To calculate your salary, you apply that proportion to the sum of your point of the CBS and your qualifications allowances.

Example: Annual Salary of (a) a Permanent Wholetime Teacher and (b) a Pro-rata Contracted Teacher, in their first year of service

Status	Wholetime	Pro-rata
Hours	22	15
CBS-3rd Point	€30,399	-
Degree (Hons)	€4508	-
H.Dip (Pass)	€541	-
(a) Annual Salary	€35,448	(€35,448 x 15) ÷ 22
(b) Annual Salary	-	€24,169

- Full salary details - inclusive of the increase payable from 1st July 2005 under the terms of the national agreement, Sustaining Progress - are available on the TUI website: <http://www.tui.ie>

Contracts and Salary – Non-casual Part-time Teaching Contract

- A fully qualified part-time teacher who is employed to teach for a period in excess of 150 hours during the school year but for less than the course of a full school year is classified as a “non-casual part-time teacher” and is entitled to a non-casual part-time teaching contract.
- As such a teacher, you will be paid at an hourly rate calculated by dividing the sum of your point on the CBS and your qualifications allowances by 735 (i.e. the number of teaching hours in the school year).
- If you are employed to replace a teacher on maternity leave or extended sick leave you may fall within this category.

Contracts and Salary – Casual Part-time Teaching Contract

- A fully qualified teacher who is not employed on a Pro-rata Contract or on a Non-casual Teaching Contract is regarded as working on a casual basis for the first 150 hours worked in the school year.

- The current fixed hourly rate of payment for these hours is €43.19.
- If, as such a teacher, you work for more than 150 hours in the school year each additional hour in excess of 150 will be paid at an hourly rate calculated by dividing the sum of your point on the CBS and your qualifications allowances by 735 (i.e. the number of teaching hours in the school year).
- This type of contract applies in cases in which the work arises only on an intermittent basis and where the employer may reasonably expect that the hours worked will not exceed 150 in the course of the school year.

Permanency

- It is a policy of the TUI to seek permanent wholetime teaching contacts for the greatest possible proportion of the teaching force. Currently, VECs and Community and Comprehensive Schools are entitled to appoint up to 95% of their teaching allocation on a permanent wholetime basis. The 5% leeway means, in practice, that every year vacancies arise for part-time positions. Customarily, a significant number of new entrants to the profession will first secure these positions, as opposed to permanent posts. The legitimate expectation of such teachers, however, is that temporary and/or part-time experience will significantly improve their chances of subsequent permanent appointment.

Contracts of Indefinite Duration

- A Pro-rata contract is a fixed-term contract.
- The Protection of Employees (Fixed-term Work) Act 2003 offers certain protections to employees who have completed successive fixed-term contracts.
- Arising from this Act, negotiations are continuing with the Department of Education and Science which will result in the award of Contracts of Indefinite Duration to part-time teachers who have been in successive fixed-term contracts with the same employer, who satisfy particular conditions and whose teaching service will be required on an ongoing basis. It is open to an employer to award a Contract of Indefinite Duration (CID) to a part-time teacher in the teacher’s first year of service with the employer and a CID must be awarded in the fifth consecutive year of service unless there are objective grounds to prevent this.
- **Sections 8 and 9 of the Act provide as follows:**
 - 8 (1): Where an employee is employed on a fixed-term contract the fixed-term employee shall be informed in writing as soon as practicable by the employer of the objective condition determining the contract whether it is –
 - a) arriving at a specific date,
 - b) completing a specific task, or
 - c) the occurrence of a specific event.



- 8 (2): Where an employer proposes to renew a fixed-term contract, the fixed-term employee shall be informed in writing by the employer of the objective grounds justifying the renewal of the fixed-term contract and the failure to offer a contract of indefinite duration, at the latest by the date of the renewal.
- 9 (1): Subject to subsection (4), where on or after the passing of this Act a fixed-term employee completes or has completed his or her third year of continuous employment with his or her employer or associated employer, his or her fixed-term contract may be renewed by that employer on only one occasion and any such renewal shall be for a fixed term of no longer than one year.
- 9 (2): Subject to subsection (4), where after the passing of this Act a fixed-term employee is employed by his or her employer or associated employer on two or more continuous fixed-term contracts and the date of the first such contract is subsequent to the date on which this Act is passed, the aggregate duration of such contracts shall not exceed 4 years.
- 9 (3): Where any term of a fixed-term contract purports to contravene subsection (1) or (2) that term shall have no effect and the contract concerned shall be deemed to be a contract of indefinite duration.
- 9 (4): Subsections (1) to (3) shall not apply to the renewal of a contract of employment for a fixed term where there are objective grounds justifying such a renewal.

Your School and You

Collegiality

- Make sure that you maintain close contact with your teaching colleagues. Teaching can be very isolating and you can quickly, and mistakenly, conclude either that your style and methods are entirely right or entirely wrong. Don't confuse appropriate professional autonomy with raising the drawbridge. Remain open to professional discourse. The quality of your teaching will be significantly enriched if you continue to be a learner.
- Involve yourself fully in the life of the school community. Contribute to school planning and decision-making processes and to co-curricular activities. Your reward will be a greater sense of belonging to a vibrant learning community.

School Structures and Procedures

- There are particular members of the teaching staff with whom you will have regular contact. These include the Deputy Principal, Year Heads, the Guidance Counsellor and the Head of the subject department. Get to know them and don't be shy about seeking their advice.



- Under legislation (and because it makes sense) every school is required to have a code of behaviour. Be conversant with it and apply the procedures it sets out consistently and fairly.

Professional Standards

- Ensure that you are in command of your subject and well prepared and you can legitimately insist upon the highest standard from each student that s/he is capable of reaching. It is central to our educational philosophy in TUI that every student, irrespective of background, has an entitlement to a high quality, publicly funded education. As individual teachers we should be guided by this public service ethos.
- Be aware of public policy as expressed in legislation, particularly education legislation.
- Be accountable. The TUI supports the principle of appropriate public accountability of schools through elected public representatives and agencies such as the inspectorate of the Department of Education and Science.
- Make sure that you respect the rights and personal integrity of your students. The idea of being "firm but fair" may have become clichéd but it still has considerable merit. It is especially important to maintain a critical professional distance from your students.
- Maintain clear, objective records. These may relate to student progress and conduct, other aspects of classroom management, contacts with parents, issues relating to your employment, formal discussions with school management and other relevant matters.



