



TEACHERS' UNION OF IRELAND / AONTAS MÚINTEOIRÍ ÉIREANN

# n e w s

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**TUI members vote to accept  
Croke Park Agreement**

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**TOMI RIECHTENAL WITH LARKIN COLLEGE STUDENTS**

## Concentration camp survivor launches resource pack for schools

'Till the Tenth Generation', the story of Tomi Reichental, survivor of Bergen-Belsen concentration camp was recently launched in Larkin College, Dublin. Copies of the DVD documentary and a CD of teaching materials have been sent to every post primary school in the Republic by the Holocaust Education Trust Ireland, which educates and informs about the Holocaust in order to address anti-Semitism and all forms of racism and intolerance in Ireland. See [www.hetireland.org](http://www.hetireland.org) for further details and resources.



**TOMI RIECHTENAL ADDRESSES STUDENTS AT LAUNCH OF 'TIL THE TENTH GENERATION'**



**Bernie Ruane**

President  
[president@tui.ie](mailto:president@tui.ie)

**Denis Magner**

Vice-President

**Peter MacMenamin**

General Secretary  
[pmacmenamin@tui.ie](mailto:pmacmenamin@tui.ie)

**EDITORIAL**

**Annette Dolan**

Deputy General Secretary  
[adolan@tui.ie](mailto:adolan@tui.ie)

**Declan Glynn**

Assistant General Secretary  
[dglynn@tui.ie](mailto:dglynn@tui.ie)

**John MacGabhann**

Assistant General Secretary  
[jmacgabhann@tui.ie](mailto:jmacgabhann@tui.ie)

**John O'Reilly**

Assistant General Secretary  
[joireilly@tui.ie](mailto:joireilly@tui.ie)

**Bernie Judge**

Education & Research Officer  
[bjudge@tui.ie](mailto:bjudge@tui.ie)

**Hilary O'Byrne**

Administrative Officer  
[hobyrne@tui.ie](mailto:hobyrne@tui.ie)

**Conor Griffin**

Press & Information Officer  
[cgriffin@tui.ie](mailto:cgriffin@tui.ie)

**Íde Ní Fhaoláin**

National Branch Organiser  
[inifhaolain@tui.ie](mailto:inifhaolain@tui.ie)

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TUI News is published by the  
**Teachers' Union of Ireland.**  
 Aontas Múinteoirí Éireann,  
 73 Orwell Road, Rathgar, Dublin 6.

**T: 01-492 2588 F: 01-492 2953**  
**E: [tui@tui.ie](mailto:tui@tui.ie) W: [www.tui.ie](http://www.tui.ie)**

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TUI PRESIDENT, BERNIE RUANE

The outcome of the ballot on the Croke Park Agreement is one of reluctant acceptance. There is nothing in the agreement that we like, it is just that members felt it is the only option now. It is better than the alternative which was the continued threats of more pay cuts and redundancies. Members voted for the agreement out of fear of the alternative and not out of any desire to embrace the proposals. The implementation of these proposals at second level and third level will be discussed by the Executive Committee. No local discussions should commence pending these discussions.

This is a particularly harsh agreement and it is obvious from its requirements that its drafters live in a world far removed from schools, colleges and students. In this agreement there is no acknowledgement of the huge amount of time given by members to extracurricular activities. The mind or machine that designs spreadsheets clearly cannot recognise the huge spirit of volunteerism among our members who work tirelessly already during their free time to foster a love of learning, sport, music and culture among their students. Third level lecturers are already meeting students in their free time on a one-to-one basis, yet this agreement gives no recognition to this practice. This new Government must heed our warning that if they continue to ignore this voluntary work that they will reduce schools and colleges to establishments where book-balancing takes precedence over delivery of a quality educational service. Our education system should be analysed by the quality of the graduates it produces and not by how the figures balance on an Excel sheet.

A new Government has been elected. It is early days yet but we soon expect to meet with the new Minister for Education and Skills Ruairí Quinn. We congratulate him on his new position and we hope to have a

fruitful working relationship with him. Congress is rapidly approaching and will be addressed by the new minister. We hope that he will be able to tell us that investment in education is the way forward and that he will action this statement by making it a priority.

TUI will ask the minister not to implement the €200 fee for PLC courses which was proposed by a now deposed and disgraced Government. This measure would merely ensure that those who have little end up having even less. TUI will expect that this Government will make a more committed effort to cherish all the children and adult learners of this nation equally. Much needs to be invested in Further Education. This investment cannot come from the pockets of those already on the breadline and who are hoping to advance themselves by availing of Further Education. We now have over 180,000 adult learners. We have 38,000 in the PLC sector alone. Many of these students need a second chance. The state has failed many of these learners already and we cannot allow them to be failed again.

At second level, there is an increase in discipline problems in classrooms. TUI is not surprised by this considering the huge number of year heads who have retired and who have not been replaced. It should be obvious to any Government that schools dealing with large classes and significant numbers of disadvantaged students cannot work effectively without a structure in place where each year has a post holder to take charge of discipline, pastoral care and attendance. Lack of these structures inevitably leads to an increase in the drop-out rate and an increase in bullying and unacceptable behaviour which interferes with the learning opportunities of all students. The fall-out from the dismantling of the post system will have a huge long-term cost to the state not to mention the cost of the

theft of learning opportunities from our future citizens.

Education requires investment if it is to flourish. This means investing in the educators as well. The new pension proposals and pay scales for new entrants to teaching must be opposed. It is an injustice that colleagues should be expected to work alongside each other for inferior pay rates and inferior pensions.

I have received several queries from members regarding the Teaching Council and the expenses incurred by new entrants to the teaching profession in relation to the checking of their qualifications. One member had to pay €400 to have qualifications checked even though he qualified in Ireland and provided all the proof himself. Others have asked why the facility to pay the fee by deduction at source was stopped and have said that they find the €90 fee a heavy expense and are wondering exactly how it benefits them. If you have any comments or queries on this issue please let us know.

TUI applauds the High Court for awarding sizeable damages to a former TUI member who was bullied and harassed by her principal. This was an appalling case of aggravated bullying and harassment of a hard working teacher and we applaud her courage and wish her all the best in the future. Other members should be encouraged by this outcome and the message must be delivered loud and clear that bullying and harassment will not be tolerated in the workplace or anywhere if we are to claim that we live in a civilised society.

A handwritten signature in black ink that reads "Bernie Ruane". The signature is written in a cursive, flowing style.

Bernie Ruane, President

# Croke Park Agreement accepted at both second and third level

Yet again the members have spoken.

In separate ballots, second level members have voted to accept the Croke Park Agreement by a margin of 75% to 25% while third level members voted in favour by a margin of 55% to 45%.

The appalling choice facing members was between a worsening of their conditions of service or the threat of further pay cuts and compulsory redundancies. For many it was a choice between the bad and the worse. There was nothing in any way beneficial to members in the proposals which emanated from the Croke Park Agreement. Each and every aspect of the details was leading to a worsening of their situation. However, the membership has decided that rejecting these proposals would have led to an even worse scenario. It almost certainly would have led to more pay cuts in the near future and to the threat of compulsory redundancies. These threats had already been made by the Department of Education and Skills to some members at both second level and third level.

The discussions on the Croke Park Agreement were finalised on January 14th. However, the Executive Committee decided to wait until the aftermath of the General Election rather than hold the ballot during the time of the election. This was a correct strategic decision in that the Executive Committee was in a position to establish the views of the new Government in respect of the agreement. Very shortly after its formation, the new Government announced that it would seek to implement the agreement insofar as it can and with this information the Executive Committee decided to conduct a ballot.

While the result of the ballot is one of acceptance of the Croke Park Agreement, this must be seen as a very reluctant acceptance. There is a serious concern that the overall quality of the education service is not being well served by the demands of the agreement. In particular in the IoT sector where we must express extreme concern that the additional



demands will drive down quality. Teaching in Higher Education is a hugely demanding job with far more than just delivering a lecture involved. The contract for the lecturer lists no less than twenty additional demands on the lecturer over and above actually delivering classes. An additional two hours lecturing represents far more than two hours work and most members who have expressed concern at this demand have done so in the name of quality and in the name of service to students. It is worth noting that the international norm for lecturing at higher education is between 10 and 12 weekly hours. In making this demand on lecturers the Government is driving down standards.

There had been calls for a Special Congress. However, many branches expressed the view that once the negotiations had concluded that the time had come to ballot. In any event, the previous decisions in relation to a Special Congress had been superseded by the November ballot whereby, through an 84% majority, the Executive Committee was mandated to open discussions with the Department of Education and Skills on the content of the Croke Park Agreement and to bring whatever was the result back to a ballot of the full membership.

The Executive Committee decided to ascertain the views of both second level and third level members separately. The reason for this unusual step was that the fact that the demand by the Government side was so different for both sectors. The demand on our members in Institutes of Technology was significantly more onerous than the demands on second level teachers. This is clearly reflected in the differential result and the narrowness of the “Yes” vote in third level.

The Executive Committee has decided, and has informed the official side during the discussions, that in the event of Government not being in a position to continue to support the Croke Park Agreement and wishing to implement the clause relating to unforeseen economic circumstance that the Executive Committee will absolutely reserve its right to withdraw all of the concessions which have been made under this agreement. The agreement states that its implementation (by both sides) will depend on there being no unforeseen economic circumstances. It is the clear view of the Executive that in the event of the agreement collapsing that it collapses on all sides.

# TUI congratulates Ruairí Quinn on appointment

TUI has congratulated Ruairí Quinn on his appointment as Minister of Education and Skills and looks forward to working with him on the onerous task of continuing to build our education service in the interests of all our young people.

“There is a lot to do in terms of bringing about a fairer and more equitable education system and also one which will bring our country out of recession and into the future,” said TUI general secretary Peter MacMenamin. “Even in the current climate, this will require targeted investment. We look forward to meeting with the new Minister in the near future.”

Ruairí Quinn was born in 1946 and educated at Saint Michael's College, Ballsbridge, Blackrock College and UCD. He won a council seat on Dublin

Corporation at the local elections in 1974 in his own ward and took a leading role in the Labour Party group on the city council.

In 1982 he became Minister of State at the Department of the Environment. Between 1984 and 1987 he served as Minister for Labour. From 1986 to 1987 he was appointed Minister for the Public Service, held in addition to the Labour portfolio. In 1989 he became deputy leader of the Labour Party.

In the Fianna Fáil/Labour Party coalition government of 1993–1994 Quinn became Minister for Enterprise and Employment. The following year he became Minister for Finance in the Fine Gael, Labour Party and Democratic Left "Rainbow Coalition" government.



RUAIRÍ QUINN

Between 1997 and 2002 Quinn served as party leader. At the 2007 general election, he was returned to the 30th Dáil and became Labour Party spokesperson on Education and Science in September 2007.

In September, 2010, Quinn was appointed the Labour Party's national director of elections for the 2011 General Election by Eamon Gilmore. He was elected to the 31st Dáil and on 9 March 2011, Quinn was appointed Minister for Education and Skills in the new Fine Gael/Labour coalition government.

## Workplace Committees

The Branch Organiser, Íde Ní Fhaoláin, continues the work of setting up Workplace Committees in schools, in colleges and in other educational centres throughout the country. This work is on-going by

- (i) attendance at numerous Branch meetings
- (ii) training in a number of Branches with Branch Officers and School/College reps, on setting up and running Workplace Committees and
- (iii) visits to individual schools and colleges.

Íde will continue to deliver training and guidance to Workplace Committees.

If any Branches/Workplace would like her to visit them, please contact her at [inifhaolain@tui.ie](mailto:inifhaolain@tui.ie) or contact Cathy Glavey at [cglavey@tui.ie](mailto:cglavey@tui.ie) or at 01 4922588.

## Recruitment and Membership

A recruitment campaign is being proposed and planned for September/October 2011. The Workplace Committees can play a vital role in the recruitment of new members as the members of those committees are in the best position to identify who the new members of staff are and who the non-union members of existing teaching staff are, who should again be approached and encouraged to join TUI. This work is now extremely important as there is growing evidence from visits to schools throughout the country that there is a significant number of teachers, especially new staff, who are not joining TUI because they have not been made aware of the importance of TUI and its relevance to their working lives.

Student teachers continue to be recruited, as has been the case in previous years. Talks were delivered at nine Teacher Training Colleges by Officials from Head Office, in this academic year to inform students why they should join the TUI on taking up a teaching post as employees of a VEC, of Community and

Comprehensive Schools and of the Institutes of Technology. Student membership of TUI was granted to the students, free of charge, on completion of an application form during those visits, as well as a free USB drive. All student applicants will be automatically entered in a draw in June 2011 for a laptop and other prizes. These student applicants will be given a TUI membership card when all the applications have been processed at Head Office in April 2011 and will be requested in an accompanying letter that they apply for full TUI membership online if and when they take up paid employment in any school, college or centre.

Online application for membership of TUI is now available at [www.tui.ie](http://www.tui.ie). The online application form is simultaneously received by Head Office and by the Secretary/Treasurer of the Branch; a DAS form is also sent to the applicant from Head Office. The application is then processed, as heretofore, through the Branch. Please encourage all members in your work place to join TUI now.

# Redeployment in place of no compulsory redundancies

Under the Public Service Agreement (PSA), there is a guarantee that there will be no further pay cuts and no compulsory redundancies of permanent/CID staff for the duration of the agreement. A redeployment scheme forming part of the PSA will apply to permanent/CID post primary teachers surplus to requirements. It will also apply to other persons (including the Visiting Teachers for Travellers) employed as teachers in a permanent /CID capacity who are surplus to requirements.

A surplus situation arises when a school/VEC has in its employment one or more teachers in excess of its allocation, subject to that surplus representing more than 1% of the overall allocation of the school/VEC.

## 170 surplus posts

While no teachers are being redeployed out of post primary schools in the VEC sector, there are around 170 teachers surplus to requirements in schools in the post primary sector. The majority of these surplus posts are in voluntary secondary schools with a small number of surplus posts in Community and Comprehensive Schools.

## Identifying a teacher for redeployment

When a school is deemed surplus to requirements the school/VEC should consider the most junior teacher for redeployment in the first instance.

If the school /VEC concludes that it is not possible to cope without the most junior teacher then it should consider whether or not it is possible to cope without the second most junior teacher. The school/VEC will then move on to review the position of each teacher in reverse

order of seniority until such time as it reaches a nominee whose redeployment can be coped with from within existing resources.

It is of vital importance that the school/VEC identifies the teacher to be nominated for redeployment in the manner outlined above. In addition, the teacher identified for redeployment should be given a statement by the school setting out the basis for its decision and why given the curricular needs of the school that the teacher in question was nominated rather than the most junior teacher.

