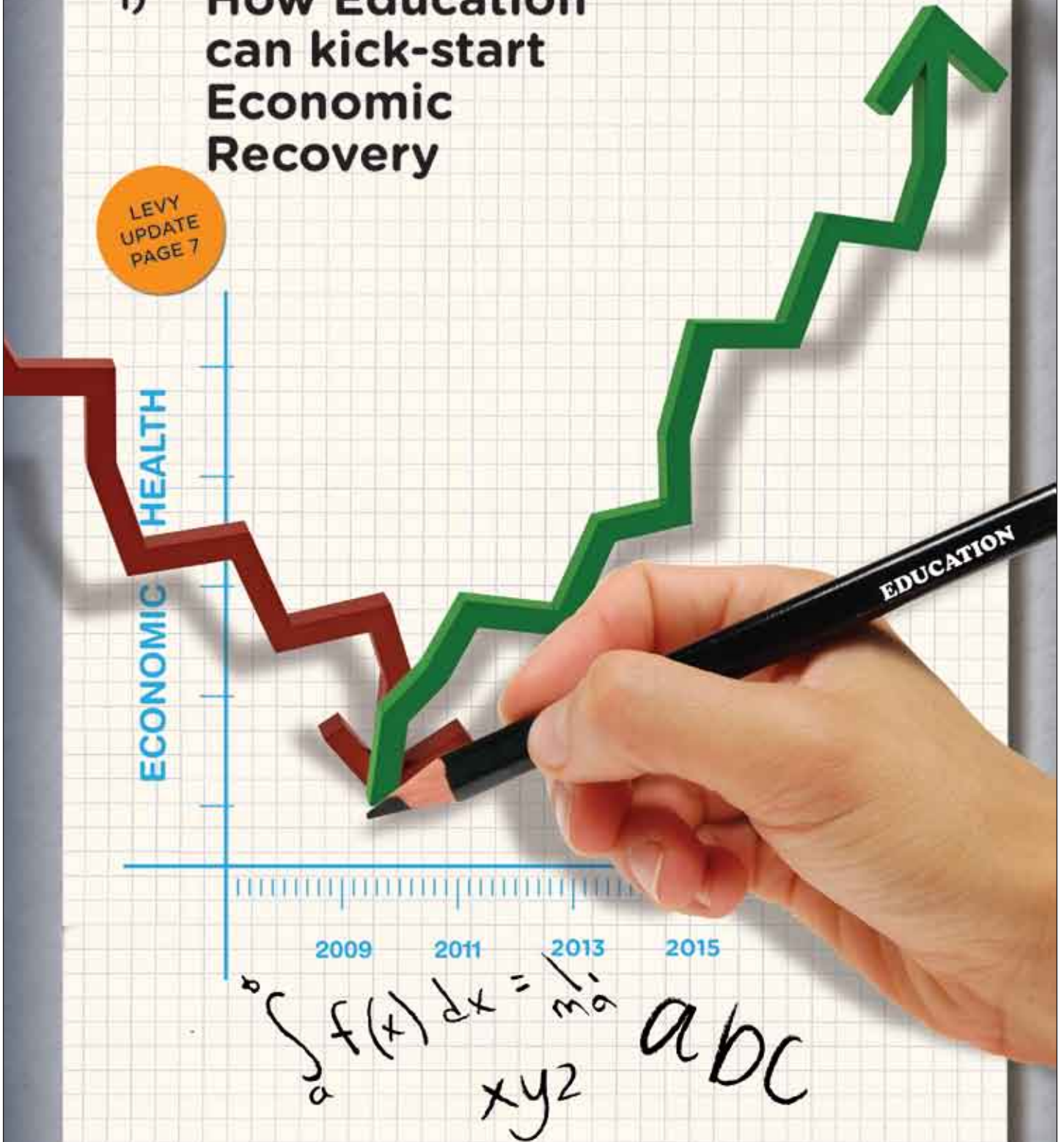
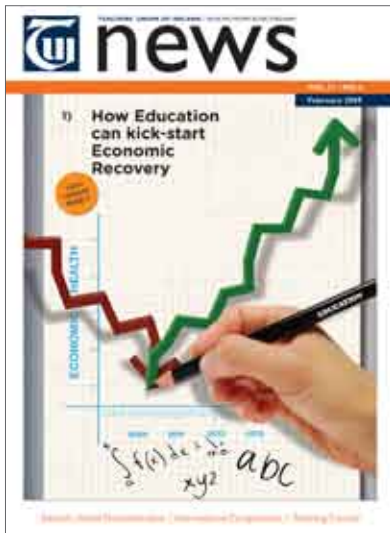




1) How Education can kick-start Economic Recovery

LEVY UPDATE PAGE 7





TUI Representation on Teaching Council



Pat McQuaile

Congratulations to Tim O'Meara and Vivienne McSweeney, the TUI Nominees to the Teaching Council.

Congratulations also to Fergal McCarthy who has been elected unopposed for the Post-Primary Vocational Education Category in the Connacht/Munster/Ulster Constituency.

Pat McQuaile is the TUI supported candidate for the Leinster VEC Constituency.

Please ensure that you vote for Pat and urge your colleagues to do likewise.

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Vivienne McSweeney



Tim O'Meara



Fergal McCarthy

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Would you like to receive TUI News at your home address rather than in your workplace? We are currently polling members on this issue.

Please log onto www.tui.ie and click the 'Online Poll' section on the menu at the left of the browser.



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TUI President Don Ryan

In my first editorial of 2009 I would like to take this opportunity to thank all our school/college representatives, branch officers, area representatives and others who represent the union in other capacities for the tremendous voluntary effort they give on behalf of the members. A special word of thanks to all those who helped in the organisation of the various demonstrations against the education cuts and of course to those who participated.

Public sector workers including teachers are constantly being targeted as the cause and solution to the economic mess this country finds itself in. Politicians from all parties, IBEC's Turlough O Sullivan and various so-called economists have chosen public sector workers as scapegoats. Others, such as the former president of University of Limerick Edward Walsh, have targeted teachers with particular hostility. None of them have presented an original, constructive idea on how we can manage the mess we are in.

The OECD report on the public service published last April concluded that in comparison with other OECD countries, Ireland "has been able to deliver public services with a public sector that is relatively small given the size of its economy". The Irish public sector is proportionally by far the smallest of the old EU states and over the past 20 years has decreased from 24.7% to 17.2%. In addition, a recent OECD report shows clearly that Ireland failed to invest adequately in education even when the country was awash with money and record budget surpluses were declared. Ireland languishes 27th out of 29th when our educational spending is ranked against national wealth.

Public sector workers are not responsible for the current state of the economy. This is the sole responsibility of greedy builders and bankers ably assisted by government, IBEC and others. They have got us into this mess and must not be allowed to squirm out of this responsibility by placing the blame on others. Public service workers alone are not going to accept pay cuts, changes to current pension arrangements or reduction in numbers in order to accommodate a situation brought about by the ineptitude and greed of others. This pain must be shared by everyone, especially those who can afford it, those who benefited most from the boom years and not those whose incomes are less than the expenses claimed by politicians and others. Capital taxation, taxation of property other than primary residences, wealth tax, targeting of tax evaders and tax exiles are some of the means that must be used by government to resolve the financial crisis that is of their own making.

The draconian cuts to the education system announced in October's budget and applied to a system that is already clearly underfunded, illustrates this government's disregard for education. In any credible plan for economic recovery education must

be at the forefront of government policy in order to ensure that an appropriately skilled workforce is available to contribute to that recovery. The Institutes of Technology and the Further Education sector are best equipped to provide up/re-skilling programmes. Sufficient places must be opened up in these institutions enabling this to happen, with the removal of the artificial cap in numbers in further education essential. The government should guarantee the right to re-training to those made unemployed.

The clear choice to be made by government is do they want a large section of our population unemployed and conditioned to a life on the dole or one that is highly skilled, motivated, and able to avail of employment opportunities when they arise.

With Kind Regards,

A handwritten signature in black ink that reads "Don Ryan". The signature is written in a cursive, slightly slanted style.

Don Ryan, TUI President

Our Current Economic Situation – the Public Service cannot be Scapegoated

The Problem

As has been set out in virtually every newspaper, TV programme and radio broadcast on the issue, the Government's tax receipts have fallen dramatically and are reported to be at approximately the level that the proceeds were in 2005. Meanwhile, public spending has continued to increase without restriction.

The reason for the dramatic tax fall appears to be a tax base that is inadequate in its overall size to meet the needs and demands of a modern society and which is inappropriate in its balance with an excessive reliance on tax receipts from property transactions. When this source of taxation dried up the imbalance of the tax base was shown up and it led to a shortage in income for Government. It must be noted that the trade union movement has, over the past number of years, called for a redistribution of the tax base to avoid such difficulty. **The ICTU tax campaign of previous times was not for less tax but for fair tax. We still do not have a fair tax system.**

This problem was not caused by Unions, by workers and much less by the public service. To listen to economic commentators it would appear that the workers are the cause of all of the problems with public workers to the forefront as the troublemakers. This is utterly rejected.

However the country now finds itself in a situation where there is a massive gap between Government income through taxation and Government expenditure. Like any gap between income and expenditure it can only be rectified by either increasing income, reducing expenditure or a combination of both. The gap is such that it needs to be closed by €2bn in 2009, €4bn in 2010 and in 2011, €3.5bn in 2012 and €3bn in 2013. ICTU took the view

that it would engage with Government in seeking to address this problem through social partnership discussions. The alternative was to give Government free reign to do as it liked. ICTU further accepted that the shortfall figures above are accurate and do need to be reversed. TUI supports this position.

Attack on the Public Service

Some economists have chosen to address this difficulty by the simplistic method of advocating the cutting of public spending. Since most of the current public expenditure is on salaries of public servants this has led to an unprecedented attack on public service.

This attack has regarded public servants as nothing more than a needless expenditure by the Government, capable of being treated as a luxury which can be discarded without any thought to the consequence either to the service being cut and its importance or to the individuals concerned. This is the form of thinking that regards the country as being nothing more than an economy and neglects the fact that we are in fact a society made up of individuals with their cares and needs, with the need for public service and the caring that such public service brings to the society.

Public service numbers

One spokesperson stated that public service numbers should be cut by 10% simply on the basis that the unemployment rate had increased by that amount. The spokesperson went on to say that work should be found for the remaining public servants, conveying the clear impression that public servants do nothing most of the time.

Pensions

Also under attack are public service pensions. Cut them, freeze them, cut the

link to the serving grade, even bring in a defined contribution system. Frequently forgotten is that teachers' pensions are paid for and have been discounted in the benchmarking process (by 12% in the most recent Benchmarking and by an unspecified amount in the first) when salaries are being compared with the private sector. In times of healthier economic circumstances it was frequently noted that while public service pay was running behind the private sector, that this was made up for by the pensions held by public servants. These arguments are now forgotten.