Your Rights and Duties as a Teacher

- You are entitled to the support of your employer in your efforts to ensure that students receive an education of the highest quality. In that regard, you are entitled to a healthy and safe workplace marked by respect for human dignity and the absence of bullying or intimidation. The principles of equity, equality and inclusivity should inform school practice.
- Your employer, your colleagues, your students and their parents/guardians are entitled to your respect, loyalty and best professional service. The principles of equity, equality and inclusivity should also inform your practice.
- You are on probation for your first year. If the school management has any difficulty with the quality of your work, it is obliged to bring it to your attention and offer appropriate advice. If you are not advised of any difficulty you are entitled to assume that there is none and that you will be probated.

Your Union – Teachers Union of Ireland

- Join the union and actively shape your professional environment, both locally and nationally. You will quickly become au fait with the pressing issues of the hour (and the arcane rituals of union activists!). Research has consistently shown that disaffection with and disengagement from one's work are most pronounced where employees are least involved in decision-making processes.
- Find out who the TUI school representative, school committee members, Branch Officers and Area Representative are. Get to know them. The same applies to the union/ teacher representatives on the VEC and/or the Board of Management. Avail of the earliest opportunity to attend a meeting of your local Branch of the TUI.
- Use your TUI Diary – your conditions of service and the range of union services are more fully explained.
- There are certain conditions of service that are regarded by the union as so important as to require the protection of directives. These conditions relate to the maxima that apply to class contact hours, class size (i.e. student numbers) and the number of days in the school year. As a member of the TUI you are obliged to abide by these directives – there is no discretion in the matter.
- The directives should be displayed on the TUI Noticeboard in the school and can be downloaded from the TUI website.

In Case of Difficulty

- If you encounter a difficulty with your employer, address it at the earliest opportunity. In this as in other matters, keep the issue and the personality separate. Informal resolution of difficulties is desirable, provided the rights of all parties are respected. If informal resolution is not possible, approach the TUI school representative and process the issue through the agreed grievance procedures for your sector. The procedures are set out in the TUI Diary and may be downloaded from the union website.

Keeping Professionally Fit

- Finally, avoid letting the intellectual and professional grass grow under your feet. Involve yourself in reflective practice and professional development from the outset. In this regard, you might consider joining the relevant subject associations. You should also avail of in-service and professional development opportunities. These are provided by a wide variety of agencies and institutions, including the Second Level Support Service, the Special Education Support Service, the Education Centres and the teacher unions. The Teaching Council, at present in its infancy, is quite likely to set a premium on continuing professional development. The TUI is campaigning for a continuum of professional development that will sustain excellence throughout one's teaching career. As public servants, we must be to the fore in insisting upon and maintaining the highest quality in our public education system.

Go n-éirí go geal libh



Maternity Leave Explained



TAOISEACH BERTIE AHERN PICTURED AT LAUNCH OF ICTU NEW RIGHTS FOR WORKING MOTHERS GUIDELINES LAST YEAR

Queries are frequently received by TUI with regard to the calculation of maternity leave, particularly if it overlaps the holiday period. The following is an example of such a query.

“I am expecting a baby on Saturday the 15th October 2005. What is the minimum period of leave I must take prior to the birth of the baby together with the date on which I should return to work assuming that I do not avail of unpaid maternity leave.?”

A minimum period of 2 weeks must be taken prior to the birth of the baby. Therefore the maternity leave would commence on Monday 3rd October and would run for 18 consecutive weeks and conclude on Sunday, 5th February 2006, with the teacher due to return on Monday 6th February. However, where maternity leave overlaps school holidays a teacher will be entitled to leave in lieu with pay for the vacation days overlapped, subject to a maximum of 30 school days in any school year. The overlapped days for which the teacher is

entitled to leave in lieu are general school vacation days including public and church holidays and other school closings. Days on which schools are closed in exceptional circumstances (e.g. inclement weather or polling) do not count in calculating the number of days leave in lieu.

In this case the teacher will have overlapped vacation periods by a total of 16 days (5 days for the October mid-term break and 11 days for the Christmas holiday period.)

In this example, the days in lieu clash with the February mid-term break. In such a situation, the days in lieu are ‘frozen’ for the week in question and added on after the mid term break.

Her paid maternity leave will therefore extend until Monday 6th March 2006 and she will return to school on Tuesday 7th March unless she had notified her school authority at least 4 weeks before the date on which the maternity leave is due to end that she wishes to take up to 8 consecutive weeks additional unpaid leave immediately

following maternity leave, which is a statutory entitlement.


Alternatively, if she chooses to apply for unpaid maternity leave to the end of the school year, if such leave is sanctioned, she will be due to return on the first day of the school year in 2006/07.

A teacher who wishes to apply for additional unpaid maternity leave or non-statutory maternity leave to the end of the school year should in normal circumstances apply to her VEC/Board of Management for approval at least one month before her paid maternity leave expires. Teachers going on maternity leave should consult the relevant circular letters CL 21/97, CL 22/97.

Application	Period of Notice
Intention to avail of maternity leave	4 weeks
Attendance at ante-natal/post natal clinics	2 weeks
Change of date of commencement of leave due to earlier confinement	Within 2 weeks of confinement
Additional maternity leave	4 weeks
Leave to end of school year	4 weeks
Intention to return to work following leave	4 weeks

- A teacher with a Post of Responsibility who is on paid maternity leave retains her post of responsibility allowance
- A teacher who intends going on maternity leave should submit, through the management authority of her school, a medical certificate confirming pregnancy and stating the expected week of confinement. This must be submitted at least four weeks before the date on which she intends to go on maternity leave.

- A minimum period of maternity leave must be taken, beginning not later than two weeks before the end of the expected week of confinement
- Teachers taking maternity leave should always confirm the date of return to school with the Department of Education and Science in the case of a Community and Comprehensive school and with the VEC in the case of a teacher working in this sector.
- Time off may be allowed for attendance at ante-natal. And post-natal clinics. Evidence of appointment or attendance at the clinic will be required by the school authority.
- Pro rata part time teachers also receive the benefits outlined above. Other part time teachers may be entitled to maternity benefit from the Department of Social, Community and Family Affairs (LoCall 1890 690 690).
- Paternity leave allows fathers to take 3 days leave with pay. The leave may be taken at the time of the birth or up to four weeks after the birth. A minimum period of four weeks notice is required.
- Maternity leave will be granted irrespective of an employee's sick leave record and will not reckon as sick leave.