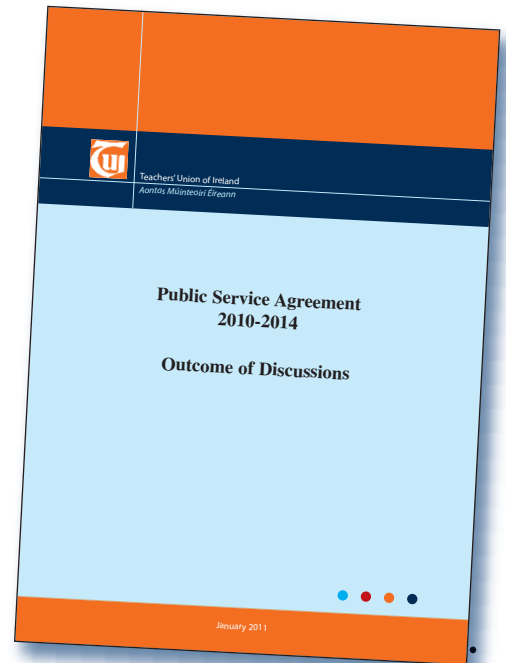
## Appeal process

If a teacher is of the view that they have been unfairly selected for redeployment, they are entitled to appeal to the director of the redeployment scheme through the union. Such members are also advised to invoke the TUI/ACCS grievance procedure.

The redeployment process is new and it is therefore of vital importance that teachers selected for redeployment seek guidance and assistance from TUI if they are of the view that they were unfairly selected for redeployment.

In advising members who have been selected for redeployment, a range of issues have been brought to our attention including:

- The issue of redeployment not having been considered by the Board of Management
- Lack of awareness and understanding of the process because management of the school had not advised staff of the redeployment process



The system of reverse seniority was allegedly unfairly applied

- That retirement of staff had not been factored into the process

## Addressing the concerns of fixed term teachers

As a union we are particularly mindful with regard to the concerns of fixed term teachers. TUI is of the view that the only vacancies which should be identified as part of the redeployment process are those in which there are no current incumbent teachers. It is the view of TUI that where a post is held by a fixed term teacher, either part time or whole time, that this person has an entitlement to continuation in their employment, subject to the continuation of the work in question. Any attempt to displace an incumbent teacher will be strongly contested by TUI.

**YOUR CHANCE TO WIN A LUXURY HOLIDAY TO THE CARIBBEAN!**

**TO ENTER THE DRAW LOG ON TO [www.cornmarket.ie](http://www.cornmarket.ie)**

Terms and conditions of prize draw available on the Cornmarket website. Cornmarket Group Financial Services Ltd. is regulated by the Central Bank of Ireland. Irish Life & Permanent plc is regulated by the Central Bank of Ireland. Telephone calls may be recorded for quality control and training purposes.



**CONGRESS ORGANISING COMMITTEE.**

BACK ROW (L-R) MICHAEL GILLESPIE, PAT DALY, SEAN KENNEDY, TONY HANLON, DAITHI SIMS, NOEL KELLY, MAUREEN FALVEY, LES BEGLEY.

FRONT ROW (L-R) ANTHONY DINEEN, KAREN HARTY, DAN JOE CAHILL, HILARY O' BYRNE, LEONARD O' DONNELL, MICHAEL HENNESSY. (NOT PICTURE – PATRICIA CASSIDY)

## ANNUAL ELECTIONS 2011

### VICE PRESIDENT

There were two candidates for the position of Vice-President:

Tom Creedon, Waterford City Branch  
Denis Magner, Co. Offaly Branch.

Following an election, Denis Magner was re-elected as Vice-President.

### AREA REPRESENTATIVES

The following have been elected as Area Representatives from Annual Congress 2011

**Area 2** Roscommon, Longford, Westmeath and Offaly  
**Denise Kennedy,**  
Co. Westmeath Branch

**Area 4** Wexford, Co. Waterford, Waterford City, Tipperary SR and Kilkenny  
As no nominations were received by the closing date further nominations are currently being sought.

**Area 6** Dublin County, Borough of Dun Laoghaire  
**Gerard P. Craughwell,**  
Dun Laoghaire Branch

**Area 8** Sligo County, Leitrim and Donegal  
**Michael White,**  
Co. Sligo Branch.

**Area 10** Dublin City  
**Paul Whelan,**  
Dublin City PP Branch.

**Area 12** Community and Comprehensive Schools in Counties Donegal, Galway, Leitrim, Longford, Mayo, Roscommon, Sligo, Westmeath  
**Mary Geraldine Shevlin,**  
Conamara Branch

**Area 14** Community and Comprehensive Schools in Counties Carlow, Clare, Cork, Kerry, Kilkenny, Laois, Limerick, Offaly, Tipperary, Waterford, Wexford  
**Michael Gillespie,**  
Birr-Gallen Branch

**Area 16** Third Level Colleges – Dublin City  
As no nominations were received by the closing date further nominations are currently being sought.

**Area 18** Third Level Colleges – Donegal, Sligo, Leitrim, Longford, Roscommon, Westmeath  
**Dermot Duffy,**  
Athlone IT Branch

### SECURITY FUND COMMITTEE

The following have been elected to the Security Fund Committee

**Claus Derenda,** IT Carlow Branch  
**Paudie Palmer,** Co. Cork Branch  
**Enda Cawley,** Co. Sligo Branch

## Congress Crèche

A Crèche under professional supervision will be provided at Congress 2011 in the Brandon Hotel.

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

Copies of the Crèche Form are available from:  
Patricia Cassidy  
Email:  
cassidy\_patricia@hotmail.com  
Mobile: 086-3911737

Copies of the form are also on the TUI website – [www.tui.ie](http://www.tui.ie)

There are still a limited number of places available in the crèche. If you have not already booked a place in the Crèche for your child(ren), please return your completed forms immediately to Patricia. Please insert "2011 Congress Crèche" in the subject line of emails.

Due to HSE regulations the number of children in the crèche will be limited.

# Institute News

## IoT IR Forum – still not effective

As Branches and members are aware, the functioning of the Institutes of Technology Industrial Relations Forum has over recent years been unsatisfactory, to say the least. In successive years Annual Congress of the union has expressed its concern about the lack of progress at the Forum in relation to claims lodged by the union. For a period of time during 2009, the Forum was effectively prorogued as the official side refused to engage on the basis – spurious in the view of TUI – that the union was engaged in inappropriate industrial action in the form of directives. Following the intervention of the Chair of the Forum an agreement was reached that allowed the re-commencement of Forum meetings in autumn 2009. The agreement limited the official side and the union to two agenda items each per meeting, the theory and hope being that this would ensure that agendas were completed and that agenda items would be allocated a fair share of meeting time. A schedule of meetings was agreed for the calendar year 2010 and three meetings of the Forum and two of its sub-committee were held.

## Issues before the Forum

The union prioritised the longstanding issue regarding the implementation of Labour Court Recommendation 18366, the union's claim in respect of examination related payments and the application of the Rights Commissioner decision regarding incremental credit for unqualified staff. The union also sought a review of the fixed-term circular letter/s to take account of developing case law and to close demonstrable gaps between



the circulars (CL 93/2007 etc.) and the legislation - Protection of Employees (Fixed-term Work) Act 2003. The official side pursued the matter of the QAI Form and was also open to a review of the fixed-term circular letters.

## Obstructive management – a disservice to Institutes

While somewhat less fractious than heretofore, Forum meetings, since their recommencement, have been largely unproductive and have done little to restore the credibility of the forum and its processes. It is the union's perception that the official side has deliberately chosen to be obstructive at every point and that its demeanour suggests a contempt not just for the union but also for the IR process. It is worth noting that the interests of the Institutes are not being well served by the routinely and perversely hostile attitude of the official side, and IoTI in particular. It is no coincidence, that in the absence of an effective Forum, local disputes arise and result in local industrial action being required.

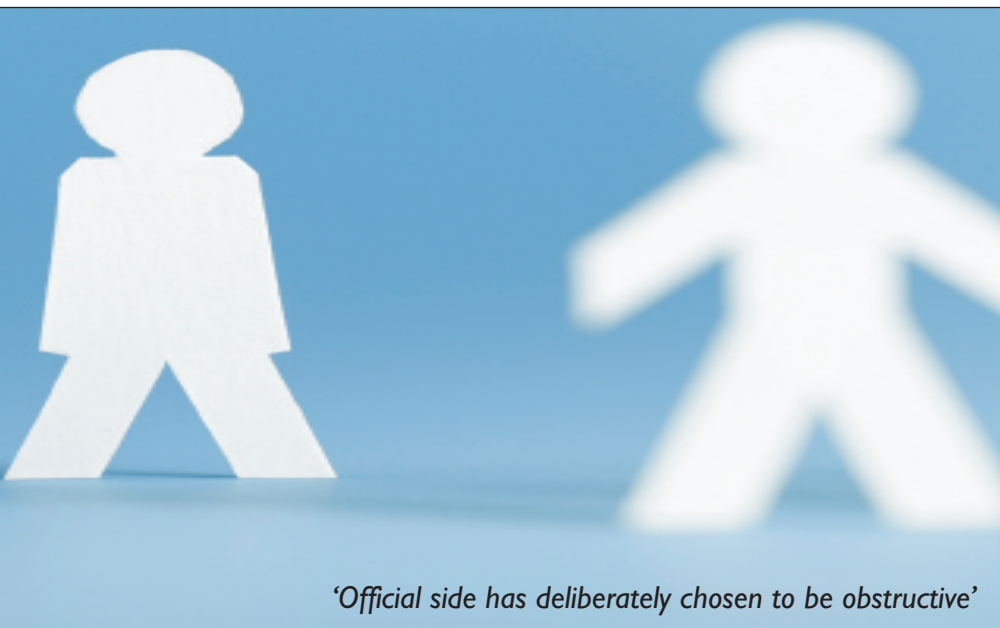
## Union addresses Forum's inadequacy

In the hope of securing an industrial relations process that enjoys the trust of members, the union has again addressed the dysfunctionality of the Forum. We would wish to have a functioning forum that deals fairly and expeditiously with issues brought before it and that assists in achieving sectoral coherence. However, our patience is not inexhaustible.

## Abuse of fixed-term lecturing staff – beware the hourly-paid con job

Are you a fixed-term lecturer/Assistant Lecturer? If your position is not permanent (either by way of a permanent whole-time contract or a contract of indefinite duration) and you have either part-time or full-time (timetabled) hours you are a fixed-term worker. As a fixed-term worker you have rights under employment legislation. You have a right to a statement of terms and conditions of employment. You have a right to a pro-rata contract if





*'Official side has deliberately chosen to be obstructive'*

you are qualified for the position you hold.

You have a right to placement on the incremental scale.

You also have a right to move from fixed-term work to permanency, by means of a contract of indefinite duration, once you commence your fifth twelvemonth of successive employment with the employer, provided that no valid objective grounds for fixed-term renewal were set out in writing in or with the preceding fixed term contract.

The union is concerned that some members have been unfairly denied pro-rata fixed-term contracts and have been given hourly paid contracts instead. The effect of this is that those members are on a significantly lower income that should be theirs, are being denied access to the incremental scale and are being treated for the purposes of gaining entitlement to a CID as if the years of hourly paid service don't count.

### **“Teaching only” contract – a contradiction in terms**

Those Institutes that abuse their staff in this way tend to claim that lecturers with hourly paid contracts are employed and required only to teach. The hourly paid contract, they claim, is a “teaching only” contract. This, of course, is a contradiction in terms. Lecturing/teaching involves a great deal more than mere delivery of a lesson/lecture. Any given hour of lecturing requires a multiple of that hour in preparation, reflection, assessment, research and other forms of necessary, indeed inevitable, professional engagement. Those who suggest that a lecturer has a “teaching only” contract betray a fundamental ignorance of the profession, care little about the quality of the service provided to learners and are motivated, it seems, solely by an obsession with cutting costs regardless of consequence.

If you are being abused by your employer, if you are being robbed blind, if your professionalism is being insulted, contact your local TUI Branch officers and provide them with a full written narrative of your employment with the Institute and copies of all relevant documentation.

### **Apprenticeship**

The continuing decline in the number of newly registered apprentices is a matter of grave concern to the union. Insofar as members are affected in terms of their employment, the general advice offered by the union is that opportunities to re-train and re-focus should be availed of and where such opportunities are not currently available they should be sought. Optimally, such opportunities should represent a balance between the wishes of the members concerned and the defined needs of the Institute.

### **The plight of the unemployed apprentice**

The union has raised with the Department of Education and Skills and with the HEA the plight of unemployed apprentices, of whom there are in excess of 7,000. These young people find themselves in the invidious position of not being able to complete their apprenticeship because they are no longer employed and, therefore, through no fault of their own, cannot satisfy the requirements of the on-the job phases. Failure by Government to resolve their predicament would constitute a form of discrimination. Full-time students in Institutes or Universities would not be similarly beached. They are facilitated - as is right and proper - in completing their studies, in acquiring the desired qualification. Not so the apprentice who is made unemployed. The TUI has repeatedly advised that the expertise available in the Institutes should be used to craft an imaginative, effective solution and that unemployed apprentices should be provided with accredited bridging phases that would count towards completion of their apprenticeship.



## ***DIT's Learning, Teaching & Technology Centre (LTTTC) is now accepting applications for our three postgraduate programmes:***

### ◆ **Postgraduate Diploma in Third Level Learning & Teaching DT906:**

The aim of this one year programme is to equip participants, who already have teaching responsibilities, with the requisite knowledge and skills to be more effective and competent lecturers/trainers. The focus of the programme is on the development and demonstration of good practice in the design, delivery and evaluation of curricula.

For further information, contact the programme co-ordinator: Martina Crehan, [martina.crehan@dit.ie](mailto:martina.crehan@dit.ie)

### ◆ **MA in Higher Education DT913:**

The MA in Higher Education is structured around key areas in third level education and enables participants to deepen their knowledge, develop their research skills and apply these skills to their educational interests and specialist areas. It is aimed at professionals working in the third level sector. This programme is delivered part-time over 2 years so that participants can fit study around work and other commitments.

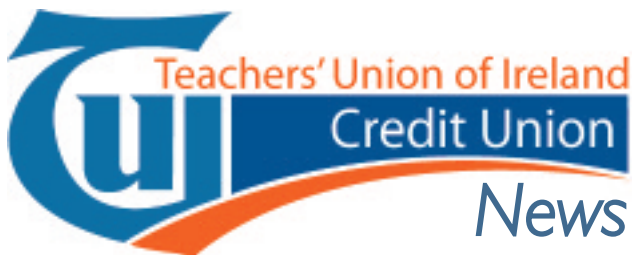
For further information, contact the programme co-ordinator: Dr. Marian Fitzmaurice, [marian.fitzmaurice@dit.ie](mailto:marian.fitzmaurice@dit.ie)

### ◆ **MSc Applied eLearning DT580:**

MSc Applied eLearning: This 2 year part-time MSC will enable participants to develop the pedagogical, cultural and technical skills needed to design, deliver, support and evaluate appropriate eLearning opportunities in their workplace context. It aimed at a wide variety of academics and industry professionals with an interest in eLearning practice.