No pay cuts

The third area of attack on the public service is the demand for pay cuts. It has been varyingly suggested that there should be a deferral of the agreed pay increase due in September, a freezing of all increments and an actual cut in base pay. The Union has stated that it is opposed to any of these while simultaneously there is an attack on teacher numbers. The Union has estimated that the recent education cuts if applied in full will cut the number of second level teachers by in excess of 1,000.

It is unacceptable that while the numbers of teachers are being cut there is simultaneously an attack on their pay rates.

Benchmarking

It has been said, again by ill-informed economic commentators, that the government has paid out vast amounts in benchmarking and has received nothing in return. Anybody who makes this statement does not have an understanding of what teachers and lecturers have given in return for benchmarking and in return for recent pay agreements. The changes in the work demanded of teachers and of lecturers in return for benchmarking have been very significant.

The Role of IBEC

The Irish Business and Employers' Confederation (IBEC) has been at the forefront of the criticism of the public service and most of the points made above have at some time been supported by or issued by IBEC.

It is clear in this context that IBEC is no friend of the public service and appears to view the public service as being the scapegoat for this entire problem.

TUI is aware that a number of employer bodies in the public service including a number of both VECs and Institutes of Technology are members of IBEC. Indeed, in some cases, senior figures in the public sector have reached prominent positions in the local IBEC organisations.

It is hard to see what these public sector employers have in common with the wild statements emanating from IBEC leadership. **It is for this reason that the TUI Executive Committee has called on public sector employers to withdraw from membership of IBEC.** If IBEC is speaking for private sector employers, let it be seen to be just that and let there be no public sector employers – our employers – involved in IBEC.

The Solution

TUI recognises that there is a problem. While we are the first to say that the problem is not of the making of our members or indeed of trade union members in general, the question arises as to whether or not the trade union movement is to be part of the solution. The alternative to engagement with

government towards a solution is to stand by; observe from the sidelines and comment in a reactive manner. It is the view of TUI and in this we support the view of the Irish Congress of Trade Unions, that participation in an attempt to find a solution is a preferable course of action. However, we would set down certain stipulations. We need an overall agreement where those that benefited most in the good times will pay their fair share now that there is a crisis. We recognise the need to play our part and demand that others do likewise. We support the ICTU demand for a social solidarity pact which, in effect, means that all parts of society will contribute to the solution and all sectors will, as appropriate, feel some pain.

A proposal to this effect has been submitted by ICTU to government. This document, entitled “Building Ireland’s Smart Economy – A Framework for Sustainable Economic Renewal” sets out a range of broad principles both in response to the economic situation and in response to the recently published government document “Creating the Smart Economy”. The document also sets forward some clear principles in regard to public service pensions. This is available on www.ictu.ie.

The broad principles in economic terms are a widening of the tax base, an increase in the higher rate of tax for the higher paid, a form of fair, equitably based property taxation and a complete resistance to a cut in the rates of public service pay. In addition, the document makes a number of references to a need for reskilling and retraining and to the role of education and consequently to the investment in education as being a necessity for the way forward.

This is strongly advocated by TUI and we have stated many times that **a time of economic recession is not a time to reduce spending on education.**



Schools United Protest December 6th

Education is the Key to Economic Recovery

Education and training is vital to economic recovery and especially to the creation of sustainable, high quality employment opportunities. Now, more than ever before, it is imperative that Government invests in education, writes TUI General Secretary Peter MacMenamin.

The young people of today are the nation's future and cannot be held accountable for the mistakes of past policy makers. They must have the opportunity that they deserve and that our society needs for its future.

It is absolutely imperative that the educational and training needs are addressed, both of the individuals concerned and taking account of future needs of the economy with the urgent need for upskilling of people who are being made redundant and put on short time work. The cap on the number of students in Post Leaving Certificate (PLC) colleges must be lifted. This cap, imposed several years ago by the Department of Education and Science, is now seriously counterproductive towards a move to economic recovery. This sector is ideally placed to meet the commercial and industrial needs of the local community and to exhibit the flexibility necessary to provide for these potential students and to meet their needs.

Courses can be tailor-made and adapted to maximise local employment potential of participants.

There must be a focus on the future in terms of investment in the education system at all levels if we are to embrace the concept of a modern knowledge or information based economy.

Upskilling by way of further and adult education have never been more critical than now and in the coming years.

The country needs to secure

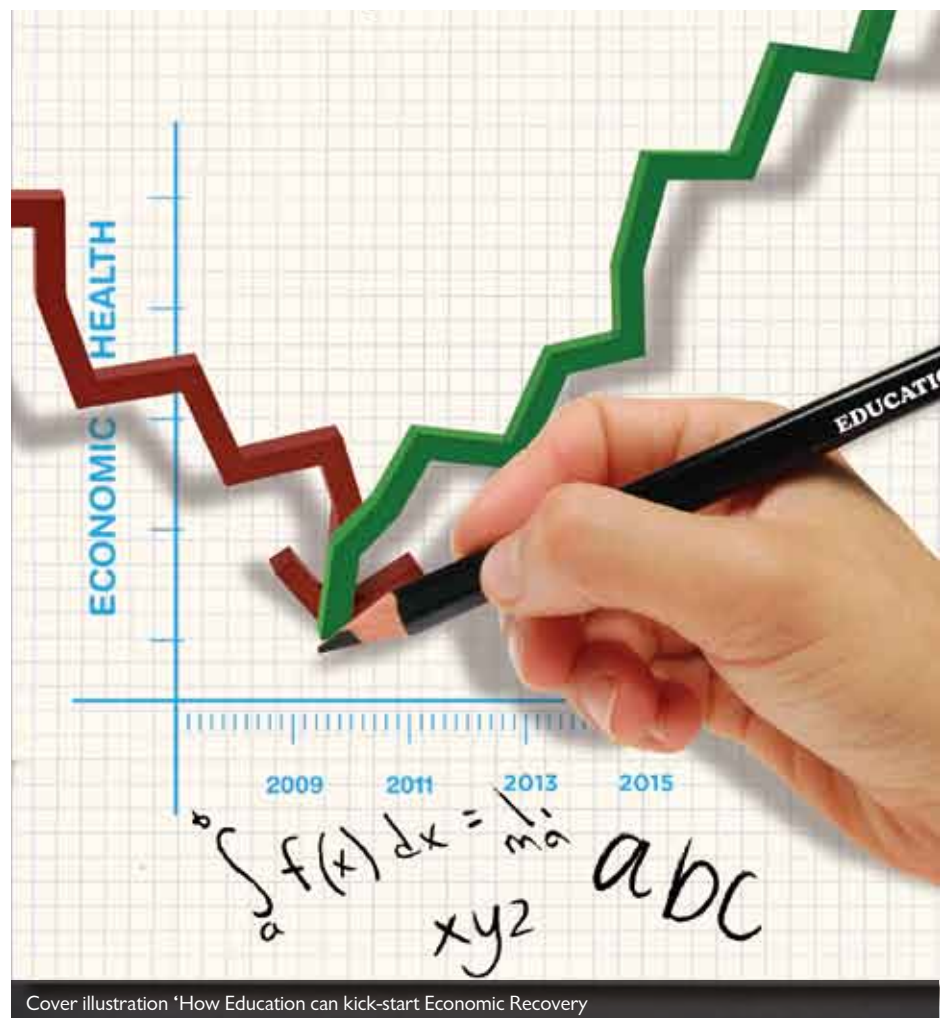
- an overall increase in the education levels of those in the system at present

- a form of continuing education for those in employment – whether that employment be full time or short time as a result of the recession
- a means of providing further education to those unemployed.

The VEC Adult Education programs, Further Education Colleges and Post Leaving Courses – run in the main by VECs – and the Institutes of Technology are in a prime position to deliver on this necessary form of education, both having the required flexibility and adaptability to respond to this need.

In the field of Higher Education, Institutes of Technology have also shown the necessary speed of response to previous skills shortages and are also well placed to address the necessary up-skilling which is deemed necessary for economic recovery. The further cut announced at the end of December in the budgets for Institutes of Technology is particularly ill-conceived at this time.

The structures are there to work towards upskilling the population. In the current climate, the government can no longer afford to ignore this potential.



Cover illustration 'How Education can kick-start Economic Recovery'

Stop Press - Levy Update



TUI General Secretary Peter MacMenamin answers questions at TUI press conference 5/2/09

In order to address the overall economic problem, ICTU engaged in discussions with the Government and with the other social partners. TUI fully supports this decision to seek to be involved in the resolution of the problem. The policy of Congress was that the resolution of the economic problem must not fall on the workers. In particular the solution must fall equitably, in particular on those who have benefitted significantly during the economic boom. A small group of people have been regarded as immune from cuts and were protected by Government over the period of the so-called Celtic tiger. They must bear their share of the pain.

The participation of Congress in these discussions was with a view to achieving this because from experience Congress was aware that **left to its own devices Government will continue to dump on the workers and to protect the wealthy.**

The approach of the Congress negotiators was to address two issues.

- The issue of the €2 billion deficit for 2009 and the deficit for future years
- How sectors, other than workers, union members, are going to contribute towards the remediation of the present situation.

Congress negotiators wisely decided that the second of these issues must be addressed to their satisfaction before there could be meaningful discussions on any contribution of the workers and, in particular, any contribution of the public service workers to the elimination of the €2 billion deficit.

The proposals made by Government to Congress on the days leading up to and in particular on the night of Monday, 2nd February, were inadequate. In particular, the inadequacy lay on the spread of the pain across all sectors of the economy. Government did not make adequate proposals in respect of the issues raised by the ICTU.

Issue relating to corporate governance, the overall control of banks, the protection of the pension of workers in the private sector (for example in the aftermath of the fall of Waterford Crystal and the devastating threat to workers), to the protection of home owners against repossession and to a widening of the tax base to bring about a more equitable taxation system.

These issues were inadequately responded to and the main reason for the breakdown in talks was the inadequacy of the overall response.

Public Sector Proposals

The proposals made by Government to ICTU were made between 1.30am and 2.00am on the morning of Tuesday, 3rd February.

These proposals were for a levy on all public service pay including non pensionable pay and overtime.

It was proposed that it be :

- 3% on the first €15,000 of pay,
- 6% on the next €5,000 and
- 10% on all pay above that.

This proposal was estimated to bring in €1.35 billion from public sector workers.

There were to be some small additional changes

- relating to travel and maintenance (a cut of 25%),
- inducement to the taking of career breaks and of worksharing and some other means to save lesser amounts.

The view of TUI those proposals has been stated and is that the impact of the levy on pay falls excessively on the lower and middle pay ranges and impacts excessively on members.

However, the overall view of TUI is that in isolation these proposals cannot be considered. Only in conjunction with a full understanding of how the economic pain is to be shared by all sectors, in particular by wealthy employers and developers can a view be taken and in the absence of such an overall package, **TUI utterly rejects the proposals.**

To reiterate, the talks to address the economic situation conducted through the National Partnership process broke down at approximately 4.00am on Tuesday, 3rd February, because the **overall proposals from Government did not adequately address the issues being raised by the trade union movement.** Had those overall issues been addressed satisfactorily, TUI would have favoured a continuation of the discussion with a view to seeking changes in the levy proposals. Such an opportunity did not arise because of failure of Government to address the overall issue.