TRINITY COLLEGE
The University of Dublin

Postgraduate Diploma in Clinical Supervision (Psychology)


This Postgraduate Diploma is aimed at qualified and practising psychologists and psychotherapists/counsellors who hold a primary degree in psychology or a related field. Relevant postgraduate training and experience in counselling/psychotherapy is also a requirement.

This specialised small group training draws on the major models of supervision and has a reflective practitioner focus. Components of the programme include theoretical foundations of supervision, models of supervision, ethical, legal and professional issues. There is also a supervised field practice module.

Duration: One year part-time commencing October 2005.
Closing Date: Please contact the Course Administrator for details.

For further information please contact:
Mary Creaner, Course Co-ordinator
Email: creanerm@tdc.ie Tel: 01- 608 2094

For Application Form please contact:
Course Administrator
Tel: (01) 608 2431
School of Psychology,
Trinity College, Dublin 2.



Deportation Cases Must Be Handled with Compassion

TUI President Paddy Healy has called for more sensitive handling of any future cases involving the deportation of students, describing the handling of some cases during the last school year as 'lacking compassion.'

"At the start of any school year, it is always useful to reflect on what we could improve upon in the future. With this in mind, the manner in which some deportation orders were executed was a cause of grave concern last year. In general, students should be allowed to complete their studies.

Diligent and conscientious students had their studies disrupted and the harmonious atmosphere of the classroom was shattered by bureaucracy. Too much heed was given to convoluted procedures and red tape, with scant regard paid to humanitarian and other considerations. The work of the teachers and students of Palmerstown Community School on behalf of a Leaving Certificate student last year reflects the approach which should be adopted.

It was indeed ironic that the Government had organised trade missions to China last year to attract more students to the country while diligent and model students were treated in a

manner that lacks a shred of compassion. We acknowledge that there are rules in place, but compassion and decency should take precedence over bureaucracy. We would hope that the relevant authorities have learned from their mistakes of the past and handle any future cases in a way that respects the dignity of all concerned, especially when those in question are students in our schools. There have also been cases where students who are not Irish citizens have been refused entry to France on school trips. The Department of Foreign Affairs should put agreements in place with other countries to avoid such incidents."

Contracts of Indefinite Duration

Since the passage of the Protection of Employees (Fixed Term Work) Act, the Union has been engaged in both national discussions on implementation of the Act and in several cases in taking cases to Rights Commissioner where it is the view of the Union that the Act has not been fairly applied.

This has led to a large number of cases being taken with employers in different parts of the country, and in the view of the Union, is not the most desirable way of resolving these issues. It had therefore been agreed by the Executive Committee prior to the summertime to engage in a process, the purpose of which was to seek a broad agreement on a range of issues covered by the legislation.

Discussions started involving the three teacher unions, the Department of Education and Science, the Department of Finance and management groups in respect of all sectors of education, with the exception of the university sector which chose not to be involved in these discussions.

The early meetings involved the teasing out and identification of the precise issues and the more recent parts of the discussion have centred around the formulation and consideration of agreement in respect of the issues raised. At the present time, no agreement has been concluded and the issues remain under discussion. It is hoped that there will be agreement on a range of issues in the near future.

Meanwhile, as agreed, any cases which are in the process of being referred either to the Rights Commissioner or which if heard at Rights Commissioner have yet to have findings issued, such cases remain on hold and it is the Union's understanding that the management will not take any action in respect of cases which are under such consideration pending the outcome of the talks.

The union has heard of an attempt in certain employment situations for documents purporting to be contracts of indefinite duration being provided to members of TUI. The TUI position is very clear: pending national agreement, there is no such thing as an agreed contract of indefinite duration in respect of any member of TUI. It follows therefore that no member of TUI should sign any contract purporting to be a contract of indefinite duration until such contract is agreed between the union, the management and the Department of Education and Science. It has been stated that there is an

...There is no such thing as an agreed contract of indefinite duration in respect of any member of TUI...

..Do not sign any contract of employment which is offered to you unless you can verify that this contract is agreed with the Union...

obligation on behalf of the employer to issue contracts to its employees – this is untrue.

There is an obligation to offer written terms and conditions of employment. This is sometimes done by way of written contract of employment which sets out the terms and conditions of employment, however it is not necessarily done in this way and the Union oppose the implication that employers are offering contracts purportedly under a legislative provision requiring them to do so in the full knowledge that this is not the case.

Advice

Do not sign any contract of employment which is offered to you unless you can verify that this contract is agreed with the Union. Agreed contracts can be found on the TUI website: www.tui.ie and prior to signing, the text of any such contracts should be checked against the text on the website. In the event of there being no contract of a particular denomination on the website, then further enquiries should be made as it can safely be assumed that there is no agreed contract.



membership application form

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

personal details

Surname	First Name(s)
Male <input type="checkbox"/> Female <input type="checkbox"/>	
School/Institute (name & address/department)	
Home Address	
Date of Birth	Telephone Number
E-mail Address	
PPS Number	
Qualifications	Grade (e.g. Class III teacher; LI, etc)
Subjects	

whole time teacher / lecturer only

Is your present post your first whole time appointment? Yes No

Is your appointment? PWT Job-share

part-time teacher / lecturer only

Please indicate the number of regular timetabled hours

Are you employed directly by the School/College? Yes No

union membership

Are you at present, or have you previously been a member of the TUI or any other Union?
Yes No

If "Yes", please state name of Union/Branch/Place of Employment

new members

I hereby apply for membership of the Teachers' Union of Ireland and, if accepted, agree to be bound by the Rules of the Union no in force and as may be amended.