For further information, contact the programme co-ordinator: Dr. Roisin Donnelly, [roisin.donnelly@dit.ie](mailto:roisin.donnelly@dit.ie)

***Detailed information on programmes can be accessed at <http://lttc.dit.ie/lttc/programmes/>***



### ***“Things are looking up”***

Well the spring is here and the summer is not far behind. If you are thinking of summer holidays or changing your car, our interest rates are now the best around at **7.59% standard interest rate and 5.99% within shares**. All the major financial institutions are pushing up their rates and forecasts predict that they will go even higher. Your TUI Credit Union will hold our interest rates as low as possible for the benefit of our members.

### ***TUI Congress:***

Visit our stand at the **TUI Congress** and you are welcome to **join the TUI Credit Union** if you are not a member or **take out a loan** at our very competitive rates. Staff members at our stand are more than willing to assist you in any way they can.

### ***Dividend:***

Thanks to everyone who attended this year's AGM. A dividend rate of 1.5% was passed by those present and has now been added to members' accounts. This is one of the best rates paid by any Credit Union in the country.

### ***Winner of the new members' draw:***

**Richard Byrne**, Lattin, Co Tipperary, who teaches at Bridgetown Vocational School Co Wexford was the lucky winner of the hamper **that included a 32” flat-screen TV**.

### ***Confined Members Draw:***

#### **January 2011 draw:**

- 1st Catherine Frazer of Co Sligo (car)
- 2nd Anthony Campbell of Dublin, €1500
- 3rd Ann Mulcahy of Co Tipperary, €1000
- 4th Michael Tobin of Co Tipperary, €500

#### **February 2011 draw:**

- 1st Helen Basquel of Dublin, €1500
- 2nd Lorcan Murphy of Co Kerry, €1000
- 3rd Aine Holt of Dublin, €500



CATHERINE FRAZER  
JANUARY WINNER

# Draft Policy on the Continuum of Teacher Education - TUI's response

The continuum of teacher education describes those formal and informal educational and developmental activities in which teachers engage, as lifelong learners, during their teaching career. It encompasses initial teacher education, induction, early and continuing professional development and, indeed, late career support, with each stage merging seamlessly into the next and interconnecting in a dynamic way with each of the others.

*(Draft Policy on the Continuum of Teacher Education, Teaching Council, 2010)*

The Draft Policy on the Continuum of Teacher Education was published by the Teaching Council in December 2010.

While a welcome and somewhat overdue development, this comes at a time of enormous restraint in public spending. TUI is mindful of the current context in which teachers are being expected to give more for less.

In general terms the draft policy paper is encouraging as it indicates a broad and comprehensive understanding of teaching and a strong vision for teacher education. The TUI response posed some critical questions for further clarification and exploration because if progressed to implementation some of the ideas will have wide ranging implications for teachers' professional practice and working conditions. Points addressed by the TUI fall under the following headings: general, initial teacher education (ITE), induction and continuing professional development (CPD).

## General

Key areas of concern include:

- The teacher as lifelong learner, engaging in formal and informal educational and development opportunities throughout their career.
- Emphasis on the reflective, collaborative practitioner.
- Portfolio building as a key support mechanism for lifelong learning – the Why, What, How and Who will have access to this?
- Formal certification of learning activity - a deterrent or incentive?

## Initial Teacher Education (ITE)

ITE must be seen as a foundation to be built on throughout a career. Ideas of special concern to TUI include:

- Selection procedures and raising of entry level for Mathematics.
- School placement with additional structured support and all recognised schools hosting a placement.
- All teachers being able to teach and assess the literacy and mathematics competence of students.
- Duration of ITE programmes and awards as partial fulfilment of a Master's Degree.

## Induction for Newly Qualified Teachers (NQTs)

Commitment to ensuring strong induction support into the future is acknowledged. TUI sees emphasis on mentoring by an experienced teacher and provision for planning and reflection by the NQT as among the most critical dimensions of induction. Particular concerns for TUI include:

- Availability to all newly qualified teachers irrespective of employment status.
- Access to induction in the year of entry to the profession or on transition to another school.
- Multi-faceted induction involving significant changes in work practice for some teachers (mentoring, classroom observations).
- Completion of induction as a requirement for full registration with the Teaching Council.
- Preserving the appropriate distinction between induction and probation.
- Maintaining the right focus - knowledge, skill and capacity for enquiry-oriented learning and reflective practice.
- Designing of programmes through a consultative process involving experienced teachers and school management.
- Opportunities for and demands of accreditation.

## Continuing Professional Development

New opportunities for CPD are important in terms of focus, approach and content. Issues of particular concern to TUI include:

- CPD – as a right and a responsibility
- Linkage to renewal of registration.
- Responding to CPD needs in a timely fashion and appropriate manner.
- Preserving the integrity of the school year and what is understood by this.
- The life long portfolio of learning.
- Retaining the facility for leave of absence to pursue study.
- The link between CPD and school development and improvement.
- A school professional development plan every three years.
- Accreditation of learning and the role of additional qualifications in career structures.
- Attention to up skilling needs within the teaching profession

Importantly, the draft is quite explicit with regard to the need for resources to support implementation of the suite of ideas being proposed. Some re-orientation of available resources may be possible to move towards the wide ranging, sophisticated system implied in the draft. However, a more forthright opening statement on the absolute necessity of a government commitment to additional resources to ensure implementation is necessary. In addition, resource implications at school level should be highlighted in more detail.

Finally, TUI questions the approach of developing one policy paper addressing teacher education at all levels. This does not give sufficient attention to the different nature of teaching at various levels. In particular, the draft paper does not include sufficient reference or sensitivity to further education or to the differences between primary and post-primary contexts. These issues need to be addressed with greater clarity in further editions of the policy statement for the continuum of teacher education.

**Intensive public dialogue about these ideas is now underway. The full TUI response is available on the TUI website at [www.tui.ie](http://www.tui.ie). The Teaching Council plans to finalise a policy statement by early summer. Please let TUI Head Office know your views by sending them to [bjudge@tui.ie](mailto:bjudge@tui.ie)**

# TUI's response to *Better Literacy and Numeracy for Children and Young People*

## *A Draft National Plan to Improve Literacy and Numeracy in Schools*

A national plan aimed specifically at improving literacy and numeracy levels across the system represents a significant landmark in Irish education provision. Its justification is grounded in evidence from existing national assessment tests for reading and maths and from international comparative tests that point to, at best, a static or downward trend in reading and maths competence among Irish young people. Strong anecdotal but consistent commentary from employers and third level personnel in recent years also suggests that many young people lack sufficient command of functional literacy and numeracy on leaving school. Therefore, the need for a strong national policy and appropriate and effective corrective action must be respected and acknowledged by all stakeholders. Notwithstanding support in principle for many of the ideas set out in the draft plan, TUI has identified a number of critical issues and concerns which require deeper exploration and refinement.

### Definitions, targets and actions

The introduction to the draft plan suggests a broad, insightful and modern definition of literacy and numeracy. But TUI believes this is quickly replaced by a more limited and confined approach. Developing literacy clearly refers to one language only and digital literacy in terms of basic techniques and competence, so central to modern communication, and its potential to support language and numeracy development and deeper learning receives little attention. As the plan evolves, definitions, actions and targets must embrace the widest, most modern approach to developing and improving standards in literacy and numeracy, reflecting the complexities of the multilingual context, as well as the technological digital age, in which we now operate.

There is no doubt a concerted national effort is now needed and a multifaceted approach is required to address the full range of factors and issues that affect student engagement, progress and achievement. TUI was therefore disappointed that the draft plan as a whole located the issue of improving standards almost exclusively in the domain of teaching, with most targets and actions directed primarily towards schools, teachers and teaching. There is little

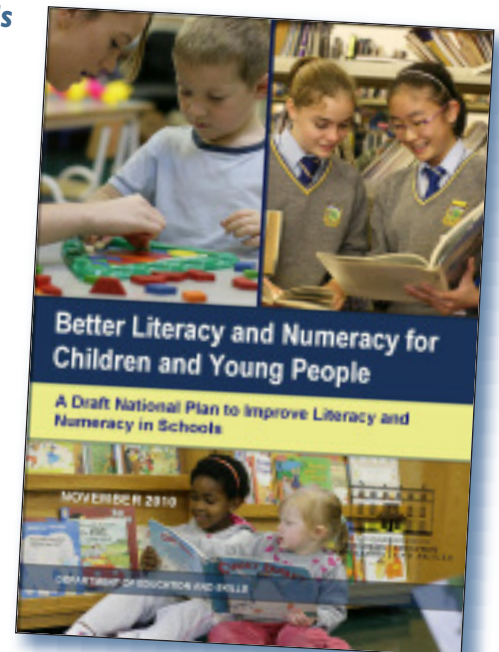
reference to the 'agency' of and disposition of learners.

In addition, the plans fails to flag in a sufficient or meaningful manner that educational achievement is heavily dependent on deep rooted societal, structural and systems issues. Therefore, many out-of-school factors have a negative impact on the school experience and progress of students or of whole communities. Of special note is the absence of any overarching targets to move towards a more equitable system of education - proven to have positive long term effects on performance levels and to minimise wide variation in achievement. This is disappointing as any discussion on how to improve literacy and numeracy should highlight equity and equality of opportunity as key to improving system wide educational outcomes. A strategy to bring about real improvement for all students should address these hurdles in a forthright manner.

At times the targets and actions in the draft plan come across as reactive and rash at systems level. However, a commitment to promoting a whole school effort is conveyed, which is important. Notwithstanding some difficulties, TUI can lend some support to many of the ideas being promoted. Targets and action are wide-ranging and ambitious and could be achieved if adequately resourced and supported. TUI's concerns lie primarily in how these will be brought into effect, how they will be supported and how they will be resourced. The real challenge is implementation. Key TUI observations are made in respect of:

- Practitioners' Professional Practice
- School Leadership
- Giving Priority to Language Skills, Literacy and Numeracy
- Targeting Resources on Learners at Risk
- Fostering Continuous Improvement (national standards and testing)
- Enabling Parents and Communities.

These will be developed further as the consultation process deepens and the actions being proposed come under closer examination as to their relevance, appropriateness and how they might translate into practice.



### A Consistent National Focus

The draft plan suggests a relentless focus on literacy and numeracy. TUI accepts that some re-orientation of resources and effort is possible but this is unlikely to achieve all that is intended or needed. Therefore, it is somewhat suspicious that the relentless focus will be on what teachers and schools do within current resources as opposed to critical additional investment or actions beyond that space.

### Concluding Remarks

Notwithstanding the need for caution, international data, national data and general commentary on student literacy and numeracy skills among school leavers point to a strong message. Ireland is seriously at risk of falling 'well behind' many other countries with respect to our overall educational performance. Substantial and strong action is therefore merited to improve literacy, language and numeracy outcomes for children and young people as these create the foundation for wider learning, cognitive development and the attainment of high quality skills and qualifications. This draft plan is therefore a welcome step forward the way and TUI looks forward to further exploration and development of the ideas presented for discussion.

See the full TUI response at [www.tui.ie](http://www.tui.ie) and send your views to head office for the attention of **Bernie Judge, Education and Research Officer** at [bjudge@tui.ie](mailto:bjudge@tui.ie)

# Occupational Health Strategy for teachers

The Occupational Health Strategy was put in place as a supportive resource for teachers. The aim of the strategy is to promote the health of teachers in their workplace. There are two dimensions to this strategy: an Employee Assistance Scheme operated by VHI Corporate Solutions and an Occupational Health Service operated by Medmark.

## Employee Assistance Scheme

The purpose of the Employee Assistance Service is to provide teachers and their families with easy access to confidential counselling and to assist them in coping with personal and/or work issues including emotional health, stress, bereavement, relationships, trauma, anxiety, addiction, mental health, conflict and critical incidents. The service is available 24-hours a day and 365-days a year at 1800 411057 and at [eas@vhics.ie](mailto:eas@vhics.ie)

## Occupational Health Service

The Occupational Health Service was put in place as a supportive resource for teachers and employers. The service encompasses health management and incorporates pre-employment health assessments, medical assessments of fitness for work and ill health retirement assessments and appeals.

Medmark are involved in dealing with 3 key areas:

### 1. Pre- employment medical assessments

In 2010 the outcome of the 4095 pre-employment medicals was that 4087 teachers were deemed fit, 6 teachers fit with accommodation and 2 unfit. 187 of the pre-employment medicals were for teachers seeking employment in Community and Comprehensive sector and 1229 were medical assessments conducted for teachers seeking employment in the VEC sector.



### 2. Ill Health Retirements

There were 147 applications for ill health retirements in 2010. Of those 103 were deemed eligible and 44 ineligible. Of those teachers deemed ineligible who appealed 12 were successful in their appeal and the outcome of the appeal process is awaited in a further six cases. In respect of ill health retirements the applications were from the following sectors:

Primary	59
Secondary	63
Community and Comprehensive	0
VEC	25

### 3. Fitness for work assessments

In accordance with the provisions of the Occupational Health Service and Circular letter 60/2010, teachers can be referred for medical assessments to Medmark during a period of absence from school on sick leave and prior to resumption of work.

During 2010 the following numbers of occupational health assessments were conducted:

Primary	477
Secondary	368
Community and Comprehensive	12
VEC	113

### Survey

A recent survey carried out by Medmark revealed high levels of satisfaction with the service from both teacher and employer perspectives.

128 teachers were surveyed across the primary and post-primary sectors and while the majority of those surveyed admitted to feeling apprehensive prior to meeting with one of the doctors, 97% felt that based on their experience of the service they would be less apprehensive if they were asked to re-attend. The survey also revealed that over 98% of teachers found the doctor to be courteous, professional, understanding and helpful.

Overall 97% of teachers and 100% of employers rated the Medmark experience between good, very good and excellent with the highest percentage in the excellent category.

Additional information on the Occupational Health Service for teachers may be found on [www.medmark4teachers.ie](http://www.medmark4teachers.ie) or the Department of Education and Skills website [www.education.ie](http://www.education.ie).

# Annual Registration with The Teaching Council

*The following text was provided by the Teaching Council.*

## Reminder - Registration Renewals

To retain registered teacher status, registration must be renewed annually. Each year and in advance of their renewal date, a reminder notice and renewal form will issue to all registered teachers at their last notified correspondence address. For the majority of registered teachers, the renewal date falls around March of each year. If a teacher has changed address since they last renewed registration, he/she must inform the Council of their new correspondence address in order to ensure that the registration renewal notice is sent to the correct address.

To remain on the Register of Teachers a registered teacher is required to renew his/her registration before the expiration of the period of validity of his/her current registration. A late payment charge of €10 will apply to those who make a late application to renew their registration prior to their removal from the Register. This charge is levied to contribute towards the extra costs involved in generating reminder notices for teachers.

## Paying the Registration Renewal Fee

The registration renewal fee is payable by a number of means:

- **Preferably, registration can be renewed online by credit/Laser card at [www.teachingcouncil.ie](http://www.teachingcouncil.ie),**
- or**
- by returning the renewal form with either one of the following payments
  - Cheque, postal order or bank draft made payable to the Teaching Council
  - Credit card (Visa/Mastercard only) or Laser card.