Government Decisions

As is well reported, the Cabinet met on the morning of Tuesday, 6 hours after the breakdown of talks and, following this, the Taoiseach announced a series of measures to the Dáil on that day. These measures include:

- A levy on pay as was discussed and rejected through the discussions on Monday night/Tuesday morning. This levy on pay is no more acceptable now than it was at that time.
- A complete deferral of the pay increases agreed under the interim arrangement, i.e. 3.5% with effect from September 2009 and 2.5% with effect from June 2010. These being deferred at least for 2009 and 2010.
- A reduction by 25% of all travel and maintenance payments.
- A reduction in professional fees by 8% giving €80 million.
- A reduction in the early childcare supplement, giving €75 million.
- “Administrative efficiencies and savings”, e.g. savings in advertising, PR consultancies and the purchase of defence equipment to give €140 million.
- A €300 million reduction in capital allocations (this apparently due to the fact that new competitive tenders for capital projects are reduced).
- A reduction in the overseas development aid of €95 million.

TUI has sought an early meeting if the Public Services Committee of the ICTU with a view to considering an extensive program of action in opposition to the continued scapegoating of the public service and of the continuing cushioning of wealthy private sector employers, bankers and developers.

TUI has had enough of the dumping on workers, in particular the public sector while the wealthy continue to be protected.

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60,000 Protest Against Education Cuts



TUI General Secretary Peter MacMenamin



TUI President Don Ryan

60,000 pupils, parents and teachers marched through Dublin City on Saturday December 6th in the Schools United national protest against the education cutbacks. TUI thanks all members of the school community who protested against the most savage education cutbacks in living memory.

Speaking to the assembled masses, TUI President Don Ryan highlighted to families that the State has a duty to their children.

“Parents, your child is unique. He or she has a time to live and a time to learn. And a time to avail of an education. The opportunities that the Minister denies your child cannot be restored next year of the year after. Your child cannot wait until this country’s economy recovers from the damage done by this government’s ineptitude.”

“The measure of any society and that society judged is with reference to how it treats its elderly, its sick, those most vulnerable and its children. Not so in this country, where

children from lower socio-economic backgrounds, travellers and minority ethnic groups have been singled out for particularly brutal treatment.”

Meanwhile, union General Secretary Peter MacMenamin reminded protestors that the fight against the education cuts would intensify in the coming months.

“Together as parents, as teachers, as managers and as students and with the aid of like thinking politicians; united we are going to continue to fight these cutbacks in education funding and we will continue for as long as it takes.”



Top left :Getting ready for the Donegal March Dec 6th 2008 (l-r) Alan Thompson Chair, Co Donegal Branch, Don Ryan, Joe O'Donnell, Manus Brennan, Bernie Ruane, John Joe O'Shea Co Donegal branch, Mick Hogan Co Donegal branch, Marian Gallagher Donegal Branch Secretary
 Top right: Galway Protest 8th November
 Mid left: Shannon Branch, Schools United protest 6th December
 Mid right: Galway Protest 8th November
 Bottom left: Schools United March organisers Pat King (ASTI), Billy Sheehan (INTO) and Declan Glynn (TUI) pictured with Sgt Paul Dolan, Pearse St Garda Station
 Bottom right: TUI Assistant General Secretary John O'Reilly's sons Sean and Thomas lead the Schools United youth brigade!



Schools United Demonstration December 6th 2008



Annual Elections



Vice President

Bernie Ruane, Shannon Branch, has been elected unopposed for a second term as Vice-President.

Area Representatives

The following have been elected unopposed as Area Representatives for from Annual Congress 2009

Area	Representatives
2	Roscommon, Longford, Westmeath and Offaly. Denis Magner , Co. Offaly Branch.
4	Wexford, County Waterford, Waterford City, Tipperary S.R. and Kilkenny. Tom Creedon , Waterford City Branch.
6	Dublin County, Borough of Dun Laoghaire. Gerard Craughwell , Dun Laoghaire Branch.
8	Sligo County, Leitrim and Donegal. Michael White , Co. Sligo Branch.
10	Dublin City. Paul Whelan , Dublin City PP Branch
11	Galway City, Galway Co. and Mayo. As the current Area Representative Imelda Moloney is resigning from the Executive Committee at Congress 2009, nominations are currently being sought for her replacement.
12	Community & Comprehensive Schools in Counties Donegal, Galway, Leitrim, Longford, Mayo, Roscommon, Sligo, Westmeath. Manus Brennan , Donegal C&C Branch.
14	Community & Comprehensive Schools in Counties Carlow, Clare, Cork, Kerry, Kilkenny, Laois, Limerick, Offaly, Tipperary, Waterford, Wexford. Michael Gillespie , Birr/Gallen Branch
16	Third Level Colleges - Dublin City. Paul McSweeney , Dublin Colleges Branch.
18	Third Level Colleges – Donegal, Sligo, Leitrim, Longford, Roscommon, Westmeath. As no nominations were received by the closing date, further nominations are currently being sought.

Security Fund Committee:

Two nominations have been received for two vacancies:

Declan Flanagan, Co. Longford Branch
Liam McNamara, Shannon Branch.

Congratulations are extended to all.

TUI Congress 2009 – Cork



14th to 16th April 2009

Annual Congress 2009 will be held in
Rochestown Park Hotel, Douglas, Cork.

Congress Crèche

A Crèche under professional supervision will be provided at Congress 2009 in the Rochestown Park Hotel.

Children up to 10 years of age may avail of the Crèche.

Copies of the Crèche Form are available from:

Contact	Oonagh Cagney
Email:	ocagney@ccoc.ie

OR

Contact	Vivienne MacSweeney
Email:	vmacsweeney@gmail.com **
Mobile:	087-9634928

** Please insert "Congress 2009 Crèche" on email header.

Copies of the form are also on the TUI website – www.tui.ie

Completed forms should be returned to either Oonagh or Vivienne before Friday, 27th February, 2009.

Please note that there is a late booking fee of €60 per child for children booked into the Crèche after the deadline of 27th February 2009.

Rail Travel

Delegates to Congress who intend travelling by rail may obtain rail vouchers from Head Office at a cost of €32 each way. To obtain rail vouchers, please apply to Head office enclosing payment for the appropriate amount.

First Female Young Engineer of the Year

On Saturday November 22nd Annette Keeshan of St Fergal's College Rathdowney, Co Laois was crowned National Young Engineer of the Year for her Leaving Certificate project. Annette is the first female student to be awarded this prestigious prize in its 25 year history.

The 2008 Leaving Certificate brief was to 'Design and manufacture a vehicle capable of moving material around a building site as well as through various heights.' Annette's chosen design resembled that of a teleporter which satisfies all aspects of the brief.

Congratulations are also extended to Patrick Keeshan, Annette's engineering teacher, TUI member and former chairperson of the Laois branch.



Mrs Aine O' Neill, principal, St Fergal's College, Rathdowney, Annette Keeshan and Patrick Keeshan, engineering teacher St Fergal's.

Young Scientist & Technology Exhibition Winners

John D. O'Callaghan (aged 14) and Liam McCarthy (aged 13), 2nd year students from Kinsale Community School, Co Cork have won the BT Young Scientist & Technology Exhibition 2009 with their project entitled, "The Development of a Convenient Test Method for Somatic Cell Count and its Importance in Milk Production".

The announcement was made by An Taoiseach Brian Cowen T.D. and Chris Clark, CEO, BT at the awards ceremony held this evening at the RDS, Dublin 4. John and Liam were entered in the Biological & Ecological Sciences category, Junior section. TUI extends congratulations to John, Liam and all teaching staff at Kinsale Community School who supported the winning project.



Calling all Transition Year Teachers

The Irish Heart Foundation is calling on all Transition Year teachers to support our exciting new CPR 4 Schools initiative to provide life-saving CPR (cardiopulmonary resuscitation) kits to ALL transition year students in Ireland. This April, our charity will distribute a CPR Anytime kit to every TY student in the country. The easy-to-use kits provide a valuable CPR lesson in just 25 minutes both in the classroom and later in the home.

To ensure the success of our CPR 4 Schools campaign, we need your help to find space in the curriculum to facilitate in-class demonstrations of the CPR kits. Our charity is 90 per cent funded by public donations and your transition year students can

really help us greatly by joining our fundraising activities over Happy Heart Weekend May 14-16.

The students can make a real contribution by selling happy hearts, bag-packing or organising an event in the school. Together, we can make a real difference and save more lives by sending CPR-trained students into every community in Ireland.

To find out more see our website www.irishheart.ie or call Aileen Lynch on **01 6885001**.

TUI Credit Union News

A happy new year to you all and congratulations to the recent winners of the monthly draw.

November 2008

S Dolan, Meath – €1,500
B Kavanagh, Dublin – €1,000
R O' Sullivan, Cork – €500

December 2008

E Mooney, Sligo – €1,500
S Deery, Meath – €1,000
J Lennox, Wexford – €500

Christmas Car Winner 2008

PJ Murphy, Louth

January 2009

Y Vickers Kenny – Dublin €1,500
J Kennedy – Dublin €1,000
J McCarthy – Kildare €500

At the AGM of the TUI Credit Union (12th December 2008) three new directors were elected to the Board. They are: Joan Mulligan, Charles O' Brien and Patrick Byrne.

Frank McGinn, President welcomed them and he also paid tribute to Bill Brazil and Patrick Moloney for their loyal service to the Credit Union.

Both Bill and Paddy have retired from the Board of Directors. Best wishes to them from the Directors, Supervisors and the Administrative Staff.

Le dea ghúí
E Clancy
Marketing/Promotions sub committee



Post-Primary Education Forum

The Post-Primary Education Forum (PPEF) is a forum involving the National Parents' Council, management associations (IVEA, ACCS and JMB), and the ASTI and TUI. It was established in November 2007 to discuss major issues of mutual concern and make agreed public statements and representations to the appropriate authorities on important aspects of second-level education in Ireland.

In the context of the Budget 2009 education cutbacks, PPEF has established 28 County/Area PPEF committees to highlight amongst parents in particular – and amongst the wider public – how the cuts will affect education provision in schools and centres at local level, to mobilise everyone affected, to campaign against the cuts and to give voice to the opposition of all the education partners against the cutbacks.

The education partners at local level are being encouraged to continue to avail of every opportunity at County/Area level to liaise with local press and local radio on the negative impacts of the education cuts and how these will impact on the quality of educational provision local post-primary schools. PPEF County Committee initiatives are being shared and disseminated with a view to influencing members of the public and the political decision makers on the importance and benefits arising from sustaining investment in education. The PPEF goal must be to ensure the children of the nation will be able to respond to the future employment and economic opportunities that will arise. It is critical that any education cuts under consideration be discussed and evaluated only after productive and constructive dialogue with the relevant Education Partners at national level.