Signature	Date
Staff/Payroll Number	

Note: 1. Once all sections of the application for are fully completed, please forward to: **Membership Section, TUI Head Office, 73 Orwell Road, Rathgar, Dublin 6.**
2. Please return a fully completed DAS form with your application form. DAS forms are available from your school/college representative, TUI Head Office or www.tui.ie

office use only

New Member Existing Member

Number Branch



deduction at source authorisation form

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

personal details

Surname in English _____ Surname in Irish _____

Surname before Marriage _____ First Name(s) _____

Home Address _____

PPS Number _____

School/Institute (name & address) _____

TUI Branch _____

employment status

(please tick as appropriate)

PWT * Part-time Job-share

*Part-time – please indicate the number of regular timetabled hours

deductions

Payroll Number								
TUI Subscription	€€						.	
TUI Credit Union	€€						.	

authorisation

I hereby authorise

VEC _____ VEC _____

IT's _____ Institute of Technology _____

C & C _____ Department of Education and Science _____

to deduct monthly from my salary, until further notice, the Union subscription appropriate to my employment status at any time as a teacher/lecturer*, to be paid to the TUI on my behalf, together with the amount shown in respect of the TUI Credit Union (if applicable). The amount of subscription to be determined by Annual Congress.

Signature _____ Date _____

*This authorises the Employer to alter my Union Subscription from Part-time to PWT/job-share as appropriate

office use only

New Member Existing Member

Number: _____ Branch: _____

Notices

Branch Treasurers Seminar

A seminar for Branch Treasurers will be held on

**Wednesday,
21st September 2005**
in **Ashling Hotel,
Parkgate Street, Dublin 8**

from **11.30 a.m. to 3.45 p.m.**

Notification has been sent to all Branch Treasurers on 25th August 2005.

Have we got your Union Membership details correct?

- Has your union membership status changed? e.g. *from Part-Time to Permanent Whole Time, from Permanent Whole Time to Job-Share or have your part-time hours increased*
- Have you transferred from one employer to another?
- Have you just returned from a Career Break, Leave of Absence or any unpaid leave?

If the answer is “**yes**” to any of the above questions, please ensure that you complete a new Deduction at Source (DAS) form immediately and send it to: Dara Blighe, Membership Secretary, TUI, 73 Orwell Road, Rathgar, Dublin 6.

DAS forms are available on the TUI website – www.tui.ie. They are also available from your School/College Representative, from Head Office or in this issue of TUI News.

Please complete a new DAS form to avoid falling into arrears. Help keep our data base up to date – keep us informed!

TUI Conference 'The Change Agenda in Higher Education'

Date:
Wednesday, 21st September 2005

Time:
**All Day Conference
Registration 8.45am – 9.30am
Proceedings 9.30am – 4.15pm
(lunch 1pm-2pm)**

Venue:
Davenport Hotel, Dublin 2
(near junction of Clare St and Merrion Sq)

The union will convene a consultative conference to the theme of 'The Change Agenda in Higher Education' on Wednesday, 21st September 2005.

A panel of distinguished speakers will address the challenges facing higher education lecturers and institutions in the context of national, European and international developments.

Topics to be covered will include:

- GATS and Globalisation
- The Transfer of the IOT Sector to the HEA
- The Bologna Process
- TUI's Response to the OECD
- Report on Higher Education
- National and international perspectives from TUAC, NQAI and HETAC

Full details regarding bookings, the day's full proceedings and all other details have been sent to all TUI branches.

2005 Third World Fund

The 3rd World Fund for 2005 will have at its disposal an amount in excess of €13,000. 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, before 1st November 2005 outlining details of the project.

Last year a total of 17 projects received a contributions from the Third World Fund. Examples of some of the types of projects contributed to were:

- Building of a small library for Project Pasthali, Nepal
- Funding for a former TUI member working in education in the Pemba region of Zambia
- Funding for a pre-school/playgroup in Paraiba, Brazil
- "Moving Mountains" project in Nairobi.

Each of the 17 projects received between €525 and €800. While these amounts may appear to be small from our perspective, the feedback we get from the various projects indicates that your funding of these projects makes a significant impact and is greatly appreciated. There is also the added bonus that the money goes directly to the projects concerned.

RMA News



TIM O'MEARA, DONNCHADH O'RIORDAIN AND PADDY HEALY

Following our very successful AGM in Galway in May the Social Committee (Dora, John and George) have arranged an eventful October Break for us in Cork - the European City of Culture 2005. The venue is the Gresham Mertoopole Hotel, MacCurtain Street, Cork. Dates: Sunday 23rd October to Tuesday 25th inclusive

for a cost of €159.00 with no supplement required for single rooms.

As well as the usual social events the committee have arranged visits to some of the numerous cultural exhibitions associated with the City of Culture, a trip to Cobh and hopefully a night of Judy

Garland Songs at the Cork Opera House. An extra night at the hotel will cost €51. Please make direct booking with the hotel, telephone 021 4508 122 stating TUI RMA October Mini Break.

The AGM in Galway marked the end of an era with the resignation of Donnchadh O'Riordan as secretary of RMA, a position he held for twelve years. Donnchadh was given a tremendous send off with many commendations from RMA members and the TUI President, Paddy Healy. The AGM reached a new level of service with professional assistance with registration and a conference folder, both provided by a new sponsor Hidden Hearing.

I would like to welcome all new members to RMA and to invite you to join us at our Autumn Break in Cork. Some of our plans for the future are, to provide a Discount Card for members, to provide a diary especially for RMA members and to organise overseas breaks even a cruise.

Christy Conville, Secretary, RMA

A Special Thanks to Donnchadh O'Riordain

Mr. Donnchadh O'Riordain retired as secretary of the R.M.A. of the Teachers Union of Ireland on 11th May 2005, twelve years after he first agreed to take the position in the same hotel, the Ardiliun Hotel, Galway.

Donnchadh worked with diligence and concerned himself with the problems of the retired members and their families, and became an authority on allowances and conditions. He was much sought after to speak at retirement courses, and attended

meetings all over the country, giving talks and advise on how best to prepare for retirement.

There are many people all over the country who benefited greatly from his hard work and great knowledge of the rules and regulations.

We wish Donnchadh well and many years of happy and peaceful retirement.

Con Kelly



PADDY BYRNE - STILL CHAIRMAN OF RMA. SEE PRESIDENT'S CLARIFICATION ON P.3

Key Stats Published

A new report shows that investment in third level education in Ireland is above the EU average but expenditure at primary and post-primary levels is below average.

The Key Education Statistics report, which looks at trends and international comparisons in education from 1993-4 to 2003-4, also shows an improvement in literacy skills. 11% of 15-year-olds in Ireland are categorised as low achievers in reading literacy, compared with 19.8% of 15-year-olds in other EU countries.