## Discontinuation of deduction from salary

The option to pay the registration renewal fee by salary deduction has been discontinued. Section 33(5) of the Teaching Council Act, 2001, states that “on receipt of an application for renewal of registration and the prescribed fee the Council shall, as soon as practicable, send to the registered teacher a receipt stating that payment of the fee has been received and that registration has been renewed for a further 12 months”. The Act did not provide for payment of the renewal fee in instalments but the Council wanted to give teachers this option. However, the legal advice is that the fee should be paid in full on registration, lest there be any doubt about a teacher’s registration status. Clarity surrounding a teacher’s registration status will be vital when Section 30 is commenced.

## Renewal Fee Income Tax Relief

The income tax relief on The Teaching Council annual registration renewal fee is not affected by the changes announced by the Minister for Finance in the 2011 budget. It therefore remains in place. An additional tax allowance is added to the teacher’s existing flat rate expense allowance and, in effect, this means that the fee in real terms is closer to €53 per annum for those paying the higher rate of tax.

In 2009, all teachers who renewed their registration with The Teaching Council by 30 September 2009 had their tax allowances automatically increased in December by the Revenue Commissioners. In practice, this means that they had their allowable flat-rate expenses increased by €90 and this should have been reflected in their December pay slip. For teachers paying the higher rate of tax, the net benefit is €36.90. The Revenue Commissioners have informed the Council

that this tax allowance has been automatically carried forward into 2010 and subsequent years for those teachers. Teachers who renewed registration after 1 October 2009 must contact their local tax office to claim the tax deduction.

Any queries in relation to the tax allowance should be directed to your local tax office ([www.revenue.ie](http://www.revenue.ie)). Local tax offices have been informed by the Revenue Commissioners that teachers are entitled to this allowance.

## Removal of Names from the Register

If registration is not renewed in time, the Council is obliged to remove the teacher from the Register under Section 34 of the Teaching Council Act 2001. A teacher may re-apply for registration at any time by completing the full application process, including Garda vetting and the submission of transcripts and other supporting documentation. Please note, registration cannot be completed without a successful Garda Vetting result and at periods of high demand, Garda Vetting may take up to 3 months to complete.

The following are the TUI representatives on the Teaching Council. If you have queries in relation to the Teaching Council TUI representatives can be contacted at TUI Head Office, 73 Orwell Rd, Rathgar, Dublin 6  
 Email [tui@tui.ie](mailto:tui@tui.ie)  
 Phone 014922588  
 Fergal McCarthy representing the VEC sector for Munster, Connacht and Ulster  
 Pat McQuaile representing the VEC sector in Leinster  
 Vivienne MacSweeney, TUI Nominee  
 Tim O’Meara, TUI Nominee

# Principals and Deputy Principals Association (PDA) News



PDA PRESIDENT MICK DALY

## PDA President's Message

Colleagues and friends, it is a great privilege for me as president of the Principals and Deputy Principals Association (PDA) to communicate with you in this issue of the TUI News. The PDA is a sub-committee of the TUI executive and thanks to the TUI News we now have the opportunity to make direct contact with all of our TUI members. The PDA have over the years worked closely with the TUI on many issues pertaining to the work of Principal and Deputy Principal teachers in our schools.

Since the Inaugural General Meeting of the PDA held in Oct 1969, PDA areas have been organised in the same way as the TUI areas. They meet on a regional basis with the TUI area representative invited to attend the meetings. The area meetings offer the opportunity for members to avail of a network of experienced educational practitioners in Vocational Schools, Community Colleges, Colleges of Further Education and Gaelcholaisti. The areas also act as a forum for the expression of principal and deputy principal teachers

views, for professional development and as a confidential support and advice service on work related issues. The PDA also enjoys access through the TUI Executive to the sector's management body, the Irish Vocational Education Association (IVEA).

## Areas of Concern for PDA :

- The regular arbitrary increase in the workload of the Principal and Deputy Principal teachers. The PDA is frustrated with third parties deciding on educational policies and practices that have an immediate effect on our working conditions.
- The proposals of the 'Croke Park' deal.
- Cross-sectoral teacher redeployment
- The Further Education €200 levy per participant in PLC courses and the capping of PLC places in our schools and colleges.
- The recently issued 'Indicative' calendar for the Standardised School year 2011-2012.
- The unacceptably severe budgetary constraints in our schools and colleges
- The grave implications of the Value For Money Review of the School Transport Scheme report.

## PDA Working Groups

The PDA has set up three working groups of experienced and committed members to address the issues in the following areas. Please forward your views to the contacts listed.

Further Education Mary Friel (Contact [mary.friel@macc.cdvec.ie](mailto:mary.friel@macc.cdvec.ie))  
Croke Park Agreement (Contact [mickdaly2@eircom.net](mailto:mickdaly2@eircom.net))  
Teacher Induction /Probation (Contact [jmcgarrymoore@castletroycollege.ie](mailto:jmcgarrymoore@castletroycollege.ie))

## PDA Conference 2011

The PDA Conference 2011 will take place in White's Hotel Wexford from 16-18 Oct and we look forward to meeting you there. There will be an opportunity to meet and share with colleagues and to consult on a one to one basis with the President and General Secretary of the TUI.

## Contacts

Contact details for all PDA Area Representative and National Officers are listed on the PDA link on the right hand side of [www.tui.ie](http://www.tui.ie).

We wish to register our thanks to the TUI President, Bernie Ruane, TUI General Secretary Peter MacMenamin, Paul Whelan the TUI executive liaison to the PDA executive, our recently appointed TUI Branch Organiser Ide Ni Fhaolain and the other officials and TUI executive members who have held discussions in recent times with us. Our interactions have been professional, enlightening and productive. We look forward to working with you in our common interest. Ni neart go cur le cheile.



# Report on Action on Congress 2010 Resolutions

## RESOLUTIONS CARRIED

### CONDITIONS OF SERVICE – 2ND LEVEL

#### 8. Co. Carlow

This Congress instructs the Executive to oppose any change in teachers' contracts which includes substitution and supervision and a nine-to-five timetable.

Taken into account in Public Service Agreement discussions

#### 32. Cork City Schools

Congress instructs the Executive not to enter into any negotiations which will increase the teaching week above 22 hours, regardless of whether the additional time is for teaching or administrative purposes.

Taken into account in Public Service Agreement discussions

#### 22. Co. Laois

Congress calls on the Executive to take immediate action to ensure the pupil teacher ratio is restored to 18:1.

Raised with the DES and with the political parties as potential manifesto issues.

#### 10. Galway City

Congress instructs the Executive to take action to ensure qualified part-time teachers contracts accurately describe terms and conditions of position held and thereby end the practice of VECs not awarding CIDs correctly e.g. VEC citing lack of funding as an objective ground for not awarding a CID.

Area reps monitored contracts in conjunction with branch officers. Raised at the TUI/IVEA Forum.

#### 18. Dublin City PP

Congress instructs the National Executive to demand that VECs be subject to the Freedom of Information Act with immediate effect.

The Dept of Finance was written to and the litany of commitments in relation to this issue was given to opposition TDs. A PQ was raised by the Labour Party. Will be taken up with new Government.

#### 23. Tipperary SR

This Congress calls on the Government to restore the pupil-teacher ratio to a minimum of the 2008 levels.

As per motion 22.



TUI CONGRESS 2010, ENNIS



**31. Co. Cork**

Congress demands that any attempt to order teachers to engage in involuntary unpaid extra work be rejected.

Policy

**2. Dublin City PP**

Congress instructs the Executive to ensure that all arrears owing to qualified staff in VECs be paid with immediate effect.

Members of this Union should not be penalised due to extraneous issues ongoing between the DES and the Teaching Council.

Taken up at TCC and further discussions with Department of Education and Skills.

**1. Co. Meath (Amended by Co. Meath)**

Congress demands that all properly qualified Special Educational Needs teachers be awarded the allowance for special education.

Claim to be made at the appropriate time

**30. Co. Clare**

That the resources for the Centres of Education (STTCs) are ring fenced to ensure a phased, managed and strategic transition into the mainstream VEC Adult Educational Services within a realistic timeframe.

No cutbacks to be implemented until such time as a plan is put in place.

That the recommendations in the Traveller Education Strategy are fully implemented, and until such time as those recommendations are put in place that no further cutbacks to the STTC network will take place.

Overtaken by Government decisions re STTCs

**5. Dublin City PP**

Congress instructs the Executive to ensure that educational institutions recognise that hours worked on a fixed term basis in what are termed non-mainstream programmes (e.g. special needs hours funded by the HSE, BTEI ...), but which are clearly not substitution hours, form a legitimate part of a Contract of Indefinite Duration should those hours be part of the 4th year of a fixed-term contract.

Raised in Review of the implementation of PT / FT Acts

**3. Dublin City PP**

Congress instructs the Executive that any proposed agreement of major importance to TUI members working in an educational sector must first be put to a ballot of the eligible membership in that sector.

Congress instructs the Executive that no process of implementation or referral to the Teacher Conciliation Council can take place without a clear mandate to the National Executive from the membership.

Noted. Second paragraph unclear as to meaning.

**20. Co. Meath (Amended by Co. Meath)**

Congress demands that Junior and Leaving Certificate Oral and practical examinations not be held immediately after periods of holidays.

Raised with the SEC.

**14. Co. Meath (Amended by Co. Meath)**

Congress asks that the interview and selection criteria decided for teaching appointments be made known to candidates prior to interview as a matter of course. Such criteria should be agreed with TUI so that interviewees can prepare properly for interview.

Taken up with relevant management bodies.

**CONDITIONS OF SERVICE – 3RD LEVEL**

**40. Dundalk IT (Amended by IT Carlow)**

Congress instructs the Executive to immediately implement industrial action as decided by last year's Congress on the Labour Court Recommendation on incremental credit which has been reneged on by the Official side.

It was agreed with the official side jointly to refer the two substantive issues to a third party. It was accepted that any move to take industrial action would inevitably impede that process.

**45. Dublin Colleges**

Congress recognises, after a three-year trial period, that the experiment of imposing Semesterisation and Modularisation on Programmes in Third-level Institutes has been a failure. Academic standards and structures have suffered, compelled to conform to convoluted systems. Student-centred learning has disintegrated, as educational content has been lost, with a shift to fragmented rote learning caused by an endless succession of exams and assessments. The administrative efficiency gains predicted by Management have never happened; instead there has been an exponential increase in bureaucracy.

Congress calls for the dismantling of Semesterisation and Modularisation and a reversal to yearly-based structures, real education and learning that works.

It was noted that there is currently no mandate to take strike action in respect of this issue and that if timetabled lecturing occurs within 35 weeks and is in compliance with the requirements regarding the weekly norm the union can have no issue with it.

**33. Donegal Colleges**

That Congress rejects any attempt by IOTI to change the academic contract in any way that might have a detrimental effect on members' conditions of service.

**Noted. It was reiterated that any proposed contract will be put to members by way of ballot for their decision.**

**39. Cork Colleges**

Congress instructs the Executive not to allow any change to the finishing date of 20th June and that no proposed change to this date is put to members as part of any package being voted on.

As 33

**34. Cork Colleges**

Congress instructs the Executive to ban all course development in E-Learning and Distance Learning until such time as an agreement is reached with the TUI.

**The concerns that underlie the congress motion were considered in the context of review and revision of directives.**

**36. Cork Colleges**

That Congress directs the Executive to negotiate a rate for internal examiners of Masters and PhD theses equivalent to the rate currently paid to external examiners.

**Raised with IOT management. The argument of the IOTs has been that this is part of the work of the lecturer. Therefore, if it has been part of the employee's work to act as internal examiners, the union can't simply base a claim on the fact that outsiders (external examiners) are doing this work and getting paid for it. It was pointed out that an institute has to select somebody as an internal examiner as opposed simply to having the person supervising the student act in that capacity. A key question is whether acting as an internal examiner is an additional duty to which the lecturer can object. If it can be shown that it is new and additional work then there may be a case.**

**37. Galway-Mayo IT**

Congress notes that the rate of payment for the correction of examination scripts in the Institute of Technology sector has fallen significantly in real terms over the last decade. Congress instructs the Executive to negotiate a substantial increase in the rate for correction of examination scripts and in particular for the correction of those scripts associated with semesterised modules. Congress also instructs the Executive to negotiate an appropriate rate for the correcting of formal continuous assessment (i.e. assessments which contribute to a final mark).

**The union demanded a response to its substantive claim.**

**46. Cork Colleges**

That Congress directs the Executive to secure full negotiating rights for the TUI for our new third level sector Contract Research Staff.

**The official side has undertaken to respond to the union's claim in regard to representing contract researchers. In the meantime, institutes have been advised to deal with representations made by the union on behalf of contract researchers on a case by case basis. The union is committed to developing a comprehensive policy in relation to the terms and conditions that should be sought for contract researchers.**

**38. Cork Colleges**

Congress instructs the Executive to negotiate a rate for the correcting of Practical Apprenticeship examinations and this rate is not less than the existing script correction rate.

**Being addressed as part of a revised and more comprehensive claim in respect of examination payments.**

**CONDITIONS OF SERVICE – GENERAL****57. Galway-Mayo IT**

Congress instructs Executive that there should be no increase in weekly class contact hours associated with any 3rd level lecturing or 2nd level teaching contract.

**The LRC proposals in regard to the Public Service Agreement contain such a proposal despite the opposition of TUI.**

**58. Tipperary SR**

Teachers who are expected to travel to inservice courses use their cars on the same public roads, pay the same amount for fuel, tyres, insurance, road tax etc. as politicians, CEOs, Judges. Teachers also pay the same hotel expenses for overnight stays and pay the same for food. Payment by the Government of vastly different rates of expenses to cover the costs incurred to different groups is clearly unfair and consequently unconstitutional.

Congress instructs the Executive to institute a campaign to firstly establish the fact that this inequality is unfair and secondly to bring about a standardised payment of reimbursement of actual expenses incurred to all groups on all business carried out on behalf of all the state agencies.

**Claim made at TCC and disagreed**

**62. Co. Kildare (Amended by Co. Galway / IT Carlow)**

Congress instructs the Executive to ensure that no further worsening of conditions or no further increased productivity should be tolerated.

**Implementation sought in discussions on Public Service Agreement.**

**59. Dublin City PP/Birr Gallen (Amended by Birr Gallen)**

Congress instructs the Executive to re-negotiate the present Job-sharing arrangements, so that teachers have more flexibility in the percentage of hours they wish to have off. Currently teachers can only job-share for 50% of the scheduled hours. Teachers should have the option to seek other arrangements, e.g. 75% of scheduled hours, 65% of scheduled hours etc.”

A claim is being lodged at the TCC and the IR Forum for greater flexibility in respect of work sharing.

**HEALTH AND SAFETY****70. Co. Donegal**

Congress calls on the Executive to ensure that the Health and Safety of the teachers is regarded as equally as important as that of the student.

Implemented by examination of the situation by a subcommittee of the Executive.