Recent and current initiatives of the PPEF include:

- All County/Area committees are being surveyed to assist PPEF develop a data bank of information relating to progress, positive initiatives, good practices etc
- Establishment of a PPEF website – ppef.ie
- A Special National Meeting of representatives of the PPEF County/Area Committees in the Hodson Bay Hotel, Athlone, on Saturday 31st January 2009 to disseminate good practice and focus on future PPEF strategy
- PPEF has applied to address the Oireachtas Committee on Education about the importance of Government continued and sustained investment in education.
- A PPEF Newsletter is planned for circulation to the PPEF membership in early February
- A national PPEF/NAPD symposium on education is scheduled for 5 March 2009.

TUI Representatives on PPEF County Committees



No.	County Committee	Representative
1	Carlow	Liz Farrell
2	Cavan	Pauline McCauley
3	Clare	Bernie Ruane Vera Madden
4	Cork	Pat Conway
5	Donegal	Alan Thompson John Campbell
6	Dublin City Council	Ben Bishop
7	Dublin West & South County	Ciaran Tummon
8	Dun Laoghaire	Gerry Craughwell
9	Galway	Liam Mc Donagh Sean O hAodha
10	Kerry	Leonard O'Donnell
11	Kildare	Val O'Brien
12	Kilkenny	Gerry Dowling
13	Laois	Mary Higgins
14	Leitrim	Sean Wynne
15	Limerick	Clare Purcell Joe Farrell Chris Bean Uí Chasaide

No.	County Committee	Representative
16	Longford	Thomas Cox Mary Farrell
17	Louth	Barry Williams
18	Mayo	Padraic Walsh Bernadine Waldron
19	Meath	Brid Molloy
20	Monaghan	Eamon McAleer
21	Offaly	Roger Geagan Kieran Doyle
22	Roscommon	John Flynn
23	Sligo County	Enda Cauley
24	Tipperary	Noel Cronin Tim Corcoran
25	Waterford	Grainne Duggan Austin Flynn
26	Westmeath	Helen Donnelly
27	Wexford	Adrian Power
28	Wicklow	Deirdre McInerney

Employee Assistance Service to Teachers

The Employee Assistance Service (EAS) provides confidential counselling to teachers and their immediate family members.

What is an Employee Assistance Service?

The purpose of the EAS is to provide teachers and their immediate family members with easy access to confidential short term counselling and to assist in coping with the effect of personal and work-related issues. The service was introduced in 2006 as a benefit to teachers and is funded by the Department of Education and Science.

Who is the service available to?

The service is available to teachers whose positions are funded by the Department of Education and Science, their spouses or partners, their dependents above the age of 16 and mother/father where appropriate and can be accessed by a dedicated freephone number or email address.

What services are available?

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

The EAS can help you with issues in, but not limited to, any of these areas:



How do I know the service is confidential?

Vhi Corporate Solutions, an external provider, deliver the EAS and their staff follow strict ethical guidelines and codes of practice and are bound by the rules of the Irish Association of Counselling and Psychotherapy (IACP). This means that any contact with you remains confidential and that no information about you is available to anyone without your written consent.

Some recent users of the service commented:

- “I found the service to be excellent. The issues I had were resolved and although my issues were not work related I feel I can cope better at work too”
- “Overall it was a positive and helpful service and I appreciate the benefits and consequential improvements in my life”
- “I would definitely recommend this service”.

The EAS is available 24 hours a day, 365 days a year.



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

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Past Pupils Slam ‘League Tables’ Competition



Pearse College past students Dr. Frank Cullen, Dr. Peter Conroy, Dr. Ann Matthew pictured with current student Jason Byrne

In an unprecedented response to sections of the Irish media, eminent past pupils of Dublin’s Pearse College challenged the idea of a league type competition based solely on the percentage of Leaving Certificate students in a given school who go on to Third Level in the same year. Here’s what they said: (the letter below was published by the Irish Times, 12/12/08)

Dear Editor,

We wish to express our surprise and concern at the continued promotion, by the Irish Times, Irish Independent and other publications, of the so-called ‘Feeder Schools’ league. These schools are defined as the ‘top’ feeder schools to third level colleges in Ireland.

Publishing the results of this type of competition or league, based on the percentage of Leaving Certificate students in particular schools in a given year who go on to third level is, at best, a spurious exercise that appears to emanate from a narrow and outdated view of educational achievement.

The underlying implication seems to be that schools are ‘failing’ and their students underachieving, when students opt for alternative routes through career and life e.g. the students who opted for further study – and possibly indirect entry to third level – through the burgeoning FETAC/ PLC sector. That vast array of young people who choose to go straight into the world of work to serve in the many tertiary industries, including the banks and civil service, in the retail, hospitality and entertainment areas as well as the traditional trades in the secondary manufacturing sector, are similarly overlooked.

We fear that authorities of schools competing in this league may feel under pressure to keep special needs (including the many students today for whom English is not the first language), as well as the ‘less promising’ students, out of the team if they are to maintain and improve their League standing.

We, the undersigned, are all past students of Pearse College,

a VEC school in Crumlin, Dublin 12, which offers an inclusive, student-centred and broad curriculum in line with the interests and needs of its students. All children of the nation, and of the world, are welcome here. From our collective experience at Pearse College, we believe that when a school or college is truly inclusive, it makes for a healthier, happier and altogether more productive atmosphere.

In this the centenary year of the founding of Pearse’s great experimental school, we call on all Irish media outlets to give due account to the many educational institutions nationwide for whom the spirit of St. Enda’s is already a reality.

Yours faithfully,

Ann Matthews PhD (History)

Annette Dalton, Mgr. Kew Gardens (Hort. section)

Matthew Bent PhD (Chemistry)

Leonie Meehan B Sc Hort.

Frank Cullen PhD (History)

Marie Moynihan MA DevelopmentStds

Tom Dullaghan BEng

Dave Palmer Dip. Arch.Tech.

Treasa Collins Dip AdComEd

Violet Ennis BA

Peter Conroy PhD (Education)

NEWB Report ‘Extremely Worrying’

TUI President Don Ryan described the findings of the most recent National Education Welfare Board (NEWB) report as ‘extremely worrying’. The report shows that over 100,000 children miss more than 20 days each year.

He said the report was timely in that it highlights that non attendance remains at an unacceptably high level and a concerted effort to address underlying issues is clearly required.

“The TUI especially welcomes that the report emphasises the link between poor attendance and social exclusion and the major affect non attendance has on educational outcomes,” he said.

“The reiteration that the non-attendance is linked to socioeconomic disadvantage and poor performance in State examinations should draw the government back to reality and show how truly shameful some of the recent budget cutbacks are.”

All Schools should have Open Enrolment Policies - TUI

In response to comments from Minister O’ Keeffe related to the provision of information on schools, TUI welcomed any move towards State funded schools being completely publicly accountable, but warned that publication of examinations results “would inevitably lead to the production of school league tables.”

“All policies and procedures – particularly those related to enrolment – should be fully and completely available to the local community served by the school,” said TUI General Secretary Peter MacMenamin.

“If State examination results were to become the only indicator of the success or otherwise of a school, the true meaning of education would be severely distorted. “

“It would be particularly damaging to those schools that strive to provide a holistic education for each child regardless of academic ability.”

Irish Science Teachers’ Association AGM

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Income Continuance Plan for TUI members

Following on from TUI's decision to transfer the Plan over to Cornmarket, a number of new benefits and enhancements have been added to the Plan to make it one of the best available in the market.

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- Death Benefit of twice annual salary (typically €120,000)
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The following was submitted to TUI News by the Teaching Council

Teaching Council Update

Teaching Council Elections

Elections for the teacher members on the Council will take place in February 2009 and details of candidates will be sent to all schools at the end of January and published on the Elections 2009 page of the Council's website, www.teachingcouncil.ie. A number of candidates have been deemed to be elected unopposed.

All eligible electors (registered teachers included on the electoral roll) in the constituencies and electoral categories where elections are taking place, will be sent ballot documentation at the end of January. This must be completed and returned to the Teaching Council no later than 5.00p.m. on 26 February 2009. Ballot papers received after that date will not be counted.

Registration Renewal Deadline Approaching

Teachers whose registration year commences on 28 March annually will receive their registration renewal documentation in early February. In order to maintain their registration, these teachers should complete and return the form no later than 09 March 2009. The registration renewal fee for the coming year is unchanged at €90 and this year, the Teaching Council is offering teachers the opportunity to renew

on-line at www.teachingcouncil.ie. Registered teachers who have changed address since their last renewal should notify the Council of their new contact details without delay, so as to ensure they receive their renewal form.

Tax Credit on Registration Renewal Fee

The Registration Renewal Fee has been approved by the Revenue Commissioners as a work expense for income tax purposes. In effect, this means that the fee in real terms is closer to €53 per annum for those paying the higher rate of tax.

With regard to the 2008 tax year, it had been agreed that these credits would be processed automatically by the Revenue Commissioners. However, the Council has now been informed by the Revenue Commissioners that it is not now in a position to do this in respect of 2008 credits due.

Therefore, registered teachers seeking to claim the tax credit in respect of the 2008 tax year should now contact their local tax office and seek a review of their 2008 liability, enclosing their final 2008 pay slip or P60. The Revenue Commissioners have advised that a renewal fee receipt will not be necessary. With regard to the 2009 tax year, the tax credit will be automatically processed in respect of all teachers who have

paid the renewal fee up to September 2009. Those who pay their fee after 30 September will have to claim the credit from their local tax office, similar to the 2008 situation outlined above.

Removal of Names from the Register

In accordance with Section 34 of the Teaching Council Act, 2001 and following several written reminders to the teachers concerned, the names of more than 2,200 teachers who had not renewed their registration were removed from the Register of Teachers on 12 January 2009. Such teachers may re-apply for registration, should they so wish, but will have to complete the full application process, including Garda vetting and the submission of transcripts and other documentation.

Registered Teacher Access

Teachers are reminded that they can check their registration status, and view all the details held on them on the Register of Teachers, by logging on to www.teachingcouncil.ie and using the registered teacher access.

See p. 33 also for TUI overview of Teaching Council issues

TUI's Response to School Feeder Lists

TUI General Secretary Peter MacMenamin stated that school feeder lists are predicated on a false assumption that schools only succeed if a high proportion of their students achieve entry to third level courses that require high points.

"TUI believes that a school's mission is considerably more expansive and generous than this," he said.

"Tellingly, such lists do not provide information on whether the schools offer programmes such as the Leaving Certificate Applied

or Leaving Certificate Vocational Programme."

"Nor do they provide information on students who have successfully progressed to apprenticeships, Further Education Courses or other colleges not comprehended by the rigid definition of third level."

"We would suggest to the Minister that the level of funding provided to schools should depend on and reflect the openness of their admissions policy. If schools apply restrictions, they should lose funding. "

Principals outline severe impact of Budget Cuts



Kevin O' Meara , President, PDA

The annual conference of the Principals and Deputy Principals Association (PDA) took place from Wednesday 19th to Friday 21st November in the Slieve Russell Hotel, Ballyconnell, Co. Cavan. The conference was hosted by Area 3 which comprises vocational schools, community colleges and institutes of Further Education in counties Cavan, Louth, Meath and Monaghan. The theme of the conference was "Relationships in the school community."