The report shows the number of graduates in mathematics, science and technology at 24 per 1,000 of population, which is double the European average.

TUI education officer John MacGabhann said there needed to be more opportunities for permanent employment for teachers of science subjects. He also said the increase in full-time students at Institutes of Technology was at least partly due to the abolition of third-level fees and the reintroduction of fees could not be justified.



Young Environmentalist Awards

The ECO-UNESCO Young Environmentalist Awards honours the actions of young people who protect, conserve and enhance our local and global environment. The YEA is an experiential and active environmental education learning experience where young people engage in a local environmental action project which will benefit themselves and their community.

Each year hundreds of young people, teachers and youth leaders get involved in environmental projects. Up and down the country people carry out habitat surveys, water testing, litter picks, waste and energy auditing and school or community wildlife gardening, to name a few.

The awards are open to teams (5-25) of young people aged between 12-18. At the heart of every Young Environmentalist Awards project is an environmental issue. The challenge is to identify an environmental issue in the school or local community and to carry out an action which will help improve the environment in a visible way. The group must also tell others about their project and the environmental issue, developing citizenship skills by writing letters to local authorities, generating an interest in their own school or community group or engaging local media.

In the Republic of Ireland the Young Environmentalist Awards can be integrated into CSPE, geography and science at Junior

Certificate level, into Transition Year and within Chemistry, Biology and Geography at Leaving Certificate, Leaving Certificate Applied and Leaving Certificate Vocational Programs.

The Young Environmentalist Awards are projects for the environment and for young people with many benefits to both. Further information on the awards can be obtained from Rachel Kavanagh at ECO UNESCO, 26 Clare Street, Dublin 2, Republic of Ireland. Tel. 00 353 1 662 5491 or e mail: ecounesco@eircom.net.

Obituaries

John Daffy (1943-2004)

It is with great sadness that the members of The Tipperary North Branch of TUI mark the sudden and untimely departure of John Daffy, who died in December 2004. John graduated from UCG with a B.Comm. Degree in 1965, and began his teaching career in Nenagh later becoming the Guidance Counsellor in the school. He was appointed Vice-Principal in 1975 and progressed to his next appointment as Principal of St. Joseph's College, Newport, Co. Tipperary in 1984. He returned to Nenagh in 1989 where he was appointed Principal. In 1997 he was appointed Acting C.E.O. / Education Officer for North Tipperary VEC until 2000. He retired in August 2000.

John was at all times to the fore when it came to new developments and innovations in education, and his vision was 'education for living and life'. He promoted access to education for all in the community. He had the ability to encourage his fellow teachers to continue to develop new skills; to empower

them to better serve and help students to achieve their true potential.

John was always active in the support of local organizations. His work on behalf of St. Anne's School Roscrea for people with Special Needs will always be remembered. John's union involvement began when he first started teaching. He held the positions of Branch Chair, Branch Secretary and Branch Treasurer at various times. John also served the local Branch as the TUI representative on the VEC. A very able negotiator, he also represented area No. 5 on the Union Executive from 1980 to 1984. As chairman of the Finance Sub-Committee during this period he introduced the present system of indexing of Union Membership Subscription. He remained up to his retirement an active member of the Branch. He was one never to miss the real meeting afterwards in our local hostelry.

The North Tipperary Branch of TUI wish to take this opportunity to express their



sympathy to his wife Sinead, and family; Siobhan, Fionnuala, Sean and his mother Catherine. A good and loyal friend of Vocational Education and TUI, sadly missed, but always remembered.

Is le Bhrón mór a chualamar faoi bhás Sheáin Uí Dhafaigh. Gara mór le Gaelcholaiste an Aonaigh o 1997 go dtí gur chuaigh se amach ar phinsean sa bhliain 2000. Déanaimid comhbhrón lens chlann, a bheanceile Sinéad, a inionacha Siobhan agus Fionnuala, a mhac Seán, a mháthair agus a chlann uilig. Leabaidh imeasc na n-aingeal da anam cneasta.

A tribute from the North Tipperary Branch of the Teachers Union of Ireland.

Mary Kilgannon

The past academic year was a particularly sad year for us in Greenhills College in Co. Dublin. October 5th next marks the first anniversary of the death of our friend and colleague, Mary Kilgannon. Mary died following a long illness. Mary was a dedicated and hard-working teacher of Irish and History and taught in Greenhills College for twenty five years.

Mary had many fine and admirable qualities. To us, her colleagues and friends, she was loyal, kind and generous. She was sincere and true to herself - whether at staff meetings or chatting in the canteen, Mary always spoke her mind.

Mary was a great GAA follower and a stalwart supporter of her native county Galway. Mary also took a keen interest in politics, books, films and theatre and was frequently at the centre of many lively debates on these topics.

Mary's quiet dignity and amazing courage throughout her illness touched us deeply and has been an inspiration to us all.

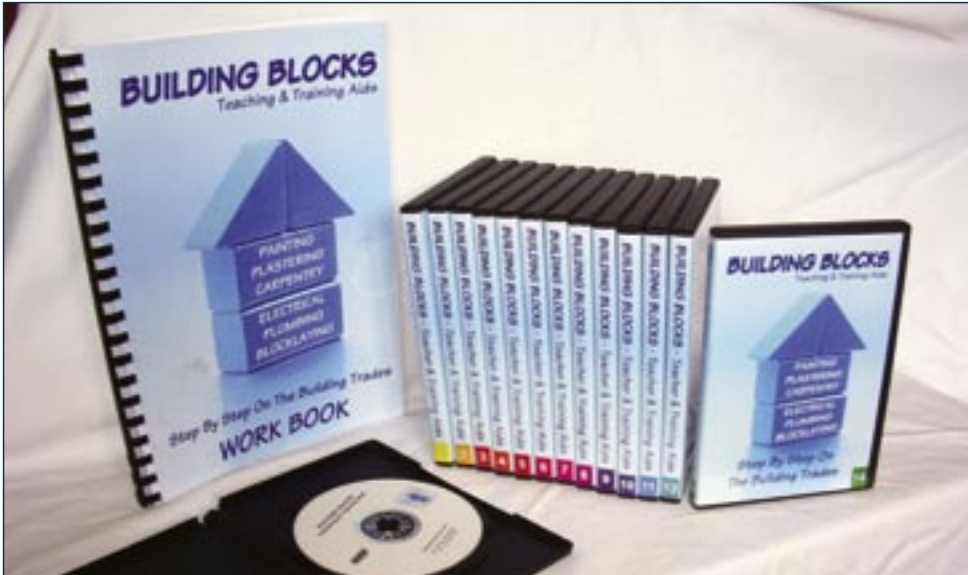
Mary was laid to rest on Friday 8th of October 2004 in her native village of Caltra, Co Galway. On that day the college was closed as colleagues, both past and present, and students travelled to Galway to bid a dear friend a final farewell.