**EDUCATION CUTBACKS****76. Executive Committee/Shannon**

In the light of recent scape-goating of teachers by the media, Congress calls on the Executive to insist that quality public education is a right which should be made available to all, and that public education must be provided with sufficient resources, qualified and well paid personnel, and that its social value is recognised.

A TUI Vision Group (a sub group of education subcommittee) met twice during 2010. It has explored initial ideas with a view to developing a comprehensive TUI vision for quality education. Work is on-going. The principle of equity, rights/entitlements and high quality provision underpin the vast majority of TUI media statements. See section on media coverage.

**78. Dublin City PP**

Congress instructs the National Executive to implement effective media strategies to ensure that the general public is properly informed about the conditions in which many teaching staff members have to work. The TUI has to highlight:

- The lack of funding available to carry out basic repairs to school premises
- Health and safety issues
- The cutting of psychological services and language support.

These points should be contrasted with the aspirations expressed in the mission statement of the Department of Education:

'The mission of this Department is to provide high-quality education which will

- (a) enable individuals to achieve their full potential and to participate fully as members of society; and
- (b) contribute to Ireland's social, cultural and economic development.

*Chief among my Department's priorities are the promotion of equity and inclusion, quality outcomes and lifelong learning; planning for education that is relevant to personal, social, cultural and economic needs; and enhancement of the capacity of the Department for service delivery, policy formulation, research and evaluation.”*

Taken into account in media publicity during the year.

**74. Executive Committee/Shannon**

Congress calls on the Executive to demand a marked improvement in funding for public education, not in spite of, but because of, the financial and economic crisis and to campaign for priority to be given to investing in education and in the future prospects of young people by insisting that it is the best stimulus package to get us out of this economic crisis.

Taken into account in media publicity during the year and in submission to Government on budget and to parties for their manifestos.

**EDUCATION****103. Dublin C&C**

Congress instructs TUI to negotiate with Dept. of Education and Science that no school would have to engage in WSE until the Moratorium on Promotional Posts is lifted and the other related Education Cuts are reversed.

Raised with DES, refused.

**89. Co. Meath (Amended by Co. Galway)**

Congress demands that the Executive Committee demands the appointment of lab assistants for science teachers.

The union continues to raise this issue in a range of fora and consistently highlights it in meetings with relevant sections of the Department.

**92. Co. Wicklow (Amended by Co. Cork / Co. Monaghan)**

That Congress instructs the Executive Committee to direct TUI reps on N.C.C.A course Committees to oppose, in any way possible, the introduction of changes to subject syllabi which could result in an increased workload for members.

Contact made with TUI representatives to advise them of TUI policy.

**99. Co. Cork**

Congress calls on the Executive to negotiate an unemployed teacher registration rate with the Teaching Council.

Raised with Teaching Council and refused.

**93. Co. Meath**

The Executive seeks clear direction and guidance from DES for best practice for physical education teachers in relation to the management and supervision of changing areas.

Rationale: Significant issues around the supervision of changing areas



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revolve around teachers' duty of care to students and safety of teachers' professional integrity. Because of the sensitive nature of changing areas and the situation where students may be in different states of undress, the matter is a serious one, requiring that in fact teachers should be directed by D.E.S. in respect of management of changing room supervision. A dilemma arises when one realises that in many other instances around the school environment, teachers will not enter sensitive areas, such as toilets, unless accompanied by another teacher. In the case of changing areas, the dilemma is essentially the same, yet the P.E. teacher is being put in a situation where he/she is being asked to enter alone. To protect teachers, a directive has to be provided by D.E.S.

There have been instances in the past where P.E. teachers have been accused of inappropriate behaviour on the basis of such intrusions. This has resulted in huge stress and personal anxiety on the part of the teacher, where his / her integrity is in

question. It is not right to expose the P.E. teacher to such a risk. The D.E.S. are asked to provide the P.E. teacher with guidelines describing the supervision of changing areas. The issue pertains to the issue of management of supervision duties during the course of their teaching duties. The issue revolves around the propriety of supervision, particularly where men are required to supervise female dressing rooms and ladies required to supervise male dressing rooms.

Teachers are being directed to enter changing areas in spite of a distinct risk to claims of impropriety and possible sexual harassment! There is no D.E.S. directive in regard to proper course of action covering supervision of changing areas.

The membership seeks guidance from D.E.S. which will diminish vulnerability which teachers are currently exposed to in supervision of changing areas.

**Brought to the attention of the school governance section in the Department.**

#### **101. Co. Cork**

Congress calls on the Executive to negotiate a part-time teachers registration rate with the Teaching Council.

**Raised with Teaching Council and refused.**

#### **88. Co. Dublin**

Congress instructs the Executive that under no circumstances should they countenance a proposal that subject associations become the vehicle for compulsory in-service for teachers.

**Policy advanced in all relevant fora, meetings and discussions in which TUI participates.**

#### **95. Co. Dublin (Amended by Co. Cork)**

That Congress calls on the Executive to negotiate with the Department of Education and Science to ensure adequate access to special needs resources across all schools.

**While this position is upheld in all relevant fora progress was not made in 2010 due to financial situation.**

**86. Co. Meath**

Congress asks that funding be put in place to train teachers engaged in special education to meet the demands of EPSEN.

Due to financial position there was no opportunity for expansion in the support available for teachers working with students with special educational needs in 2010. This was brought to the attention of the DES and also of other political parties for their manifestos.

**100. Co. Louth**

Congress requests the Teaching Council to do more to promote and affirm teaching as a profession.

The Teaching Council conducted a survey during 2010 that led to very favorable public commentary on teachers in respect of their responsibilities, role and professional and personal commitment to their work. TUI nominees on the Council to promote that further efforts of this nature are undertaken on a regular basis in the future.

**84. Co. Wicklow**

That Congress instructs the Executive Committee, in cooperation with the ASTI to pursue a claim for pay for preparatory work relating to the course work for Design and Communication Graphics, similar to that paid for other subjects.

This matter was raised with the SEC. It has clarified that a fee is not paid in respect of preparatory work in any subject. A fee paid in respect of Construction Studies is linked to the teacher awarding an indicative mark/grade in respect of student work. The matter of a fee for preparatory across relevant subjects has been tabled for discussion with the SEC a number of occasions by the teacher unions. To date there has been no success but efforts will continue.

**82. Co. Carlow**

That all Schools and Colleges in Ireland be immediately provided with high speed broadband facilities.

Pursued with Government; additional monies allocated to support this area of development in 2010.

**EQUALITY**

**I12. Dublin City PP(x2)/Co. Dublin**

students in our schools and centres and that a campaign then be instigated to obtain these resources.

Marketing company conducted independent research on behalf of TUI among 442 teachers and lecturers on the issue of interculturalism, racism and resources for minority ethnic students.

**FURTHER EDUCATION**

**I23. Co. Carlow**

That the cap on PLC student numbers be immediately raised in view of the huge demand for further education courses in our schools and colleges.

Raised at every opportunity, politically and in the media. It was the key aspect of the TUI contribution at a presentation to a Joint Oireachtas Sub Committee during the year.

**I38. Co. Carlow**

This Congress instructs the Executive to oppose any change of PLC teacher status from teacher to tutor, as we believe it is a downgrading of our employment status.

Noted, pursued where possible.

**I22. Co. Roscommon**

That the TUI direct people working in the Adult and Further Education sectors not to undertake any additional duties which would be the responsibility of an AEO who is not replaced.

Overtaken by discussions on the Public Service Agreement.

**I30. Dublin City PP/Galway City**

Congress instructs the Executive to direct members who currently correct coursework for FETAC not to do so if payment for this service is stopped in the academic year 2009/10.

Issue raised in the Public Service Agreement discussions. Currently there is no threat to payment.

**I24. Co. Donegal (Amended by Co. Cork)**

Congress notes that the failure of the Department of Education to refer to Youthreach Centres, Adult and Further Education centres in relevant circulars is having an adverse material effect on the pay and conditions of members working in such centres an example of which is delays in payment of supervision and substitution each year. Congress calls on the Executive to ensure that when the Department of Education issue circular letters that pertains to centres as well as schools that the text of such circulars states this.

Raised at the TCC. Clarification on comparability of conditions sought.

**I28. Co. Donegal**

Congress instructs the Executive to seek to eliminate the disparity that exists in relation to members being paid for marking FETAC Level 4 and 5 coursework. At present teachers who correct coursework at FETAC Level 4 and 5 under programmes such as BTEI, Adult Literacy and Community Education are not paid for this marking. However, teachers engaging in the same work in programmes such as PLC and VTOS receive payment for the same work. All FETAC teachers/tutors deserve the same conditions of service.

Claim to be lodged at the appropriate time

**I29. Co. Donegal**

When the National Framework of Qualifications was created to provide a mechanism to compare quality assured qualifications in Ireland, it placed FETAC Level 3 in line with the Junior Certificate. As teachers who correct the Junior Certificate receive payment for marking, Congress instructs the Executive to ensure that teachers who mark FETAC Level 3 coursework receive similar payment for marking.

Claim to be lodged at the appropriate time.

**I34. Dublin City PP**

Congress demands that the National Executive revert to its former position of demanding the full implementation of the McIver Report.

This continues to be TUI policy.

**I25. Co. Donegal**

Congress instructs the Executive to negotiate a nationally agreed VTOS contract and a nationally agreed BTEI contract for members in these sectors which will confer upon them the same rights and conditions of service that apply in the mainstream sector.

The standard contract templates apply to qualified teachers working VTOS or BTEI.

**I39. Dublin City PP**

Congress recognises that teachers working in Further Education under second level structures are being ignored by this Government and treated in a most unreasonable way.

Congress directs the Executive to take all measures necessary to resolve this ongoing anomaly including industrial action.

Raised at every opportunity politically and in the presentation to the Joint Oireachtas Sub Committee. Industrial action not appropriate at this time.

**I40. Co. Donegal (Amended by Co. Donegal)**

Congress instructs the Executive to insist on the full implementation of Circular 53/2008 with immediate effect. This circular provides for the establishment of Assistant Coordinator posts in VTOS and such posts are comparable to that of Deputy Principals.

Congress further instructs the Executive to seek immediate confirmation from the Department of Education and Science that appointments to such posts and the post of VTOS Coordinator are excluded under the provision of Circular 22/2009. Under the provision of this circular any VTOS Coordinator who retires will not be replaced, which will have a detrimental effect in the running of these Centres.

Claim to be made at the appropriate time.

**INDUSTRIAL ACTION****I43. Executive Committee (Amended by IT Carlow)**

Congress condemns the draconian, unjust and unfair attack on all public servants by the Government in the 2010 budget, announced on the 9th of December 2009, which delivered:

- (a) A further savage pay cut, of between 6% to 8% for teachers and lecturers on top of a pension levy of 7% to 10%, loss of promotion opportunities caused by the moratorium, and the non payment of a 3.5% pay increase due on the 1st September 2009.
- (b) An unprecedented attack on a century of progress in terms of pension provisions and arrangements including:
  - the dramatic destruction of parity between pay and pensions
  - the announcement by the Government of its clear intention to use the Consumer

Price Index as a basis for post retirement increases for both existing and future pensions

- the introduction of a significantly inferior pension scheme for all new entrants to the Public Service from 2010 onwards.

- (c) The complete undermining of the long established Conciliation and Arbitration Scheme, by announcing changes to the sick leave scheme for teachers in the Budget rather than tabling such proposals for discussion at the Teachers' Conciliation Council.

In light of the above actions by an arrogant and ill-informed Government, which delivered the final fatal blow to Social Partnership because it now believes that governing by diktat rather than by consensus will better assist them to develop its ideology, Congress instructs the Executive to:

- Continue to sustain the campaign of industrial action, ideally but not exclusively in conjunction with other Public Sector Unions, up to and including a series of strike actions and refuse to engage in the Government's transformation agenda; That from now on the Executive concentrate its efforts on the following:
  - To stop the proposed and to reverse the imposed pension changes in the 2010 Budget.
  - To use every means at the disposal of this union to reverse the already imposed pay cuts and pension levy and to oppose any further cuts.
  - To take whatever action necessary to re-activate the heretofore normal industrial relations fora of the past and the right of this union to engage in such fora.
  - To take whatever action necessary to reverse the moratoriums on recruitment and promotions in the Public Service.

Overtaken by events surrounding Public Service Agreement.



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**I48. Executive Committee/Co. Cork**

Congress calls on the Executive to insist that in future if strike days are called that TUI would seek that all teacher unions issue the exact same instructions to members of all teacher unions as regards procedures to be followed for picket duty.

Policy for future implementation

**I49. Co. Donegal**

Congress instructs the Executive to issue a directive immediately instructing all members not to take on new work which has arisen due to the non appointment to education posts because of the moratorium on recruitment to the Public Service. Congress condemns the current situation whereby there is a prohibition to appointments to numerous education posts in Schools, Colleges, Institutes of Technology, Adult Education Centres and VECs. This has and will continue to have a detrimental effect on

educational provision throughout the sector.

Issued and as a result of November ballot withdrawn.

**I61. Shannon**

That Congress calls on the Executive to ensure that those members who breach directives in relation to the moratorium on posts be charged with unworthy conduct.

Branches advised

**MISCELLANEOUS**

There were no motions taken in this section.

**ORGANISATION**

**I95. Executive Committee**

Congress deems that breaching of a directive, or inducing a member to breach a directive, would be considered as unworthy conduct.

Noted as policy.

**I82. Donegal C&C**

Congress instructs the Union Executive to address the perennial problem of members falling into arrears when there is a change of status or schools. There needs to be a simple procedure put in place to make transitions simple to process.

Issue addressed by analysis of individual cases, considered by Finance SC and decision to seek once off amnesty for all. Motion going to Congress in the name of the Executive Committee.

**I99. Shannon**

That Congress calls on the Executive to urge members, whether they be principals, deputy principals, post holders or non-post holders, to ensure that no TUI directives are breached in their school, college or centre.

Policy maintained through year

## PENSIONS

### 247. Executive Committee (Amended by IT Carlow)

Congress condemns the proposals for reform of the pension scheme for new entrants to teaching as well as to all other aspects of public service as announced in the budget on 9th December 2009. These proposals are to:

- raise the minimum public service pension age to 66 years initially, from 65 at present to bring it into line and link it henceforth with the State Pension age;
- set a maximum retirement age of 70 years
- base pensions on “career average” earnings rather than final salary as currently applies
- uses the CPI as the basis for post-retirement increases (this for both existing and future pensioners) rather than keep pace with salaries of the grade.

Congress instructs the Executive Committee to campaign within the ICTU or outside the ICTU if necessary and otherwise as appropriate to prevent/reverse the proposals using both industrial action and political means to ensure at a minimum the restoration of the pension scheme as prevailed prior to the budget announcement of 9th December 2009.

Campaign by teacher unions reported in pension of report.

### 256. Shannon/Tipperary SR/Limerick Schools

That Congress calls on the Executive to resist any attempts to break parity of pay and pensions and to launch a legal challenge to any such attempt.

Parity of pensions broken in favour of members in that pay cut not passed on. There is no legal basis to challenge break of parity, pension cut is being addressed legally.