Guest speakers included:

[Dr. Edward Walsh](#),

Former President of the University of Limerick;

[Dame Geraldine Keegan](#),

Principal, St. Mary's College, Derry and

[Dr. Tony Humphries](#),

Consultant Clinical Psychologist.

In his address to conference, PDA President, Kevin O'Meara, covered a wide range of topics and issues of concern to members including:

- **Budget 2009** - the severe impact of the cutbacks in the education budget particularly in relation to
 - increase in pupil teacher ratios
 - the removal of substitution cover for uncertified sick leave and absences on school business
 - the withdrawal of a whole variety of grants.

These cutbacks are regressive, short-sighted and will have a disproportionate impact on schools in the VEC sector which tend to have greater concentrations of students with special needs and from disadvantaged background

- **Educational Spending** -despite the enormous wealth generated in this country over the last decade in particular, spending on education in

Ireland continues to lag well behind other OECD countries as outlined in the OECD report, "Education at a Glance 2008". Only Greece and the Slovak Republic spend less as a percentage of GDP.

- **The Public Service** -it is fashionable at the present time among certain sectors to attack the Public Service as if it were responsible for all our present ills. We hear constant references to our "bloated" Public Service. Such attacks are unwarranted and do not stand up to scrutiny. The most recent OECD review of the Public Service points out that public spending here is relatively low-the third lowest in the OECD as a percentage of GDP. Teachers and other public servants are not responsible for the mess in which the country now finds itself and accordingly must not be scapegoated.
- **ICT Provision in Schools** -it is ironic that the Report of the Minister's Strategy Group, "Investing Effectively in ICT in Schools, 2008-2013", was published at a time when funding was drying up .The report concludes that a lack of sufficient and sustained investment over recent years has resulted in inadequate and ageing ICT equipment in schools, no provision for technical support and inadequate levels of broadband internet. The report goes on to outline its vision for ICT integration in schools and emphasises

the importance of investing now in the process of transforming schools into e-learning environments.

- **Further Education** -the decision of DES not to proceed with the proposed draft agreement on the development of the PLC sector came as a major shock to all involved in the FE area. This very much hinders progress and development and in particular the roll-out of FETAC Q.A. policies and procedures. Our members have a very high level of concern about the continued imposition of a "cap" on both PLC and VTOS numbers, particularly at a time when our schools have experienced an increase in demand for places which cannot be accommodated. It is ludicrous that the people most qualified and competent to provide up-skilling and training are debarred from so doing by a cap on numbers. PDA calls for a removal of these caps forthwith.
- **Future Skills Needs Report** - the report of the Expert Group has outlined a series of targets in terms of the skill levels required in the country over the next decade. The VEC sector, through its PLC, VTOS, BTEI and Adult education provision is uniquely positioned to deliver the programmes required to put this vision into practice.

Submission by the Teachers' Union of Ireland (November 2008)

Value for Money and Policy Review of the Special Needs Assistant (SNAs) Scheme



In the September issue of the TUI News your attention was drawn to the Value for Money and Policy Review of the Special Needs Assistant (SNA) Scheme. The review will be informed by visits to schools, written submissions and consultative meetings and workshops. As part of the formal engagement with the education partners written submissions were invited late last year:

The TUI believes it is timely and important to conduct a review of the scheme and welcomes that the review is focussing on identifying the most appropriate manner to support students towards independence, while at the same time providing an effective educational service.

The full submission forwarded by the union is available on the TUI website. The following is a short summary of the main points included.

The TUI agrees it is timely and important to review the SNA scheme. Based on feedback from schools and given that the measure is in the early stage of development in post-primary schools it is not in a position to advise on models of good practice. However, school based experience suggests a number of features are critical as we move forward.

- Flexibility in how schools can deploy the resource once it is allocated, ensuring that the entitlement and needs of the student(s) with special needs are met, while at the same time supporting the wider body of students as appropriate and building a truly inclusive learning and social environment. Flexibility is especially important in second level schools given the variety of general, specialist and practical subjects involved that may demand different levels of support.
- A 'national standard' to underpin the qualifications held by SNAs into the future, with a facility for those in employment with low or partial qualification to up-skill.
- In service support for both SNAs and teachers on a range of professional and practice issues.
- Guidelines and protocols to support day-to-day practice and relationships.
- A balance between resources directed at meeting the care and educational needs of students.

The terms of reference for the review can be accessed www.education.ie

Please keep Head Office informed of your views in this area through your branch and Area Representative or by sending comments directly to showard@tui.ie.

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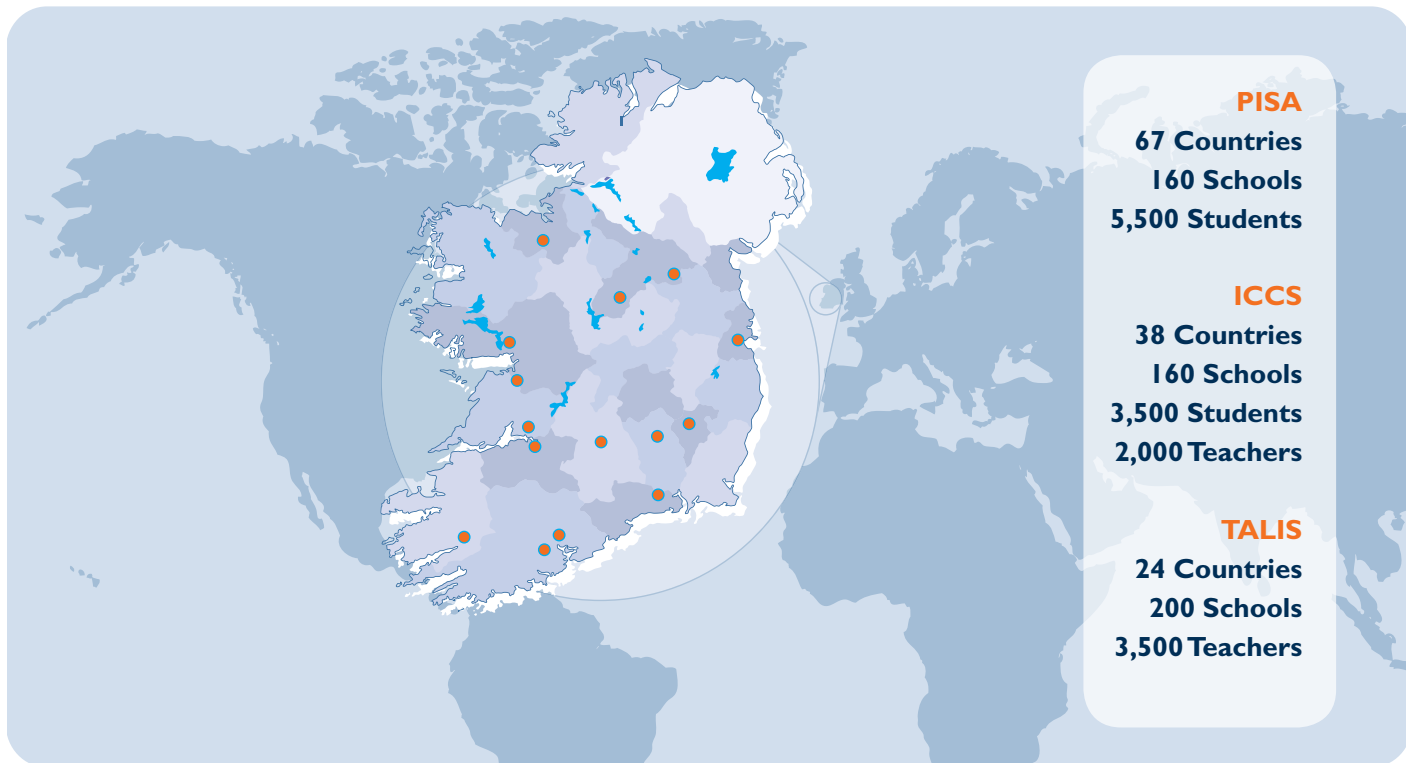
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International Assessments of Education at Post-Primary Level in Ireland, 2007-2010



Introduction

The Department of Education and Science (DES) and the Educational Research Centre (ERC), Dublin, are implementing three international education surveys in post-primary schools between 2007 and 2009. All surveys are high priority and will contribute to policy development in a number of key areas. The DES and the ERC would like to thank schools, school staff and teachers for their commitment and co-operation in the implementation of these studies in 2007 and 2008.

The teacher unions are invited to advise on the design and administration of these studies on a regular basis and use this opportunity to represent issues on behalf of teachers. Schools and teachers are encouraged to take part as the findings enable the unions to develop policy perspectives and lobby the government on areas of particular concern and interest to members. The purposes, designs, and timelines of the three studies are described below.

For further information, email info@erc.ie, go to www.erc.ie, or phone (01) 8373789.

Programme for International Student Assessment (PISA)

Study Overview

PISA is an international assessment of the reading, science and mathematical literacy of 15-year-old students. It takes place in 3-year cycles, allowing us to monitor changes in student achievement and other features of the education system over time. Three main areas, or 'domains', are examined in every cycle, but the major domain changes with each cycle. In PISA 2009, reading literacy will be the major domain.

Participants and Assessment Materials

Sixty-seven countries will participate in PISA 2009. In Ireland, 5,500 students in 160 schools are selected at random to complete a 2-hour assessment of reading, mathematics and science, and a 40-minute background/attitudes questionnaire. In addition, a subsample of 15 students per school will complete an Electronic Reading Assessment on school computers. Teachers and principals are invited to complete 30-minute questionnaires.

Timeline

- March 2008: Field trial in Ireland
- Autumn 2008: Field trial schools receive feedback on performance
- March 2009: Main study in Ireland
- Autumn 2009: Main study schools receive feedback on performance
- December 2010: First international and national reports
- Autumn 2011: Further international and national reporting.

Key Contact in the ERC:

Rachel Perkins

International Civic and Citizenship Education Study (ICCS)

Study Overview

The purpose of ICCS is to gather information on the civic and citizenship knowledge and views of second-year students. This includes knowledge of democratic principles, rights and responsibilities; attitudes towards minority groups; and participation in civics-related activities. The government's Taskforce on Active Citizenship recommended that Ireland take part in ICCS.

Participants and Assessment Materials

In each of 38 participating countries/systems, 3,500 students, 2,000 teachers, and 160 schools participate. In each school, one second-year class is selected at random from all second-year classes (or two classes in large schools). Selected students are asked to complete a 45-minute assessment of civic and citizenship knowledge, a 40-minute background/attitudes questionnaire, and a 20-minute questionnaire concerning the EU. Teachers and principals are invited to complete 30-minute questionnaires.

Timeline

- January 2008: Field trial in Ireland
- Autumn 2008: Field trial schools receive feedback on performance
- February 2009: Main study in Ireland
- Autumn 2009: Field trial schools receive feedback on performance
- June 2010: First international and national reports.
- Autumn 2010: Further international and national reporting.