Beidh cuimhne bhuan orainn go leir uirthi go heag. Go ndeana Dia trocaire ar a hanam dilis.

- J.M.

New DVD Training System For Technology/Construction Courses



A new system for the Architectural (Technology/Construction) course for schools and colleges is set to revolutionise life for both teachers and students alike. Building Blocks, new to the market this September, comprises a set of twelve DVDs with an accompanying student workbook.

This new product, which has received full support from the department of Education

and Science, contains all a student needs to learn the current course curriculum and will also bring a fresh perspective on the subject to teachers and trainers.

Building Blocks has been created by Carraig-Rue Developments in Co. Kilkenny. The Managing Director of the company is Pat Larkin who designed the series. TUI member Pat is a fully qualified construction and woodwork teacher.

He realised that teachers, like himself, were far removed from the practicalities of today's booming Irish building industry. Building Blocks hopes to bridge the gap between theories and the realities of the current market.

Taking large groups to working sites is impossible under the current safety regulations; with Building Blocks the need to leave the classroom is eliminated.

Pat explains that "it makes the job for teachers much more interesting and the students will have something visual to relate the drawings and text to. It will be particularly helpful when it comes to revision time for exams. I have to admit, I also learned much about the industry during the process of creating this new system. At the end of the day we are teachers, not engineers, architects or builders".

For further details on Building Blocks Teaching and Training Aids contact 051 845436.



L-R JOHN MCDONAGH, STAFF REP, KILDARE VEC, TUI EXECUTIVE MEMBERS JACQUELINE SHEIL & DON RYAN AT VEC STAFF REP TRAINING EVENT, GRESHAM HOTEL, DUBLIN

Book Reviews

Swan Pendant by Patrick Devaney

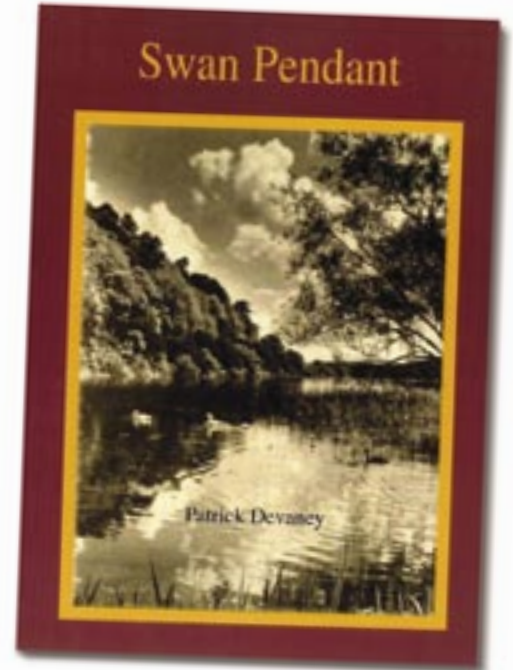
Patrick Devaney's second collection of more than one hundred poems deals with many contemporary issues, including man's impact on nature, teenage rebellion, social change, our Anglo-Irish heritage, the Northern Ireland conflict, the Iraq war, and religious belief in a scientific age.

Written over a period of five decades, the poems in *Swan Pendant* reflect many of Devaney's experiences, from his youth in County Roscommon, through his years in New York, to his return to Ireland to teach and raise a family. As might be expected, the poems in such a broad collection vary in style and form: short lyrics jostling long, reflective pieces; modern verse contrasting with more

traditional poems that employ rhyme and fixed metre, though all are aimed at the ordinary reader rather than an intellectual elite.

While the poems do not give a complete picture of a life, they do indicate some of the writer's dominant concerns: the need for conservation, the hope for reconciliation between Unionists and Nationalists, the relentless progress of Time and the solace derived from an unexpected vision of Beauty. If, as Devaney suggests in his foreword, he is like a half wild apple tree producing unpicked fruit, the reader may find that wild apples often prove a welcome change from the cultivated varieties!

Price: €10.00
ISBN: 1- 900913-11- 9



Accordion Music by Frank O' Carroll

(Reviewed by Jack Harte)
Georgian Rose Press (Price €10)

This collection brings together stories by Frank O' Carroll that have been published, and won prizes, in 'Ireland's Own' and other magazines over the past few years. Georgian Rose Press is to be commended on showing faith in the short story form and on providing between covers these wonderful stories of O' Carroll.

The world of O' Carroll's stories is a fascinating one, fascinating to a generation who came of age in the sixties or seventies, since it explores the heartscapes of that generation, fascinating to younger generations too, who must find that this world is another country to be explored with the fresh eyes of discovery.

These warm-hearted tales recount the escapades and the stratagems adopted by characters in search of love and security, fleeing the black dogs of loneliness and the even blacker dogs of advancing age.

... a heart-felt sincerity
that communicates
warmly to the reader ...

Some of the stories have a rural background. The hero of the title story struggles with the economics of replacing his accordion in time for the annual festival of 'The Wran'.

Love and romance are O' Carroll's main preoccupations, however, and he is adept at exploring these themes in different situations and with a wide spectrum of characters. The hero of 'If Music Be The Food Of Love

Play On' is an office worker in search of romance, only to discover love in the mundane setting 'back in the office.' In another story, 'Matters of the Heart', two people are brought together by a common interest in furniture restoration.

The author's background in teaching provides the setting for a few stories also. In 'The Last Schoolmaster' the hero conducts a one-man crusade against the absence of men in his profession.

Frank O' Carroll tells his stories with a heart-felt sincerity that communicates warmly to the reader, who will enjoy every twist and turn of the eternal themes and the eternal struggle. Written with extraordinary compassion for his characters, these stories certainly explore and present the heartscapes of a whole generation.