### 251. Limerick Colleges

Congress instructs the Executive to pursue the complete abolition of the Pension Levy.

Public Service Agreement addresses this issue.

## PUBLIC SECTOR CUTS

### “PUBLIC SERVICE AGREEMENT” SPECIAL MOTION 1 Executive Committee

Congress endorses the Executive Committee's rejection of the proposed 'Public Service Agreement'.

Congress instructs the Executive Committee to ballot the members, recommending endorsement of this rejection by an emphatic vote against the proposal and to conduct a vigorous campaign amongst the members for this purpose.

Congress insists that TUI alone as a sovereign union reserves its right to take its own decision irrespective of any overall decision by any other grouping.

Done

### “PUBLIC SERVICE AGREEMENT” SPECIAL MOTION 2 Dublin Colleges / IT Tralee / Dundalk IT

Congress notes the outcome of the talks between the public service unions and the government.

Congress notes the proposed agreement:

- Does not reverse pay cuts and proposes a pay freeze lasting until 2014
- Does not remove the pension levy
- Endorses cuts in public sector posts including promotion posts
- Proposes widespread changes to the conditions of service of members
- Proposes a complete review of members contracts of employment
- Makes all increments and promotions subject to performance

- Endorses changes in the pension scheme
- Offers no positive benefits for members

Congress notes Statements by officer of the Public Services that the acceptance of the agreement will be subject of an aggregate vote of all public sector unions. Motion 213 passed at Congress 2009 to the effect that changes to the conditions of service of TUI members must be decided exclusively by TUI members.

In light of the above Congress:

1. Instructs the Executive to inform the ICTU that the union will not be bound by the terms of the agreement even if the ICTU accepts it;
2. Instructs the Executive to meet with other unions opposed to this agreement to plan a serious campaign to reverse pay cuts and cuts in public services
3. Instructs the Executive not to authorise any body other than the TUI to negotiate on behalf of TUI on pay, conditions of service or work arrangements.
4. Determines that the mandate for any future talks will be given to our negotiators by a Special Congress of TUI and that a Special Congress of TUI will be convened to consider the outcome.

Implemented in full, part 4 superseded by November Ballot.

### “PUBLIC SERVICE AGREEMENT” SPECIAL MOTION 3 Dublin City PP

Congress affirms that a base principle of trade unions is protection of the jobs, pay and conditions of their members. Congress demands that to this end the TUI work with other unions to maximise opposition to 'the deal' and that the TUI have no further discussion with the



Government around their programme of cuts.

Conflicts with 2 above. Sp Conference decided to enter discussions and subsequently ballot suspended industrial action to allow this to occur

#### **“PUBLIC SERVICE AGREEMENT” SPECIAL MOTION 4 Co Wexford**

In light of the unfair, unjust and divisive campaign currently being waged against public service workers by the present government, and the failure of the main opposition parties to defend public employees from this onslaught, Congress directs the Executive Committee to enter into discussions with other public service unions with a view to running Public Service Worker candidates in the next general election.

With unions generally agreeing the Public Service Agreement this became impractical.

#### **“PUBLIC SERVICE AGREEMENT” SPECIAL MOTION 7 Co. Donegal**

Congress endorses the Executive Committee's decision to reject the proposed Public Service Agreement. Congress notes the need for firm leadership and clear guidance from Head Office in conducting a vigorous campaign against the proposed Agreement.

Consequently, Congress directs that the Executive present a clear set of alternatives to the proposed Agreement as part of this campaign detailing very clearly:-

- The rationale for rejection of the Agreement
- Objectives of TUI's proposed alternative campaign
- Specific strategies with guidance on the implementation of these strategies
- Timescales
- Other such aspects as may be deemed appropriate for both the advancement of the TUI cause and for keeping members informed.

Done

#### **“PUBLIC SERVICE AGREEMENT” SPECIAL MOTION 8 Co Louth / IT Carlow**

Congress endorses the Executive Committee's rejection of the proposed 'Public Service Agreement'. Congress is also seriously concerned by the performance of the Public Services Committee of ICTU in its negotiations - from which this proposed agreement emanated.

Congress instructs the Executive Committee to ballot the members, recommending endorsement of this rejection by an emphatic vote against the proposal and to conduct a vigorous campaign amongst the members for this purpose.

Congress insists that TUI alone as a sovereign union reserves its right to take its own decision irrespective of any overall decision by any other grouping.

Done

#### **“PUBLIC SERVICE AGREEMENT” SPECIAL MOTION 9 Co Dublin**

Congress agrees to launch a mass national campaign against the bank bail out as part of its campaign of industrial action against the public service agreement as the bail out is directly related to the attack on public sector workers livelihoods and the disastrous state of our public services.

Considered as part of overall strategy.

#### **292. IT Tallaght**

Until such time that the pay cuts of the December 2009 Budget and the earlier Pension Levy are reversed, Congress instructs the Executive to withdraw entirely from the Towards 2016 Agreement.

Done

#### **309. Dundalk IT**

Congress condemns the strategy adopted by the Public Services Committee of the ICTU which has resulted in an imposed pension levy, an imposed pay levy and finally a pay cut across the Public Service. In total these amount to a historically unprecedented pay cut of up to 18%, for members across the Public service.

The leadership given by the PSC has been abysmal in response to this attack. Marches and a one day strike were never going to stop this offensive. Neither was the strategy of offering concession on conditions which has had the result of storing up further attacks and signified weakness of resolve to the other side.

Congress is of the view that Government policy in this area would only have been changed by sustained industrial action across all public sector unions escalating from one to three day strikes and finally to all out action.

The failure of the present leadership of the PSC to put in place such a strategy at the first sign of attack on our pay was a betrayal of the members they represent and shows a total lack of understanding of where the trade union movement came from and the battles it had to wage to secure the pay and conditions which are now being dismantled before our very eyes.

- Congress instructs the Executive not to support the re-election of the Chair and Secretary of the PSC.
- Congress also instructs the Executive that the delegates to the PSC from the TUI must include the officers of the TUI and one ordinary Executive member.
- Congress further instructs the Executive to demand regular meetings of the PSC with minutes including minutes of any negotiating sub-Committees which are to be circulated to the

TUI Executive for consideration.

- Congress instructs the Executive to Campaign with like minded unions for a more democratic and accountable PSC which will properly represent the views of the 300,000 trade union members which it purports to serve.

Chair of PSC not re-elected, delegates as prescribed as availability allowed, meetings of PSC sought, little support for change in PSC.

## RULES

### 312. Executive Committee

In order to synchronise the elections of the Vice-President with that of Area Representatives, in accordance with practice, amend Rule 36 by deleting “one month” and replacing with “two months”.

Amended Rule 36 to read:

The election of the President shall take place in May and the election of

the Vice-President shall take place within two months prior to the date of Congress, and the result of election for Vice-President shall be circulated with the final Congress Agenda.

Done

### 318. IT Tallaght

In Section K. add new Rule 70 and renumber subsequent rules: “Whilst in the employment of the TUI, the General Secretary, Deputy General Secretary, and Assistant General Secretaries shall not be permitted to hold any position on any board of management of any State or Semi-State company.”

Done

## YOUTHREACH

### 337. Co. Carlow

This Congress instructs the Executive to oppose any downgrading of Youthreach teachers’ status from teacher to resource teacher. Teachers who have completed the required training for their profession should be entitled to their full professional salary.

Department met on this issue.

### 328. Co. Dublin

Congress deplores the current situation where teachers in Youthreach are still not in receipt of correct contracts, including CIDs and calls on the Executive to investigate this situation and to begin negotiations with the relevant bodies to right this situation and to report back to Congress 2011 with progress made in this area.

Issue addressed. Cases won at Rights Commissioner.



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## EMERGENCY MOTIONS

### EMERGENCY MOTION NO. 1

**Co. Dublin / Co. Kerry / Co. Monaghan / Cork City / Co. Cork / Co. Wexford / Co. Leitrim / Shannon / Tipperary SR / Waterford City / Co. Sligo / Co. Mayo / Co. Cavan / Co. Louth / Birr Gallen / Dublin City PP / Co. Donegal / Cork C&C**

In light of the announcement of further cuts in the Public Sector and to facilitate TUI members to sing from the same hymn sheet when approaching local politicians and other representatives, Congress instructs the Executive to draw up standard letters which can be used as guidelines by campaigners in the following areas:

- Moratorium on posts of Assistant Principals and Special Duties Teachers
- Proposed changes to pension
- Salary cuts
- Proposals for more cuts
- Cut backs in EAL teacher allowance and SNA allowance

**Guides for branches prepared – particular reference to election**

### EMERGENCY MOTION NO. 3

**Dublin City PP / Dundalk IT / Athlone IT / Co. Mayo / IT Tralee / IT Tallaght / Co. Dublin / Co. Monaghan**

As part of an alternative plan to the ongoing reduction in Public Service provision Congress calls for the introduction of a wealth tax on personal assets in excess of €14 million

**Representation to Government**

## REFERRED MOTIONS

### 21. Co. Monaghan

Congress instructs the Executive to direct TUI members to discontinue with the assessment components below from the beginning of the school year 2010-2011. Where possible this should be done in collaboration with the ASTI. From September 2010 any subject that has an additional examination(s) in the form of a brief project, task etc. for which the teacher is not remunerated by the State Examination Commission, that there would be a directive from the Union instructing members that part of the Examination would not be undertaken in the class or facilitated by the teacher. In other words this examination would not be done.

**RESULT Referred**

**Further information obtained from the Branch**

### 24. Co. Carlow

This Congress instructs the Executive to oppose any redeployment of teachers across the teaching sectors. This redeployment would seriously jeopardise the job-security of teachers on fixed-term contracts in VEC schools if teachers from other teaching sectors could be moved into a VEC school.

**RESULT Referred**

**Cross sectoral redeployment agreed under T16. Impossible to reverse.**

### 102. Co. Monaghan

Congress calls on the Executive to allow TUI officials to negotiate that the membership fee to the Teaching Council for TUI members be reduced from its present level of €90 to €1.00 to represent the service that is currently being given by the Teaching Council to teachers.

**RESULT Referred**

**Raised with T Council**

### 104. Co. Carlow

That at least one of the team of inspectors conducting a Whole School Evaluation have experience at senior management level in a post primary school.

**RESULT Referred**

**Raised with Department of Education and Skills in relation to WSE. The Department has clarified that all new appointees to the Inspectorate will have at least five years teaching experience and an appropriate mix of inspectors will be deployed to schools in accordance with the focus of the evaluation, particular circumstances of a school that need to be taken into account and staff available.**

### 189. Co. Galway

Congress instructs the Executive to adjust TUI website so that all members can post comments on union-related issues.

**RESULT Referred**

**Examined by SRG Implementation group, members area in production.**

# Youthreach cases on appeal to Labour Court

Hearings of complaints to a Rights Commissioner under Sections 6 and 9 of the Fixed-Term Act, 2003, entered by TUI for nine members teaching in Youthreach centres in Co. Dublin VEC, were convened on 28 April, 28 June, 23 July and 11 October 2010.

In her decision, dated 20 January 2011, the Rights Commissioner found that the contracts of indefinite duration offered to the members by the VEC in January 2009, initially, and subsequently in May 2009, did not comply with the provisions of the Act. The Rights Commissioner rejected the employer's argument that the members concerned were not entitled to complain of less favourable treatment and extended the period covered by the complaints under Section 14 (4) of the act. Therefore, the period covered by the complaints commenced on 26 March 2008. The Rights Commissioner found that the employer's failure to acknowledge the status of each of the claimants as a permanent employee by operation of law constituted a continuing contravention of the Act. The Commissioner found that the claimants perform the same or similar work as the named comparators (from 14 other VECs) and that contrary to the provisions of Section 6 of the Act each claimant suffered

less favourable treatment in relation to his/her remuneration package including incremental progression and payment of relevant allowances and the honorarium payment made to the comparators in respect of teaching days in excess of 167 days. She also found that each claimant was less favourably treated in relation to access to the Sick Pay Scheme and other terms and conditions of employment.

The finding requires the respondent to cease the less favourable treatment of the claimants and to implement the remuneration package and all other terms and conditions of employment enjoyed by the comparators with effect from 26 March 2008. The finding required the VEC to acknowledge in writing to the claimants that they are employed on a CID by operation of law with effect from each member's qualifying date and to treat them accordingly. The employer is also required to pay eight of the nine claimants compensation in the sum of €3000 in respect of breaches of the Act, and to pay €1500 in compensation to the ninth member concerned.

TUI received notification on 23 February 2011 of the appeal of the Rights Commissioner's decision by Co. Dublin

VEC to the Labour Court. The VEC has appealed the decision in respect, inter alia, of the Rights Commissioner's decisions on Sections 6 and 9 of the Act; the quantum of compensation measured by the Commissioner; the locus standi of the claimants; the merits of the case and the defence; errors of law and finding of fact; misconstruction of statutory provisions; and absence of a reasoned decision in relation to statutory defence.

The TUI has appealed to the Labour Court on the basis of inadequate compensation measured by the Rights Commissioner.

Two separate cases relating to the withdrawal of increments from two of the members concerned are also currently on appeal to the Employment Appeals Tribunal.

A significant number of cases for members of the branch have been processed successfully through the grievance procedure, the appeal procedure under DES Circular Letter 50/06, the Fixed-Term Work Act, 2003 and through direct representations to the employer. Hearings or findings are awaited in a number of cases also.

## Solutions to February 2011 Crossword

### ACROSS

1 NEUSCHWANSTEIN  
6 BANGOR  
11 KING LEAR  
12 CAJUNS  
14 OILSKIN  
15 VACCINATE  
17 SOLAR  
19 LAST WORD  
21 SEISMOLOGIST

23 E COLI

24 O'BRIEN

27 ASTHMA

29 ENDED

31 RACONTEUR

32 JOYCE

33 CAMEOS

35 REPLAY

36 SABRE

39 ABSOLUTE ZERO

41 HYPNOTIC

43 STOIC

45 REHEARSAL

47 INVITEE

49 ISCHIA

50 TAXI

51 NOMADS

52 STRAWBERRY TREE

### DOWN

1 NASHVILLE

2 UNLOCKS

3 HURON

4 TOUTS

5 INSULTS

7 ABLUTIONS

8 GOK

9 RENEGOTIATE

10 BOURBON

13 ACE

16 AARDVARK

18 APISHLY

20 WEIRD

22 BOUCLE

25 RENAL

26 EVELYN

28 TRIPTYCH

29 EXCLAMATION

30 DEMPSEY

32 JASON

34 OBLIGATED

37 EXCULPATE

38 STASHED

40 ZIONIST

42 TASTIER

44 COCOA

46 ENTER

# Dublin pension symposium – current pension scheme is sustainable

A pension symposium was held recently in Dublin as part of the ongoing campaign by TUI, ASTI and INTO against the proposed changes to pensions for new entrants to the public service from 2011 including teachers and lecturers.