Key Contacts in the ERC:

Jude Cosgrove or Lorraine Gilleece

Teaching and Learning International Survey (TALIS)

Study Overview

TALIS is the first international survey in which the major focus is on the learning environment and working conditions of teachers in schools. The purpose of the study is to generate internationally comparable indicators on professional development, teaching practices and attitudes to teaching and learning of teachers, and the leadership role and responsibilities of principals. It is intended that the outcomes will provide input into policy development, such as the content and delivery of pre-service and in-service training.

Participants and Assessment Materials

Twenty-four countries participate in TALIS. In Ireland, teachers of Junior Cycle students and school principals from 200 schools were invited to complete questionnaires in the spring of 2008. Three-and-a-half thousand teachers were selected at random within these schools to participate. Questionnaires were available in English and Irish, in both print and online format. Currently, TALIS data are being checked and analysed for reporting purposes.

Timeline

- March/April 2007: Field trial in Ireland
- October/November 2007: Main Study Southern Hemisphere countries
- February/March 2008: Main study in Northern Hemisphere countries
- June 2009: Publication of First International Report
- October 2009: Publication of National Report for Ireland.

Key Contact in the ERC:

Gerry Shiel

Your views on these studies are welcome as an individual or if your school is participating in any of the studies.

Please forward comments to the Education and Research Officer at TUI Head Office.

Subject Associations - A Valuable Resource for Teachers

The TUI views subject associations as a valuable resource to teachers in their day work as they:

- encourage and support networking among teachers;
- provide opportunities for voluntary professional development;
- enable teachers to stay in touch with new developments in their subject area through newsletters and seminars etc.



Liz Russell

In addition, subject associations, alongside teacher unions and other partners in education, nominate representatives to NCCA Course Committees that advise on curriculum developments and changes to syllabuses. Subject association representatives play an important role in reflecting teacher perspectives and ideas on these committees. Given their important functions the TUI is happy to provide details of subject associations to its members.

Liz Russell is the TUI representative on the NCCA Senior Cycle History Course Committee. She is also membership secretary of the Dublin Branch of the History Teachers' Association and compiler/editor of the association's newsletter. Liz kicks off with the first article on the History Teachers' Association and what it's all about.

The History Teachers' Association of Ireland (HTAI)

The HTAI is about 700 strong; it is a federal organisation with branches all over the country. The Dublin branch is by far the

biggest as it embraces members from all parts of Leinster. Other branches are located in Cork (a strong and fast-growing group), Galway, Kerry, North Connaught, North Munster and Waterford.

The association plays an important role in highlighting and representing the interests of history teachers. Its primary 'agenda' is to promote the subject of history in the Irish education system. It constantly updates members of the teaching profession with the latest developments in historical research while encouraging new approaches to history education.

The HTAI also plays an active role in EuroClio, which brings together history teachers from all over Europe - east and west. A lively exchange of ideas takes place at the annual conference, which will be held this year in Cyprus.

In Ireland we have our own annual conference every October; last year's was hosted by the Waterford branch and held in the medieval city of Kilkenny. A three-day affair, which had Northern Ireland as its theme, it hosted more than 200 delegates who were treated to workshops, seminars, tours and general lectures by a variety of speakers. Apart from the annual 'bash', there is a wide programme of activities available such as branch meetings, workshops, student quizzes, and sixth year revision seminars to name just a few. Every June, the Dublin Branch hosts a 'postmortem' on the Leaving and Junior Cert exam papers. This is an important event as it enables the association to give relevant and constructive feedback to the Department and the State Examinations Commission.

Tempted to join or just like to find out more? Check out www.htai.ie or contact the Honorary Secretary, Blackrock Education Centre, Kill Avenue, Dun Laoghaire, Co Dublin.

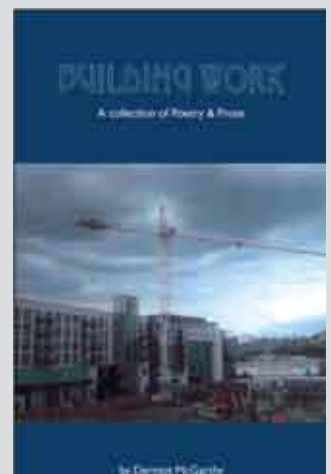
Building Work: A collection of Poetry & Prose by Dermot McGarthy, TUI member

The Poet, observer and preserver is duty bound to document Life as he sees it, both still and shaken. Building Work is a construction in human endeavour, an incisive depiction of the human condition.

The writing in Building Work is an exercise in human endeavour, an exhortation of all that is positive in a negative world. In his Prose and Poetry the writer has unearthed gems of creation amidst the rubble and dislocation of contemporary living, somewhat like an archaeologist might stumble upon

some ancient and sacred relics. This book is just one of many accounts, of the contest between Good and Evil, where Good just about shades it.

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How to Stop Bullying – a book review



How to Stop Bullying shows how teachers can help prevent children from becoming, and being, victims, and from becoming, and being, bullies - and what bystanders can do to help stop bullying - using a multi-pronged approach. Schools and teachers are shown how they can change the way they operate to help prevent, and deal with, bullying behaviour – and how to spot signs of children being bullied.

Explanation is given as to why children with Special Educational Needs are two to three times more likely to be bullied than their peers - and are more likely to bully themselves. Common medical conditions found in children with SEN are explored in the light of bullying.

Practical exercises are given to help bullies, victims and bystanders solve the problem of bullying in the areas outlined below:

Increasing children's empathy increases feelings of care and diminishes feelings of anger, hostility and hatred - emotions which can lead to bullying. Children who bully progressively lose empathy for their victims - and bystanders do not feel sufficient empathy for victims to intervene. Research in Canada has shown that 75 per cent of peer interventions were successful in stopping bullying. Bystanders, by taking up a defender role, play an essential part in stopping bullying.

Raising children's self-esteem - being bullied can give children low self-esteem but it is also low self-esteem that can produce bullying behaviour in some children. Having low self-esteem contributes to children not seeking help when they are being bullied. Part of having high self-esteem is knowing that it is OK to be different - and that they are OK. This confidence helps protect them from being bullied.

Helping children manage their anger - children who bully physically may have a great deal of pent up anger which they unleash on someone else. Some victims, especially boys, say that being bullied makes them angry: angry victims are at increased risk of becoming bully/victims - children who are victimised and repeat bullying behaviour on someone more vulnerable than themselves.

Teaching assertiveness skills helps bullies become less aggressive and victims and bystanders become less passive.

Showing children how to respond to verbal bullying (in a way to deflate rather than inflame the situation) empowers children and encourages the development of problem solving skills for future situations.

Motivating children to change their behaviour - whether from aggressive to assertive, or from passive to assertive, behaviour – helps children improve their social performance as well as helping them protect themselves.

School policies, how to involve parents, what sanctions to use, how to deal with bullying incidents (comparing different methods of approach), peer support, sex and relationship education, support for new teachers and supervision of the school environment are discussed.

Teachers are shown how they can change the classroom environment into a caring community. Cooperation between pupils can be increased by, for example:

- pairing children who don't normally work together
- varying the seating plan
- having activities where pupils are grouped randomly
- emphasising commonalities showing that both bullies and victims have more in common than they'd suspected.

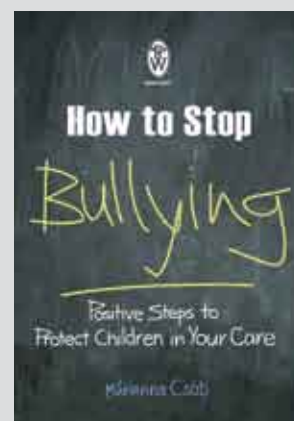
By teaching and demonstrating positive social behaviour the social skill level of the whole class is raised – and by praising all positive social behaviour teachers witness they further encourage cooperation rather than conflict.

Since bullying is not currently effectively addressed by schools or by parents, the problem continues beyond education - into the workplace. Being bullied, and being a bully, causes physical and mental health problems adversely affecting the quality of life for victims and bullies - and, most of all, the twenty per cent of victims who also bully others. Bullies have increased risk of unemployment, criminal behaviour, spouse abuse, alcoholism, antisocial personality disorder and depression and anxiety. It is important that every effort is made to address this immense social problem for the sake of all involved.

Márianna Csóti is the author of,
*How to Stop Bullying:
Positive Steps to Protect
Children in Your Care*

(Right Way, Constable &
Robinson Ltd, London, £5.99)
www.mariannacsoti.co.uk

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Teaching Council Issues – A TUI Overview

Teaching Council Completes its First Term

The term of office of members of the first Teaching Council comes to an end on 27th March 2009. It is eight years since the enactment of the Teaching Council Act 2001 and four years since the Council commenced its establishment year. That year closed with the Establishment Day of the Council. With effect from that day – 28th March 2006 – the Council has had statutory responsibility for the creation and maintenance of a register of teachers.

Self-funding

For the following two years – until 27th March 2008 – the Council continued to be funded by the Department of Education and Science. However, from 28th March 2008 the Council has been required to fund its own operations from the registration fees of teachers and fees charged for other services such as adjudication of qualifications.

The Work of the Council

During the term of office of the first Council, the issues afforded priority included the registration of teachers, revision of regulations for admission to the register, development of codes of professional conduct and the introduction of vetting arrangements for teachers (initially for new entrants to the profession). The Council has latterly begun consideration of probation and induction.

Registration Dilemma

Inevitably, teething problems were encountered, not least in respect of the complex logistics of registering serving teachers. The legislation puts the onus on the individual to seek to be registered. Initially, however, a facilitated mechanism was put in place whereby employers, including the Department of Education and Science, agreed to supply to the Teaching Council appropriate details of persons employed as teachers. In this matter, the mixed quality of the databases maintained and the information supplied by employers caused (and in some residual cases is still causing) problems.

A particular concern of the TUI in regard to registration was addressed by the decision that all persons employed as teachers on Establishment Day should be deemed registered under Section 31.2 of the Act and should, by virtue of that fact, be entitled annually to renew their registration under Section 31.3. Regrettably, at least one errant VEC failed to supply to the Council the names and details of some of those who were employed on Establishment Day and who should, therefore, have enjoyed the protection of Sn 31.2.

Qualifications Dilemma

A further issue for the union concerns the Council's decision – taken on foot of legal advice – that it has no remit to approve qualifications other than for the purposes of entry to the register. The consequence is that persons employed on Establishment Day who were deemed not to be fully qualified or whose qualifications had not been adjudicated upon now find themselves in limbo. Because they are on the register, the Council holds that it has no brief further to consider their qualifications, including newly or recently acquired qualifications. The wholly unsatisfactory upshot is that those members whose qualifications would pass muster – were they considered – are being denied access to the incremental scale with all that that implies. It is the strong view of the TUI that the affected members have a right in justice to have their qualifications considered by a competent authority vested with the power to deem them qualified. If the Teaching Council is correct in asserting (an assertion, incidentally, that TUI disputes) that it is not that authority, then, logically, the CEO of a VEC must be – under the Vocational Education (Amendment) Act 2001.