World Teachers' Day 2005

Quality Teachers for Quality Education

On 5 October, teachers' organisations worldwide mobilise to ensure that the needs of future generations are taken into consideration in this increasingly complex, multicultural and technological world.

According to UNESCO, World Teachers' Day represents a significant token of the awareness, understanding and appreciation displayed for the vital contribution that teachers make to education and development. Education International strongly believes that this Teachers' Day should be internationally recognized and celebrated around the world. EI also believes that, on this anniversary date, the principles of the 1966 and 1997 Recommendations should be considered for implementation in all nations.

Over 100 countries observe World Teachers' Day. The efforts of Education International and its 348 member organisations have contributed to this widely spread recognition. Every year, EI launches a public awareness campaign to highlight the contributions of the teaching profession.

World Teachers' Day provides the opportunity to draw public attention to the role of teachers worldwide and their importance in society.

Quality Teachers for Quality Education

World Teachers' Day provides the perfect opportunity for teacher unions and education supporters to lobby their governments to release the necessary financial and human resources for a true quality education for all. This year, EI will concentrate on the need to provide teachers with the best possible training before they enter the classroom. The quality of teacher training has a critical and long-lasting impact on the quality of education.

Education International highlights this issue under the slogan:

Training for a Stronger Teaching Force!

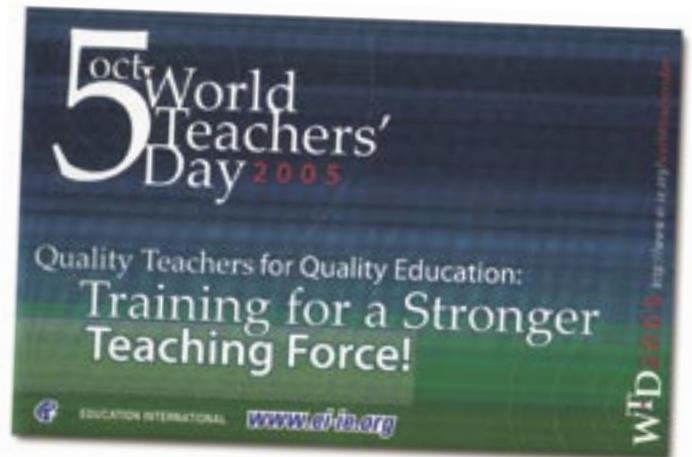
EI believes teacher education must include sound basic training that is supported by in-service education so that teachers have a theoretical and practical understanding of the methodologies and practices that underpin their profession. Although teacher education should be a central concern of all governments, there is an increasing trend for governments to use poorly trained teachers. This fundamentally undermines the quality of education. EI believes it is crucially important that teachers receive the highest quality post-secondary professional training.

Quality initial training is essential!

Initial or pre-service training is important because it provides teachers with a basic theoretical understanding of the methodologies required to be a professional teacher.

Teacher training should be fully integrated into national education policies and reflect cultural diversity. EI also believes teachers should be active participants in the development of the policies governing their training and professional development.

EI is promoting the development of greater co-operation between teacher education institutions, government and teachers' organisations.



Bridging the gap between training and the reality of teaching

All teachers, at every level, should receive high quality basic training. And they should also receive in-service training and continuing education so that they can further develop as education professionals and maintain the highest standards in the profession.

To support teachers in their efforts to improve the quality of education, it is the responsibility of government and education authorities to provide teachers with a high quality education and continuing professional development.

Teachers need training

- In academic subjects, education sciences, methodology and didactics and teaching practice.
- In the tasks demanded of teachers today, such as working as a member of a teaching team, contact with parents and local institutions, action-research and participation in the organisation and running of education institutions.
- In professional development, ICT updates, and in-service programmes to keep their skills up-to-date.

Equality



TUI CONGRESS



Participation in TUI Structures Survey

TUI recently conducted an extensive survey on Participation in TUI Structures. Questions addressed attitudes to TUI structures at branch level, in the school/college and at executive level. Results were broken down into male and female responses.

The findings will be analysed by the Equality Council and used and considered in future policy recommendations.

Some of the main findings are outlined below:

When you first joined TUI were you made feel welcome by your Branch?

88% of male respondents felt welcome.
66% of female respondents felt welcome.

Could new members feel more welcome?

85% of male respondents felt new members could feel more welcome.

89% of female respondents felt new members could feel more welcome.

Is the branch relevant to you?

70% of male members felt that branch was relevant to them

80% of female respondents felt that the branch was relevant to them

Are women in your school/college encouraged to go forward for election as a TUI staff representative?

According to female respondents, **65%** felt 'regularly' encouraged, **22%** felt 'occasionally' encouraged and **13%** felt 'never' encouraged.

The main factors for not going forward identified by female respondents were time constraints and a lack of interest.

'Everyone taking turn on a pro rate basis' was identified as the main way of encouraging more women to put themselves forward for election as a TUI staff representative.

Would you feel confident to assume the role of: (Breakdown by gender)

	Yes	No
Equality Officer	M 46% F 49%	M 54% F 51%
Treasurer	M 57% F 32%	M 43% F 68%
Secretary	M 57% F 46%	M 43% F 54%
Chariperson	M 52% F 29%	M 48% F 71%
TUI Area Rep on Executive	M 41% F 37.5%	M 45.9% F 62.5%

A questionnaire was sent out to 595 members, 94 of which were completed and returned.

The Return Trip to Tipp



PILGRIMS ON THE TRIP TO TIPP

For the second year our June outing took place in Co. Tipperary and once again more than sixty members and guests experienced the famous Tipperary hospitality. Roscrea Golf Club was the venue and its beautiful parkland course was a delight. The day was sunny; the atmosphere congenial, the golf was really good, and the clubhouse facilities excellent. Our thanks to the staff in Roscrea Golf Club, who were a pleasure to deal with. The 'full Irish' was much appreciated and the mixed grill after golf was a carnivore's dream. One member, who will remain anonymous, but has Offaly/Portuguese connections, took on the challenge of the mixed grill platter – and succeeded! He has now taken to the Atkins diet. Our new beanies were on sale and caused quite a stir, one member using his as a cover for his driver (big head).