Speakers at the symposium included Annette Dolan Deputy General Secretary TUI, John O'Connell Trident Consulting, Kevin Courtney Deputy General Secretary National Union of Teachers UK, Charlie Weston, personal Finance Editor, Irish Independent and Sheila Nunan and Pat King the General Secretaries of INTO and ASTI respectively.

The following is a summary of the key issues raised at the Symposium.

## What budget proposal means for new teachers and lecturers

The announcement in the budget to introduce a new pension scheme for new entrants to the public service from 2011 will mean a move from:

- A pension scheme based on final salary to a career average pension scheme.
- Pensions matching increases in salary to instead matching inflation
- Retirement at 65 to retirement at 68.

## Current pension scheme is sustainable

The changes to public service pensions including the integration with the state pension introduced in 1995, the increase in the retirement age to 65 for new entrants in 2004, together with the introduction of the pension levy in 2009



mean that the current pension scheme is sustainable as borne out in the comprehensive document called The Trident Report. This report highlights that if a 21-year-old joining under the current pension structure paid the pension levy over their entire career, the projected contribution from the employer would be as low as 3.4% of salary, which is significantly less than the average employer contribution within private sector defined benefit contribution schemes.

## Public service pensions are not gold plated

The changes made to public service pension in 1995 and 2004 mean that the same PRSI is paid by teachers and lecturers as private sector employees and they receive the same state pension as private sector employees, currently €12,017. For a typical teacher retiree after 40 years' service earning €68,448 at retirement, this will give them an occupational pension of €22,207 and a once off lump sum of €102,673. This is hardly a gold plated pension!

## Pension changes will not solve our economic crisis

The proposed changes to the pension scheme will not help the Government out of the current economic crisis. The Government will have to wait until a 22-year-old coming out of college joining the new proposed pension scheme retires at the age of 68 before any savings can be generated. If the new pension scheme is introduced it will be 46 years before even a cent is contributed to state coffers.

## Worldwide trend to worsen pensions of public servants

It seems therefore that the proposal to worsen pension terms for public servants is nothing more than a Government not wanting to waste a good crisis. In fact, it seems to be part of a worldwide trend to worsen the pensions of public servants as was highlighted by Kevin Courtney from NUT (UK) in his presentation. He stated that while a cap and share arrangement had been introduced to reform pensions and make public service pensions sustainable that the recent pension reforms proposed in the Hutton Report would mean that "public servants would pay more, work longer and get less in their pensions." The UK Government have

announced a 50% increase in pension contributions which will mean an increased cost of £61 a month for newly qualified teachers and an increased cost of £102 for more experienced teachers. The UK Government have also announced that it will change the pension link from the retail price index to the cost price index.

The changes announced in the UK for public servants will, according to the NUT, price many teachers and public sector workers out of pension schemes and lead to dependency on the state in old age. The attacks by the UK Government on pensions led to a recent strike by the teacher unions across the UK to highlight and defend their right to a decent pension.

### The real problem – private sector pensions

The real problem in Ireland, in the UK and elsewhere has nothing to do with the sustainability of current schemes but rather the problems with pensions in the private sector. The crisis in private sector

pension schemes was outlined by Charlie Weston, personal finance editor in the Irish Independent, who stated that 8 out of 10 private sector pension schemes are in difficulty and that there have been enormous cuts in accrued benefits because of funding standards and actuarial reviews.

### Worsening public sector pensions for new teachers/lecturers will not solve the private sector pension problem

However, the worsening of the pension provisions for public servants including teachers and lecturers will do nothing to solve the problems of private sector pension schemes

The unions highlighted the fact that the proposal in the budget to introduce a new pension scheme for new entrants who will pay more, work longer and get less means that :

- The Government are targeting the voiceless

- Very few new entrants will be in a position to teach until 68, which means that they will retire on actuarially reduced pensions.
- A two tier system will be created in schools where there will be vastly different conditions of service for new entrant from 2011 and their colleagues who had joined the scheme prior to 2011.
- The proposal is unfair , unjust, vindictive and simply wrong.

### Next steps

The three teacher unions stated that it was imperative that they would meet with the key Government ministers, including Minister Michael Noonan and Minister Brendan Howlin, in relation to the proposed career average scheme with a view to securing changes to the proposed new pension scheme for new public servants.

## Equality News

In October 2011, Ireland will be examined for the first time by the United Nations on our human rights record under the Universal Periodic Review (UPR). TUI made a submission in respect of this UPR concerning a number of issues including, Section 37 of the Employment Equality Act, cuts in educational supports for Travellers, racism and cuts in language supports for minority ethnic students.

The following extracts regarding some of the issues of concern to TUI, from the report submitted on the 21st of March to

the United Nations highlights the shortcomings in this country in relation to human rights.

### Section 37 of the Employment Equality Act

Section 37 of the **Employment Equality Act 1998** facilitates active discrimination against people by providing an exemption which allows for religious orders who provide public services (such as in schools or hospitals) to discriminate against current and prospective employees on the basis of moral ethos. This provision impacts

disproportionately on people who are not part of the constitutionally-defined family, such as **LGBT people** and **single parents**.

### Recommendation:

Immediately repeal section 37 of the Employment Equality Act 1998 and ensure those of minority views have equal rights of participation and employment in the education system.

### Educational supports

A lack of **specialised support services** for children in education impacts on children

*continued overleaf*

who have special educational needs and those with supportive learning needs. Recent cuts to learning support services including Traveller specific supports and language supports 131 disproportionately affect children from minority groups.

#### **Recommendations:**

*Ireland should provide a national network of schools that guarantee equality of access and esteem to children irrespective of their religious, cultural or social background. In this respect, religious discrimination in enrolment of children should be prohibited....*

*Free, accessible and appropriate education of adequate quality should be available to everyone. Measures should be taken to support literacy and prevent early school leaving. Children with special learning needs*

*and special education needs should be guaranteed an adequate education.*

#### **Minorities & Anti-Racism**

Ireland lacks an integrated, strategic Government response to racism, including that experienced by migrants, Travellers and Roma people.

#### **Recommendations:**

*A new national strategic initiative is required to combat racism and discrimination against minority groups in Ireland, including the collection of disaggregated data on racist crime and amendments to the criminal law to take into account racist motivations.*

The text of the full report submitted to the United Nations can be accessed at [www.rightsnow.ie](http://www.rightsnow.ie)

#### **TUI LGBT Network**

**The participants in the TUI Lesbian, Gay, Bisexual and Transgender (LGBT) network would like to see new members joining the group. TUI LGBT teachers are therefore most welcome to attend the next meeting of the group which will be held at 4.30pm on April 19th at TUI Head Office.**

Please email Lesley Conville [lconville@tui.ie](mailto:lconville@tui.ie) for details of the meeting.

## **Act now - you may be entitled to a permanent contract/contract of indefinite duration**

A number of teachers/lecturers with more than four years continuous service with their employer have been awarded contracts of indefinite duration as a result of bringing their case to the attention of TUI.

The union made direct representations to the employer on behalf of these members. If such representations were unsuccessful the cases were lodged with the Adjudicator or with the Rights Commissioner Service.

If you think that you may be entitled to a contract of indefinite duration you should contact your union at the earliest possible date as there are time limits in sending in an appeal.

Prior to contacting the union please consult circular letters CL 34/2009 (qualified second level teachers) and CL 33/2009 (unqualified second level teachers). Lecturers should consult CL 93/2007. Other categories of TUI members may also be entitled to contracts of indefinite duration.

#### **Adjudication Process**

The details in relation to the Adjudication Process are set out in Circular letter 50/06 (second level) and Circular Letter 45/2006 (third level), available on the TUI website.

An appeal can be made to the adjudicator through the union on behalf of a teacher/lecturer who:

- (1) is a fixed term employee and
- (2) has more than 4 years continuous service and
- (3) has been refused a contract of indefinite duration (CID) by his/her employer or
- (4) has been awarded a CID but is unhappy with the terms of the CID (ie received less hours than s/he had envisaged receiving)

#### **4 weeks to lodge an appeal**

If you have been refused a CID or you have been awarded a CID but you are unhappy with the terms of the contract an appeal must be lodged within 4 working weeks of the date you were notified of the decision of the refusal to grant you a CID or of the decision to award you a CID for a lesser number of hours than you thought you were entitled to.

#### **Rights Commissioner Service – 6 month time limit**

Appeals are lodged with the Rights Commissioner service by the union, under the provisions of the Protection of Employees Fixed Term Work Act 2003 on behalf of teachers/lecturers and other members who are claiming a Contract of Indefinite Duration.

#### **Contact your union representative**

If you think you may be entitled to a Contract of Indefinite Duration it is important that you contact your union representative as soon as possible.

# School's in – in Zambia

Not one. Not one of the almost sixty plus students in the senior cycle classroom in Kamulanga High School in Lusaka had heard of Bono. Bob Geldof? No. Roy Keane? No. So I tried Ireland. Did anyone know where Ireland was? Silence. The kind of silence that one only gets in an African school. Squeezed into a classroom that was clearly too small for its bulging numbers and without enough desks, chairs or textbooks, these were some of the lucky students in Lusaka, a city of three million people and Zambia's capital. To have survived this long in education was in itself an achievement. Some were as old as twenty-four; some as young as sixteen. And they were ambitious too. Wanted to get on. When asked how many wanted to go to university, practically all hands shot up. Medicine, commerce, law were the firm favourites. Passports to financial security. This is after all one of the poorest countries on the planet. Two-thirds of the population live in poverty and over half live in extreme poverty. It is ranked 164 out of 182 countries in the United Nations Human Development Index. Perhaps influenced by the presence of an Irish film crew, one wanted to be a journalist. But Aaron wanted to be a campaigning journalist and in Zambia, as elsewhere, there is much to campaign about. Not least in the field of education.

Because the economy was in freefall in the 1980s and 1990s, due in no small measure to the massive debt repayments the country had to make, schools were in a serious state of disarray. School enrolments were down and illiteracy levels were up. Then in 2002 in response to the Millennium Development Goals, the government introduced free primary school education. And it made a real difference. It now looks like Zambia is on course to meet its MDG targets for 2015. A major achievement if it pulls it off. But getting children and young adults onto the next level is of course a major achievement and providing a quality education at that level is an altogether different challenge. And high school



PEADAR KING WITH PATRICIA MUDENDA – PRINCIPAL, KAMULANGA HIGH SCHOOL, LUSAKA, ZAMBIA

principal, Patricia Mudenda is up for that challenge. A formidable woman, she has some very clear and basic principles. Every teacher in the classroom and all classes run the required forty minutes. Students too. Her school she tells us is a centre of excellence and no excuses are allowed. Teacher and student circumstances are not the easiest but high standards are expected. Teacher pay is poor and many have to rely on a second job. But no allowances she believes should be made for that. Once teachers come through the gate, everything else is left behind. Strict principles, however, do not exclude a genuinely warm persona. Her on-school visibility is very high and she has a word for student and teachers alike. For her, seriousness of purpose and lightness of touch are not mutually exclusive. This is after all a vital place of learning. And it shows.

Sure it's a tough station for teachers and students alike. Not to mention their parent(s)/carer(s). Sure it relies heavily on traditional didactic teaching and sure it relies heavily on rote learning. But despite what might seem like indomitable odds, deep-seated structural problems and the ever present day-in day-out struggle to find the school fees to make it all happen,

the school left us with a sense of optimism. Hope for humanity resides in and for these young people and their teachers. A facile observation that might well be construed as such by some, but nonetheless very much real for us. We left with a sense of staff and students having pulled something quite extraordinary together.

And as for Ireland? Well, one student ventured to say that it was surrounded by an ocean. Yes I suggested encouraging him to go on. Near Australia, he ventured. Perhaps I shouldn't have taken that literally. Perhaps that is the best of all metaphors for an old tired country that has lost its way, while a still young determined Zambia struggles to find its way.

*Peadar King is presenter of What in the World? The fifth series begins on RTE 1 Television on Thursday 5th May 2011 at 10.45 and continues for four weeks. Peadar King is a former TUI member and taught in St Patrick's Comprehensive, Shannon for several years. He also worked for Shannon Curriculum Development Centre which is attached to St Patrick's. This is the third series of What in the World? DVDS of the others are available from Peadar. Email: peadarking1@gmail.com*



## Michael Wall - An Appreciation

Michael Wall was a very special member of a close knit group of colleagues in IT Carlow for almost thirty years. It was with deep sorrow that we learned of his untimely passing at the age of just fifty seven, in July of last year. Michael had been diagnosed with cancer two years before, and bore that burden with tremendous fortitude and spirit. He is sadly missed by all.

During his time in IT Carlow, Michael shared the joys and sorrows of each of his colleagues, in a very personal and caring way. Michael's life experiences were shared amongst us, and we collectively shared the joys of births, the schooldays, the illnesses, the college graduations, first jobs, and marriages of his children. These shared experiences created a bond that remains, despite the passing of such an integral member of our staff. Michael will live with us in spirit until the last of us dies.

Whatever Michael undertook in life, he did with a passion. Likewise, Michael never undertook any task that didn't appeal to him. His sporting interests included Gaelic games, Manchester United, golf, and horse racing. Michael was an exceptional bridge player, having been taught by his colleague Sean Costello. It didn't take Michael long to surpass his teacher, eventually reaching a level of expertise that was admired by all who played with or against him. Michael was a keen snooker player, and his extensive knowledge made him an indispensable team member for table quizzes.

Michael's interest in his career subject, Maths, was absolutely infectious. It's not many offices that would have casual discussions about number theory, Maxwell's equations, or Z transforms. Michael always had an enlightened approach to maths. Many's the time one of his colleagues would be stuck with some obscure problem. Michael's stock answer was "leave it with me", and invariably he would produce a comprehensive



solution, if not instantly, then by the following morning. Michael loved the challenge. He often approached problems from an angle that no other maths lecturer would have considered. On one occasion while explaining exponential growth curves he used the breeding rate of rabbits to explain the principle - much more interesting than the charging of a capacitor. In 1991 Michael decided to undertake a Masters degree in Maths at Maynooth, and achieved a first class honours degree.

Michael treated all of his students with courtesy and respect, and commanded great respect in return. Many of his students commented on how great a lecturer he was, a fact well recognised by his colleagues.

Michael had a deep-rooted love of all things Kildare, and especially Castledermot. He grasped every available opportunity to expand his extensive knowledge of its places and people. Michael was recognised internationally as the expert in Castledermot local history, and provided detailed genealogical records to people around the world. In his final few months, Michael wrote many of his records into hard-copy for posterity - a masterly piece of research into Castledermot family histories, and an invaluable collection.

With Michael, family came first. He regularly updated us on the progress of each of his children. We followed the academic progress of Gregory, Rosemary and Suzanne, and the twins, Christopher and James. Michael had great expectations for Michael Junior who is studying to be a doctor, and Verna who is still in secondary school. And all the while, Michael always had the wonderful support of his loving wife, Patricia. Michael is sadly missed by his sister Pauline and his brothers Eugene, Frank, John and Garry. Our heartfelt sympathy goes to all of Michael's family.