It should be noted that the Teaching Council does recognise that there is a lacuna and will, if requested to do so by the registered individual concerned, review the qualifications of that person with a view to issuing a letter that offers information and advice regarding the standing of her/his qualifications. The ultimate decision as to the suitability of those qualifications for a given teaching position rests with the employer, although it is not unreasonable to anticipate that the letter from the Council should carry significant weight.

The Impact of the Council

Notwithstanding the occasional, perhaps predictable, difficulties and tensions, it is undeniably the case that the Teaching Council has begun to exert a positive influence in conveying an enhanced image of the profession. In this regard, the TUI acknowledges the conscientious and admirable work of the Council's secretariat. Great credit is also due to the Council members and especially to the teacher members of the Council who have brought a breadth and generosity of vision to their work on behalf of teachers.

Thanks to the TUI members of the Council

The members of the TUI have been exceptionally well served by Tommy Glynn, Pat McQuaile, Jacqueline Sheil and Derek Dunne who have worked tirelessly on our behalf and have consistently sought to protect and advance the interests of the teaching profession generally.

Táimid faoi chomaoin agaibh. Míle buíochas.

Time to Confront the Neo-Liberal Agenda



The current economic crisis, caused by the neo-liberal ideology, has resulted in savage education cuts, writes TUI Area 1 representative Gerry Quinn. These are socially and economically short-sighted as well as being unjust. What is particularly nauseating about the cuts is the targeting of many disadvantaged students.

We are also experiencing a campaign of propaganda and black propaganda against teachers and other public servants. The cheerleaders of this campaign, which attempts to make us scapegoats, are those politicians, economists and journalists who championed the free-market. This is deeply hypocritical given the huge profits made by many. The teacher trade unions and their colleagues in ICTU are now faced with a range of challenges including saving jobs and preventing pay cuts.

As we face this onslaught we should take time to reflect on the damage already done to our profession and education generally from the same ideological source. In this state it has included an increased focus on the “knowledge economy” and measured educational outcomes, undermining teacher professionalism through productivity and creeping “name and shame” strategies.

These developments are described as reform or efficiency by the establishment and reflect trends in other developed countries, particularly the USA and the UK. Tellingly both of these countries occupied last and second last place in UNICEF’s 2007 survey of child well-being in 20 of the world’s richest countries. Reassuringly there are analysts who argue that there is a level of movement away from this reform agenda in some countries. The challenge for progressive educationalists is to work with others to show that there is an alternative. We must prevent further damaging changes and where possible reverse those already in place.

Strategic alliances can be created. Support can be built and sustained by arguments based on research, analysis and social justice. A poignant example of this is the recent publication, *“The Future of Educational Change, International Perspectives”* (Edited by Ciaran Sugrue), which contains contributions from a number of international experts. The book highlights how educational change has been to the fore internationally over the past quarter of a century and how this has been dominated by a right-wing agenda which has sacrificed equity and social justice at the altar of neo-liberal perspectives on efficiency and economics. It critiques how educational research is increasingly shaped by right-wing “think tanks” and calls for an end to a change agenda which perpetuates inequality.

Both the problem at the heart of education, in much of the developed world, and its solution are outlined by the book’s editor Ciaran Sugrue. He identifies individualism and the neo-liberal economic ideology as consistent with the view that public education is no longer a collective enterprise but a commodity to be purchased in order to increase your power in the “knowledge economy”. It is the competing visions of a society of citizens or an economy of consumers, which cuts to the core of the debate. For Sugrue the way forward is a rapprochement between the two. He writes that:

“While each chapter in this volume speaks for itself, focusing on recent reform endeavours within and between various national borders, the additional intention is.... [to move]....beyond the more narcissistic pursuit of educational advantage; to create and to persuade others of the necessity to construct an appropriate rapprochement between economy and society.”

There are lessons here for the Irish Government. We require a broader vision for education, one which goes beyond the current rhetoric, and strengthens education for personal development, citizenship and democracy as well as the “knowledge economy”. But who has been setting the agenda for judging school performance? In the developed world this has been influenced by School Effectiveness Research (SER), with its origins in the USA. According to Professor John MacBeath, the Chair of Educational Leadership at the University of Cambridge;

“Much of mainstream effectiveness research, however, may also be viewed in terms of social efficiency and social mobility. Research studies have, indirectly and sometimes directly, furnished policy makers with a formula for greater efficiency. This is truer of some countries than of others and is perhaps most marked in the UK, where value for money, performance tables, standardised testing, value-added and parental choice have been introduced on the back of school effectiveness. The School Effectiveness Unit at the Department of Education and Skills has drawn heavily on such studies and has employed key people from the movement worldwide to contribute to policy formation and evaluation.”

What is the alternative?

The Finns present important challenges for prevailing policy in states such as our own. According to Andy Hargreaves, Chair of Education in the Lynch School of Education at Boston College, Finland contains essential lessons for countries that are seeking to be educationally and economically successful and also sustainable knowledge societies. It has for example a broad curriculum which includes the visual, creative and performing arts. Finland which has suffered almost seven centuries of domination and oppression has been liberated only within the last three generations and has one of the world's highest performing education systems and economies. It is not simply its Lutheran work ethic that explains this. At the heart of its success is an ability to reconcile economic success with social justice. Their strong national identity, social cohesion and confidence have created a commitment to social responsibility where there is, unlike many other developed countries, a high level of trust between the state and teachers.

Hargreaves says that;

“...the reason that Finland accords such high status to its high calibre teachers is because they are part of a great social and public mission that merits strong state investment and enhanced social esteem not because they are treated as competition, performance driven individuals who prepare their students for the economy.”

Finland's colonial history is not its only parallel with Ireland. Like our current situation it had a major banking crisis in the early 1990s, which pushed unemployment up to 18% and public debt to over 60% of GDP. But its economic progress since then has been remarkable and provides a model for us. But so too does its highly successful education system. Hargreaves was centrally involved in researching and writing a report on Finland for a recent OECD publication called “Improving School Leadership Volume 2: Case Studies on System Leadership”. It identifies the characteristics of what is widely viewed as Finland's education miracle. A key observation is that the Finns have stood apart

from the neo-liberal reforms which emphasise testing, targets, curriculum prescription and market competition.

It is ironic then that they score best in international testing of students. This point is pivotal to counteracting right-wing arguments about educational efficiency. Other features of Finland's success include self-evaluation rather than “imposed inspections or test-based accountability that rank schools.” Further to this Finnish teachers have a reputation for “pedagogical conservatism” although elsewhere the report refers to support for pedagogical change and continuity. The OECD researchers did not see “sophisticated strategies of co-operative learning where children are allocated precise roles in their group work.” The report also states that “Teacher quality and performance are addressed by establishing the appropriate conditions to attract high level professionals through good working conditions, clear purpose, status, autonomy and reward.”

Conclusion

Irish education requires a vision which rejects neo-liberalism and embodies democratic values. The current deficit in this regard is exemplified by the “Cinderella” status of CSPE on the curriculum. This new direction must embrace the concepts of the “knowledge economy” and the “knowledge society”.

Finland provides a model for a way forward in this regard, one which shows how economic recovery, educational progress and social justice can be compatible. It also has something constructive to say about the treatment of teachers. Of course no model holds all the answers so we should examine others and be sensitive to cultural differences. As a trade union we must guard against the selective use of evidence from such sources which could undermine our conditions of service. We should however learn from the successes of others and seek ways of having them replicated here.

Appreciations



TUI Deputy General Secretary Annette Dolan pictured with partner Tony Gregory

Tony Gregory TD

An Appreciation

TUI mourns the recent death of Tony Gregory TD. Tony was well known to very many members of TUI both through his work in the North Inner City of Dublin, through his ever present voice on behalf of the disadvantaged in all respects, in particular that of education and through his commitment to the pursuit of these issues, both in his own constituency and elsewhere.

TUI also mourns the very personal loss of the partner of our colleague and Deputy General Secretary, Annette Dolan. To her, to his brother Noel and to his friends and supporters we offer our sincere condolences on their loss.



Frank Delaney

An Appreciation

Frank was born in Carlow and spent his early years in Ballon and Carlow town. His secondary education was completed as a boarder in Knockbeg College near Carlow.

Frank showed himself to be a very bright scholar. He completed his Bachelor of Electrical Engineering Degree in UCD. He subsequently worked in Seattle, USA for Boeing aeroplane manufacturers. Frank was an instructor to pilots in the highly skilled area of autopilot systems.

He returned to Ireland and, in 1970, took up a post as an electronics lecturer in the newly formed Regional Technical College, Carlow. Frank's forte was Electrical Principles. His academic care of students, especially coming up to the nerve-racking examination time, was conscientious to the limit. It should also be said that, long before the creation of Accommodation Services in colleges, Frank was the unofficial accommodation officer in RTC Carlow!

However, in the early years, it was as a timetabler that Frank was best known by his colleagues. Syllabus Plus timetabling software hadn't a patch on Frank. In his head, he could keep, and instantly recall, the many intricate attributes of laboratories, class groups and staff. Personal requests, unless demanded, were always granted!

With the creation of the Avionics course in IT Carlow, Frank found a new lease of work life. His previous experience in Boeing was a catalyst for the enthusiasm with which he grasped his role in this emerging area. It is a testament to Frank that this area has become the success that it is today. The fact that Frank was only a few years from retirement did not diminish the high level of commitment he gave to his role.

Frank was an avid holiday traveller. Each September, he would regale us with details of his travels with Brenda to yet another country not visited before. He would study in detail the history, geography and even political aspects of the country. In this way over the years, he gained a huge insight into international affairs.

As a colleague Frank was a man who considered matters deeply and quietly before issuing any opinion. His advice and contributions to meetings were brief, to the point but always accurate. He will be deeply missed. His contribution to IT Carlow will, for many years, benefit all who work or study there.

We extend our deepest sympathy to Frank's wife Brenda, his son, Paul, and all his family.



Bernard Doherty –

An Appreciation

On 26th May 2008 Bernard Doherty passed away at the young age of 34. Bernard's life had been cut tragically short by a road traffic accident.

On that fateful evening both staff and Leaving Certificate students were gathered together in the school for a final ecumenical service. As word filtered through of the terrible event, the mood of celebration that should have accompanied that night turned to a mixture of disbelief and deep sorrow at the loss of one of the most cherished members of the school community.

Bernard was a Woodwork, Construction and Technical Drawing teacher. He had trained in Limerick before spending the early part of his teaching career in St. Patrick's College, Navan, followed by a spell in Coláiste Cholmcille in Ballyshannon. Bernard joined the staff of the Abbey Vocational School in November 2000, where he found a home until his untimely death.

Bernard was a true professional and a devoted teacher. His love for the profession and his subject area earned him the respect and admiration of the students, parents and his colleagues. He took great pride in his work and this translated into great results for his students. However, Bernard was much more than an academic. Bernard was also heavily involved in school sports teams and trained soccer teams at all levels, bringing them through various competitions to Ulster Final level. His love for the sport also extended beyond the school to his own life and Bernard was an avid Celtic fan, making the pilgrimage to Parkhead on numerous occasions.