Our next outing is the Captain's prize in Portarlington on Saturday, 24 September 2005. This outing sees the start of the new membership year, for which the annual sub is due. Our new fixture cards, which were sponsored by our printers, **Typecraft**, were a great hit. The cards

set out our schedule of outings until June 2006 (in order; **Dundrum [X2], Mount Juliet and Athlone**). New members are very welcome – information about the society and application forms are in the 'Benefits and Services' section on the TUI website. The society's AGM will also be held in Portarlington – we have lots to report and more plans to unveil, no doubt.

P.S. Sunny Portugal is now on the horizon!

OUTING RESULTS

Category I

1st: **Michael Power** (39 pts)
2nd: **Damien Carey** (39 pts)
3rd: **Dan Joe Cahill** (37 pts)

Category II

1st: **Matt Burke** (40 pts)
2nd: **Oliver Bolton** (38 pts)
3rd: **Michael O'Brien** (38 pts)

Ladies' Competition

1st: **Josephine Fitzpatrick** (34 pts)
2nd: **Phyllis O'Sullivan** (33 pts)
3rd: **Finola Butler** (28 pts)

Guests' competition

1st: **Niall Mooney** (39 pts)
2nd: **Pat King** (36 pts)
3rd: **Seán McCann** (34 pts)

1st Nine

Don Ryan (22 pts)

2nd Nine

Michael O'Riordan (20 pts)

Mr. Dermot Healy, Kenmare C. S., won the weekend for two in the Burlington Hotel, sponsored by **Jury Doyle Hotels**. Another **Jury Doyle Hotels**-sponsored weekend will be available presently. Thank you for these splendid prizes.

The TUI Credit Union is so good to us that it would be plain bad manners not to declare their wonderful support of us in our first two years. **The TUI Credit Union** has been a very fine patron for us indeed.

Captain's Prize, Saturday Sept 24th, Portarlington Golf Club. New members welcome. Forms on website.

Success for Monaghan TUI Members in Rights Commissioner Recommendations

Two separate claimants, supported by Ms Annette Dolan, Assistant General Secretary TUI, were recently ruled in favour of by the Rights Commissioner in cases taken against Co Monaghan VEC. The claims arose from a school trip to Paris organised by a Year Head at Beech Hill College.

Five teachers were absent from the school for three days. The CEO of Monaghan VEC, Mr Larry McCloskey refused permission for the five teachers to be absent for the days in question, on the grounds that it did not comply with Circular Letter M20/04, which advises that school tours should in general not take place during school term. Arrangements for the tour had been finalised prior to the issue of the Circular Letter.

The Principal of the school wrote to the CEO detailing why it had not been possible to stop the tour and to assure the CEO that there had been no intention to undermine his authority and that at all times he had acted in accordance with his duty of care both to the children concerned and to the College.

Mr John Heaphey, school Principal and Mr Gerry McGann, Deputy Principal were informed by the CEO that it was their responsibility to recoup the cost of Substitution for the five teachers and that a deduction would be made from their Principal and Deputy Principal allowances, despite the fact that no additional cost were incurred since the absent teachers were covered by voluntary cover from fellow teachers.

The claimants referred the matter to the Rights Commissioners Service under the Payment of Wages Act, 1991.

The Rights Commissioner accepted the VEC's right to take disciplinary action against any employee it believes is in breach of his/her responsibilities, but found that the claimants' contracts of employment and disciplinary code provided no grounds for a deduction from the Principals and Deputy Principals Allowances.

The Rights Commissioner found that the monthly deductions from wages were unlawful and should cease and awarded compensation of €362.70 and €544.02 respectively, being the net losses incurred by the claimants since the deductions commenced in December 2004.

School Year 2005/06 From Circular Letter M21/04

October 2005 Mid-term Break

All schools will close from 31st October to 4th November 2005 inclusive.

Christmas 2005

All schools will close on 22nd December 2005 which will be the final day of the school term. All schools will re-open on 9th January 2006.

February 2006 Mid-term Break

Post-Primary schools will close from 13th to 17th February 2006 inclusive.

Primary schools will close from 16th to 17th February 2006 inclusive. (Primary schools may use 3 discretionary days to extend this break to an alternative option of a 5 day break).

Easter 2006

All schools will close on 7th April which will be the final day of the school term. All schools will re-open on 24th April 2006.

TUI Recruitment Drive

This September, as new teaching staff start in our third level Institutes, Vocational Schools, Community Colleges, Community and Comprehensive Schools, VTOS, Youthreach and Traveller Training Centres, TUI is, as ever, engaged in a major recruitment drive.

To this end, recruitment posters and wallets have been despatched to all representatives, and additional copies are available from TUI head office.

All new teaching staff, be they permanent or temporary, part-time or wholtime, should be approached immediately by TUI representatives. Teachers/lecturers who did not join the union in previous years should be approached again to encourage them to join.

The approach to recruitment of potential new members should be one of welcome and assistance and should point out the benefits of the Union particularly in terms of job security, job protection and improved salaries and conditions.

Other benefits should also be mentioned such as the highly competitive Car Insurance Scheme, the Income Continuance Plan, the TUI Credit Union and the Union's Provident Fund which provides assistance with medical expenses. Details of these and other schemes are included in the recruitment material along with an application form, Deduction at Source form and Credit Union application form.



The forms are also downloadable from TUI's website (www.tui.ie).

GMIT Reunion

Are you a graduate of Galway-Mayo Institute of Technology (GMIT), formerly known as the Regional Technical College, Galway?

Would you like to get in touch with former classmates and be notified of events happening at GMIT? If so, we'd be delighted to hear from you!

In particular, we want to hear from graduates of 1994 and 1995 for a reunion event in Galway in November 2005.

And if you are, or you know someone who is, a graduate living on the East Coast of the USA, we'd like to invite you to an Alumni event in New York in October 2005, which coincides with the FBD Connacht Football Final replay between GMIT and NUT, Galway.

Membership of the GMIT Alumni Association is free and automatic to all graduates and provides a range of benefits - including the organisation of class reunions and other events, discounts, assistance with starting your own business - with many more benefits being planned for the future.

In order to be able to notify you of the benefits and services we provide, we need up-to-date contact details. Please contact Michelle Healy, GMIT Alumni Relations Officer, to get an Alumni Update Form or to register your interest in the above events.

Tel: **+353-91-742735**
 Fax: **+353-91-751144**
 Email: **michelle.healy@gmit.ie**