## Bart Clancy 1936 – 2010 – An Appreciation

Bart was born in Kilkee in Co. Clare. He attended Kilteragh NS Kilkee, CBS Kilrush and Kilrush Vocational School. He went on to train as a Metalwork Teacher in Ringsend, Dublin, from 1958 – 1960. Bart began his career as a teacher in Lanesboro Vocational School in September 1960 and in 1966 was appointed principal by Co. Longford VEC and he continued to serve in this capacity until his retirement in 2000.

Bart saw the Vocational School through two amalgamations, 1966 with the Ballyleague Secondary School, and in 1989 with the local Mercy Convent School. He brought his expertise and professionalism to these transitions and, as always with Bart at the helm, things went smoothly. Under his stewardship secondary education in Lanesboro went from Group Certificate and apprentice training in the 60s, to the introduction of Leaving Certificate.

The opening of the Community College's new extension marked the high point of Bart's career as principal. He was indefatigable in his efforts to better conditions for students and



staff alike and will always be remembered in Lanesboro as a top class educator and leader. As a teacher and principal he motivated and encouraged students to reach their potential. He is remembered as a kind, patient man, and a committed teacher who was very approachable.

Bart was a committed and highly involved TUI member and since his retirement in 2000 he was actively involved in the Retired Members Association. Bart never had to worry about being occupied in his retirement years. He had a great interest in horology and antique furniture restoration.

As a family man, he placed his finely honed practical skills at the disposal of those he loved most. No doubt they will miss his calm loving presence and his kind counsel.

His friends and colleagues at Lanesboro Community College would like to extend their sincere sympathies to his wife, Bernadette, his sons Peter, Michael, daughters Mary, Sheila, Ann, Breda, and their extended families.

## Next summer, do something different

A-Z Children's Charity needs secondary school teachers to work on a three-week voluntary placement in Uganda, in July or August 2011. This is an opportunity for you to use your skills, share your knowledge and connect with Ugandan communities.

Help bring positive and lasting change to the lives of vulnerable and impoverished children.

For further information please contact Miriam Lewis.  
Phone: 01 5424178 Email: miriam@azkids.ie  
Web: www.azkids.ie



PROVIDING  
HEALTHCARE &  
EDUCATION FOR  
UGANDAN AIDS  
ORPHANS  
Registered Charity  
No. CHY 15459



## Concern expressed over decision to delay sanctioning of special needs resources

**TUI has expressed concern over the Department of Education and Skill's decision to delay the sanctioning of special needs resource teachers for next year pending clarification of resource allocation.**

The Department has informed the union that they intend to delay the sanctioning of special needs resource teachers for second level schools. Up to now, these positions have been given to schools based on the need of the particular student cohort.

Naturally, we are gravely concerned that any such move could be a prelude to a cutting back or other restriction in the provision of such posts and are seeking further urgent clarification on this matter.

Any delay or curtailment of this allocation will have the effect of schools being unable to continue with the integration of students with special needs or to take in additional students with such needs. The allocation of these teachers is used strategically to provide for small group work for students with such assessed needs such as basic literacy and numeracy as well as other key skills.

Regrettably, large numbers of schools continue to operate selective enrolment policies which result in those schools which operate fair policies enrolling a disproportionate number of students with special educational needs. This would mean that schools which cater for the most numbers of such students in our communities would once again suffer under any new cull of these posts. In the current climate, this would be unconscionable.

## Two important new circular letters

**Circular Letter 11/2011 - Maternity Protection entitlements for registered Teachers in recognised Primary and Post Primary Schools**

This comprehensive circular letter supersedes all previous circular letters on maternity leave entitlements.

**Circular Letter 10/2011 - Career Break Scheme for Registered Teachers in Recognised Primary and Post Primary Schools**

Similarly, this supersedes all previous circular letters on the career break scheme at second level.

**Both are available to download on [www.tui.ie](http://www.tui.ie)**

# RMA News



FRANK MCCARTHY, RMA CHAIRMAN ADDRESSING CARLOW MEETING



MEETING IN SEVEN OAKS HOTEL, CARLOW

If you think things are bad for us with pension cuts, spare a thought for our young teachers entering the profession. The TUI, ASTI and the INTO organised a series of meetings to inform not only current teachers and retired teachers but also student teachers of the Government's proposed plans for Public Servants Pensions to commence this year. Our President Bernie Ruane said that "teachers entering the profession would work longer, pay more and receive less" if these proposals are passed by the Government. They would enter at a lower point on the salary scale, receive a 10% cut in salary, work until they were 68 and receive a pension based on career averaging. You may have read of a similar scheme being proposed in England where unions have vowed to take strike action in the event of such a scheme being implemented. I attended three of these meetings - one in Dublin, one in Limerick and one in Galway. Attendances in Dublin and Limerick were

very impressive with a lot of student teachers attending. From my first day teaching I was permanent and wholetime. Now a permanent teaching post is as rare as hen's teeth and also one of the main advantages of the profession is being removed in that teachers will work longer and pay more to receive less in their pension. We need to support our young teachers in any way we can and for most of us this will be to respond to the requests of our union to do so.

To date we have had three of the five Area Meetings that I earlier wrote about. The first one was in Carlow in the Seven Oaks Hotel for Area 1, which includes the counties Carlow, Laois and Wicklow and was organised by the Area Representative Moya Corry. The meeting was well attended. Our chairman Frank McCarthy outlined the purpose and aim of the meetings - to create a more inclusive and democratic organisation with more local

involvement. This was well received and as a result several members volunteered to develop the process further with an Area committee. The second meeting was held in New Ross in the Brandon House Hotel and was for Area 4. This Area consists of the counties Wexford, Waterford, Tipperary and Kilkenny and was organised by Patrick Cummings. All the meetings took the same format and thankfully had the same good outcome in that a committee was formed to progress the idea of forming an active local branch of the Association. The meetings were also addressed by a representative from Cornmarket who had an interesting package to put to our members. The third meeting was held in the Creggan Court Hotel Athlone for Area 2. This consists of the counties Westmeath, Roscommon, Longford and Offaly. This had the largest attendance to date with over thirty members present and again a local committee was formed, organised by Area



FRANK AND PATRICK CUMMINGS, AREA 4 REPRESENTATIVE.



CREGGAN HOTEL, ATHLONE MEETING



Representative Oliver McCormack. This meeting was attended and addressed by our Vice President Denis Magner whose attendance and support was appreciated by all. Again a local committee was formed. The next two meetings are being held in Letterkenny and Sligo.

Speaking of Letterkenny, we are due there for our Spring Break at the end of March. Over fifty members have booked for this outing and we expect to have a great time. We plan to visit the National Park at Glenveagh and tour the Castle and Gardens, if the weather is good - and we hope that it will be - it should be a magnificent event. Our return journey from Glenveagh will be by Ballybofey for some retail therapy. The following day we will visit Derry and tour the Tower Museum which records the history of Derry and also includes a display of items taken from a Spanish vessel sunk in 1558. From the roof of the tower one can view

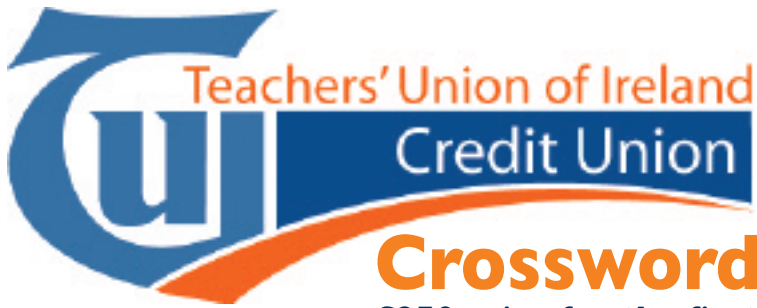
the whole of Derry City. Our next event will be the AGM/Conference which will be held in Galway in May, more details later.

We started with an account of age solidarity ie pensioners supporting young teachers in their fight for a decent pension. Well we will end with age solidarity in that present teachers should support retired teachers in welcoming them to the school and inviting them to events that mark the school year. So much is written now about the importance of self-esteem and the need to affirm people rather than demean them or seek to put them down. I am referring again to the retired teacher who was told to leave the school by the principal. This was the school where he taught for many years and where his wife still worked. He was given no explanation for this attitude other than that the principal could do it. I also mentioned before how he wrote to the Board to inform them of the event,

expecting an apology but only to receive a letter from the Chairman stating that they approved of the principal's behaviour. You have to consider that two members of the Board are teachers! However, the upshot of all this was a letter from the Board stating that "All visitors to the school must report to the General Office, indicate the purpose of their visit and nominate whom they wish to meet. No person who is not a teacher, staff member or student is entitled to enter beyond the Reception Area without the approval of the principal who acts on behalf of the Board." That you might say is fine except that it applies to retired teachers. That principal has since retired and we can only hope that his successor will have a more enlightened approach to retired members of his staff who gave such great service to the school.

*Christy Conville.*





Congratulations to  
**ROISIN NEYLON AND  
 MARY BRADY (JOINT ENTRY),  
 GORT COMMUNITY SCHOOL**  
*winner of Vol 33 No 6 Crossword  
 Competition*

**€250 prize for the first correct answer drawn from the entries**

**Solutions to February 2011 crossword on page 31**

**Only one entry per member.**  
 Photocopies can be submitted.

Name \_\_\_\_\_

Workplace \_\_\_\_\_

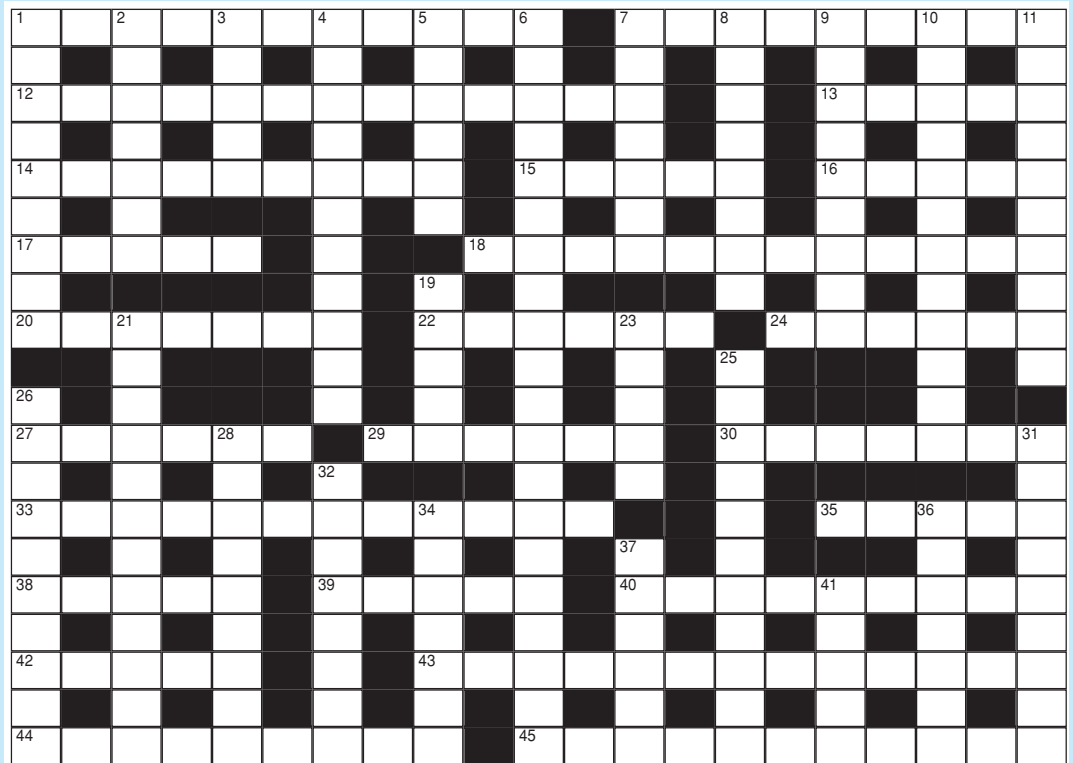
Address \_\_\_\_\_

Contact number \_\_\_\_\_

TUI Branch \_\_\_\_\_

Send entries to TUI  
 Crossword Feb '11, TUI, 73  
 Orwell Rd, Rathgar, Dublin 6

Closing date for entries:  
 6th May, 2011



**ACROSS**

- 1 People lacking funds, resources, or prospects; destitute (4-3-4)
- 7 Abounding in arachnid gossamers (9)
- 12 Period of violence following the French Revolution (5,2,6)
- 13 Russian monarchs (5)
- 14 A private conversation between two persons (4-1-4)
- 15 Famous racecourse in Berkshire, England (5)
- 16 Informal name for the National Lottery (5)
- 17 At right angles to the keel of a ship (5)
- 18 An explosive device designed to be triggered when an unsuspecting victim touches or disturbs a seemingly harmless object. (5-7)
- 20 A unit of digital information or computer storage (7)
- 22 The quality of showing or requiring careful, precise treatment. (6)
- 24 A cell of the nervous system (6)
- 26 The development, installation, and implementation of computer systems and applications. (11,10)
- 27 A dried grape (6)
- 29 The male of the species *Felis catus* (6)

- 30 To move or lift with or as if with a lever (7)
- 33 The volatilization or evaporation and subsequent condensation of a liquid (12)
- 35 Excavate (3,2)
- 38 In approximately; about (5)
- 39 Odds of a one to one ratio (5)
- 40 To express the most important facts or ideas about something or someone in a short and clear form (9)
- 42 A fictional dog who has been the focus of several movies from 1974 to the present day (5)
- 43 *Miscanthus* (8,5)
- 44 Perpetually (9)
- 45 Refers to lovers whose relationship is thwarted by outside sources (4,7)

**DOWN**

- 1 A type of auto racing performed on oval tracks (4,5)
- 2 Carve wood into an object by repeatedly cutting small slices from it. (7)
- 3 Condition where breathing is temporarily suspended (5)
- 4 Pertaining to or involving the difference of two or more motions, forces, etc. (12)
- 5 Not level or smooth. (6)
- 6 Manner of writing in which a character's

- thoughts or perceptions are presented as occurring in random form, without regard for logical sequences (6,2,13)
- 7 Central core of a maize ear (7)
- 8 *Psaltriparus minimus*, long-tailed tits found in North America (4,4)
- 9 Show or declare that someone is not guilty of wrongdoing (9)
- 10 An establishment dealing with cosmetic treatments (6,7)
- 11 The loss of hope or confidence (11)
- 19 A shade of blue (6)
- 21 Scheme providing for payment of a sum of money to a named beneficiary upon the death of the policyholder (4,9)
- 23 Acts of stealing (6)
- 25 A symphony orchestra or the society sponsoring it (12)
- 26 Incapable of being reduced or of being diminished (11)
- 28 A counterfeit; copy (9)
- 31 Sad and gloomy; dejected; downcast (9)
- 32 A small suburb of south Dublin (8)
- 34 By that means; because of that (7)
- 36 String instruments with curved sides (7)
- 37 Common chronic inflammatory disease of the airways (6)
- 41 ----- Santos, Brazilian-born rapper (5)