Of course, Bernard was also a great colleague. His warm personality; his sense of fun, humour and playful mischief, allied with a sharp wit, made him a much-loved member of staff and a welcome addition to any staff occasion.

Bernard was much more than a teacher. He was a great family man who spoke with great affection of his family.

Unfortunately, in the last year of Bernard's life his family was visited by great personal tragedy. Yet Bernard, and his widow, Catherine, endured the tragedy with great dignity

and found great solace in their faith, a response which is perhaps the true measure of the man.

The sympathies and thoughts of the staff of the Abbey Vocational School go out to Catherine, his widow; to his wonderful daughter Eabha; his parents Brendan and Mary and to his sisters Maria and Alice.

Bernard was with us for much too short a time. However, the fond memories we have of the time we were blessed to share with him will endure – memories of a family man, teacher, sports fanatic, colleague and friend.

“In small proportions we just beauties see
And in short measures life may perfect be.”

Ben Johnson

Ar dheis Dé go raibh a anam.



John Peters -

An Appreciation

Sadly, John Peters of IT Carlow died in June 2008.

John was born in 1946 at Holles St., Dublin. As a very young boy, after his father died, he spent a few years with his mother Alice and sister Jean in Roscomroe at the foot of the Slieve Bloom Mountains. Little did he realise then, that he was at the source of water (river Barrow) for the towns of Athy and Carlow, where he would later live and work. Like the river on its journey, he too would bring his energy and life to these communities. It was in Banagher that he spent his youth—Alice bought and set up “Peters” shop in the town.

John gained his BE in Mechanical Engineering from UCD in 1969 and a Masters in Industrial Engineering in 1973. He came to work and live in Athy with his late wife Lila and family. He joined the staff at the Regional Technical College, Carlow in 1977 and continued to lecture there until his early retirement in Sept. 2006.

Meeting John was fun, his bright eyes matched his intellect and he was a wonderful addition to the student and staff life at the young RTC. The Certificate and Diploma courses in the department of Mechanical Engineering immediately benefitted from his experience. He eventually taught in all

the Institute schools. He was the pioneer in developing the subject “Quality and Reliability” in the first degree course at the RTC.

To say that John taught us how to harmonise work with life is an understatement – John was quality and reliability. His presence brought peace and set a learning environment. He was greatly appreciated by his students, who say, “he was patient, always willing to help, never saw him get cross— plenty of times he could have”. His colleagues say “there was so much good in him, he was gentle, reflective and charismatic”. “He was in touch with nature”—perhaps that was learned in his days of watching butter being made at Roscomroe. The epitome of John was his work in the area of “Student Retention”—“he was a brilliant communicator in a ‘one to one’ situation”. One of John’s reflections says more than we could:

“To become aware of this life and to live in continuous awareness of it, is to live life authentically, to be our true selves, to live in harmony with ourselves and with the world around us, and to be at one with the same life energy in all that exists.”

John was a supporter of the TUI, and stood up when he disagreed with it. He served for a term as Branch Secretary. John, thanks for your friendship and energy, we miss you. We extend our sympathy to John’s wife Áine, his children Sinéad, Dónal, Michael, Kevin and Ann Marie, his son-in-law Pat, his grandchildren Lila Ann and Páidi, his sister Jean and family and friends.



Carol Meehan (Ennis)
1963-2008 – An Appreciation

The College students, staff and parents of Lucan Community College heard with the greatest regret of the sad death of Carol on Sunday 28th September.

Carol Meehan’s professional life saw her complete her formal education in Thomond College with a Degree in Physical Education and Mathematics in 1985. Her first job was in Firhouse Community College for one year with part time hours. Carol’s second year teaching was spent in Fermoy and then in 1987 Carol joined the staff of Lucan Community College where she played an integral role for 21 years.

Carol in her teaching career was a very dedicated professional, always searching and working with her students to achieve their best. On her recent death many students noted and talked of her help, her persistence towards understanding and completion of knowledge, and applauded what she had helped them to achieve. “Thanks you made me get Algebra”!

In the whole school picture, Carol contributed in so many ways, in her posts, Special Duties and as Assistant Principal, in her intellect as an informed and thinking contributor, in Extracurricular i.e. Badminton, Hockey and Athletics, in school Fun Days, charity days etc., Too many to mention all.

For many of us as friends and colleagues, Carol was hard working, highly efficient, totally organised, very, very loyal, a good confidant, game for a laugh, capable of mischief, into the fun, enjoyed a party, wonderful hostess, full of strength, fighter to the end, brave in the face of difficulties, full of style and a good friend to have.

Carol’s hard fought battle with illness ended on Sunday 28th September 2008.

Solas na bhflaitheas go raibh aici.

**We hold you close
Within our hearts
And there you shall remain
To walk with us
Throughout our lives
Until we meet again.**

Friend and Colleague Margaret Ryan.

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Donegal Community and Comprehensive Branch Retirement Function

The County Donegal Community and Comprehensive Schools Branch of the Teachers' Union of Ireland held a very successful retirement dinner in the Castlegrove House Country Hotel, Letterkenny. Presentations were made at this dinner to TUI members who had retired from Glenties Comprehensive School, Rosses Community School, Gweedore Community School, Falcarragh Community School, Carndonagh Community School, and Colaiste Colmcille Ballyshannon.

The Master of Ceremonies for the evening was Mr. John Campbell, Chair of the Donegal Community and Comprehensive branch and the gathering was also addressed by the President of TUI Don Ryan, the Deputy General Secretary of the TUI Annette Dolan and Christy Conville of the Retired Members' Association. Manus Brennan, TUI executive committee member and Area Representative for Co Donegal made a special presentation to President Don Ryan to mark his visit to Donegal.



Mr Muiris O Fearraigh, who has recently retired from Gaothdobhair Community School pictured with friends and colleagues from Gaothdobhair. Tributes were also paid to Mr Francie Carroll, also recently retired, who was unable to attend.

Also in the photo is Mr Don Ryan, President of TUI, Ms Annette Dolan Deputy General Secretary TUI, and Mr John Campbell, Chairman of Co Donegal Branch, and Mr Noel O Gallachoir, Principal Gaothdobhair CS and Manus Brennan Area Rep TUI.



Charlie Doherty and Carmel Boyle who have recently retired from Carndonagh Community School pictured with friends and colleagues from Carndonagh. Also in the photo is Mr Don

Ryan, President of TUI, Ms Annette Dolan Deputy General Secretary TUI, and Mr John Campbell, Chairman of Co Donegal Branch and Manus Brennan Area Rep TUI.



TUI Professional Development Programme

PRE-RETIREMENT TRAINING

The following pre-retirement seminar has been scheduled. We already have a large number of bookings for this seminar so places are very limited. However, if you are interested in attending and have not yet applied, please complete this form and we will do our best to accommodate you.

DATE	LOCATION	VENUE
26th & 27th Feb. 2009 5:30pm – 9:00pm 9:30am – 4:00pm	Tullamore (1½ day)	Tullamore Court Hotel, Tullamore, Co. Offaly

*** Note:** PLEASE COMPLETE ALL DETAILS ON THE FORM BELOW

APPLICATION FORM	
Name	
School Name and Address	School Telephone
Home Address	Home Telephone
Fax Number	E-Mail Address

Please send completed form to:

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

Telephone: (01) 492 2588 Fax: (01) 492 2953

E-mail: josullivan@tui.ie

Retired Members' Association News

A very happy new year to all our members and to those of you who will be retiring and joining us this year. Last year was a good year for us but this year looks like it could be problematic. However, we don't intend to dwell on the negative - the fact that we are alive and looking forward to the events of this year should help us to remain bright and cheerful.

This leads me to our spring outing which, as we have already indicated, is to Newcastle, Co Down. We will be staying in one of Northern Ireland's leading hotels the Slieve Donard Resort and Spa. The dates for this outing are the 23rd to the 26th March. The cost is £90 pps and includes breakfast and dinner - that is £270 for the three nights - there is a single supplement of £20 per night which would make it £330 for the three nights. A deposit must be paid to the hotel to book this, forms have been sent out but if you have not received one just phone me or Dora.

On March 24th there will be a tour of Belfast and on the 25th a tour of the Antrim Coast and Glens. We will have our own dedicated coach for these tours and an on-board guide for the two days. This will cost 50 per person and must be booked before March 10th. All this information and more is included in our booking form - again, get in touch if you have not received one.

After that you can look forward to our AGM which will be held in Galway this year, more details on this later.

I have had a lot of correspondence about the Medical Card and about the 1% Levy. I'm afraid it's all bad news. Yes, if you lose or do not get the Medical Card, you will continue to pay the 2% Medical Levy. I understand that any pensioner who holds or whose spouse holds a Medical Card from another European country will continue to receive benefit.

The 1% Levy is applied to all payments paid on and after the 1st January. Thus pensioners who receive the 2% pension increase in January or later will have the 1% levy applied to these payments even though they were backdated to September and were payable in December. All Community and Comprehensive pensioners and some VEC pensioners were paid in December but I know from correspondence that many of you were not paid yet.

Unfortunately you will be deducted the 1% levy on money due from last year but paid this year.

In November I attended a post retirement function held in Donegal and organised by the local Community and Comprehensive TUI Branch. This is a biannual function and is very well attended. It is an event that should be organised by every TUI Branch for retired members. It is a great shame for teachers who have dedicated their lives to teaching and have been a member of a Teachers Union for all that time to suddenly disappear without as much as a farewell from their colleagues. Great credit is due to the Donegal Branch and to Manus Brennan and his committee for their initiative. There were at least fifteen retired teachers who were honoured by their colleagues on that night in Donegal each receiving a lovely hand crafted gift as a reminder of their service to the community.

While on the topic of branches I would like to remind you that Branches are recommended to pay the first year subscription to the RMA for each teacher retiring in the Branch. Some Branches are very organised and do it automatically but I'm afraid that most do not. If you are retiring please advise your Branch and suggest that they pay your first year subscription, you never know they might even be prompted to organise a function for you too.

Christy Conville

Secretary.

Hibernia College

Commencing
February 23rd

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Bite-size Accredited* CPD - *At Last!*

Hibernia College now offers two new online CPD courses for teachers

Engaging with i-learning

i-Learning sets the individual learner at the heart of the learning process with the ability to access learning resources with the assistance of technology. This course critically engages with current systems and practice in i-learning and examines how this relates to learning theories and student engagement.

Foundations in supporting additional learning needs

This programme will empower teachers to maximise their instructional skills so that children with additional learning needs may be given opportunities for success while being part of the regular classroom.



These self contained courses form part of range of new Hibernia College CPD modules that build towards accredited postgraduate awards, each course representing 5 ECTS credits. Courses are completed online with each one consisting of 10 weeks of downloadable multimedia lectures and live online tutorials.

Key Facts

- Assessment by written submitted reports
- Focus on application in the Irish classroom
- Delivered by experienced educators
- Cost per course: €490
- Duration: Feb - April 2009

* Subject to final accreditation

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www.hiberniacollege.net/cpd

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