



GENERAL ELECTION 2011 – PRIORITISE EDUCATION

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A 'thank you' message from Rwanda to TUI members



"A belated happy new year. I just wanted to let you know that the Friends of the Children International School in Rwamagana, Rwanda opened its doors on the 10th of January with 31 students in Maternelle I (the equivalent of Junior Infants). The TUI very generously supported this project with a contribution of €500 in 2010 to add to contributions in the previous two years. We'd like to pass on a little thank you message to the TUI from the young scholars on their

first day of school. We'll be in touch with a detailed report on exactly how the funds were spent. Heartfelt thanks for your support, it really does a world of good."

€0.95 of each full TUI member's subscription is allocated to a Third World Fund. This fund is used to assist such educational developmental and Trade Union projects in underdeveloped countries as may be approved by the executive committee from time to time.



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TUI PRESIDENT, BERNIE RUANE

*The winds of change are blowing,
let us ensure they blow favourably
in the direction of education.*

Colleagues,

Let us never forget the efforts the last Government made to dismantle both our educational services and our pay and conditions. Now is the time for us to ensure that this never happens again. We as teachers and lecturers have all suffered at least a 20% decrease in our take home pay. Any new Government can call it what they want - pension levies, universal social charges or non-payment of agreed increases. The reality is that we have all paid dearly for their ineptitude. Even retired teachers are enduring harsh and inequitable cuts to their pension.

New entrants to the teaching profession are to be given salaries 16% behind their counterparts who started last year and are threatened with pensions much less favourable than ours. They will have to pay more, work longer for less if this is introduced. This must become a political issue in the election. Pension savings do not take effect for decades, so this is not necessary and we need definite commitments from the politicians.

When they come knocking on your door it is your turn to ask the questions and insist that you get the right answers. The canvassing card which includes priorities for the union enclosed in this copy of TUI News, may be of assistance in this regard.

Any new Government must make investment in education a priority. Education must be acknowledged by it as investment in a public good and not an expense. An educated population is indeed the only valuable asset this country has. Despite all the attacks made on education, TUI members in schools, colleges and centres continue to provide a world class service. Yes members, we are doing our patriotic duty. However our efforts will be in vain if the incoming Government does not ensure that the

inequities in our educational system are driven out of this country. A system where every child is entitled to go to their local primary or second level school without selection or discrimination and given every support to achieve their maximum potential is what this new Government must deliver.

All the children of this nation must be cherished equally. Nobody should be denied access to a school for socio-economic or any other reasons. This country cannot afford any more cutbacks and this country cannot afford to be without the support structure in schools provided by the posts of responsibility. These posts are needed more than ever now as the pastoral care they provide is invaluable to students, especially those for whom school is the only safe place they know. The pupil teacher ratio is now one of the highest in Europe. This must be examined and the real damage it does to options and the disadvantaged taken on board.

The Public Service Agreement outcomes are now with you. Hard copies have been distributed and extensive Q&A documents are also available on the web. The content of these documents are unpalatable and so are the alternatives. The Executive Committee decided to postpone the ballot on these outcomes until after the general election takes place. It was felt that it is not appropriate to ballot during the election. In addition the Executive has written to the parties seeking their attitude to the Croke Park Agreement should they be in Government. This will also give you the opportunity to interrogate candidates who hope to be in the next Government as to what is their policy regarding the Croke Park proposals. It is you the members who will ultimately decide on rejection or acceptance of the Public Service Agreement through a ballot. Now

is the time for discussion in schools, colleges and centres on how acceptance or rejection of these proposals will affect you. Members who have further questions should send them in to tui@tui.ie. Responses will be posted on the website.

Spring has come at last, the snow has melted but has not been forgotten about. Contrary to what some management bodies claim, there is no agreement on making up these snow days. Teachers as professionals will ensure that the full curriculum is delivered. Pressure should not be put on teachers to do extra time. If you have issues regarding snow days please inform your branch who will give the information to your area representative. A guideline has been issued by the Department of Education and Skills in relation to making up snow days. This is not agreed with TUI and was not referred through the Teachers' Conciliation Council as is required. This matter will be discussed by the executive committee and further instructions will issue to branches.

Finally, we have been looking for an election for a long time. Use your vote and vote for the candidates who are prepared to invest in teachers, schools, colleges and centres of learning. Those candidates who cannot tell us that investment in education is going to be a priority will be no different than their predecessors. The education system cannot sustain further cuts. Our salaries cannot sustain further cuts. The winds of change are blowing, let us ensure they blow favourably in the direction of education.

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

Bernie Ruane,
President

General Election 2011 - Making your vote count

Ahead of the general election, the union's executive committee has identified issues which it considers TUI's 15,000 member should raise with candidates on the pre-election trail.

It is well known in political circles that older people have a much greater influence on politicians than younger counterparts. The reason for this is that older people have close to a 90% probability of voting. As a consequence, the lobby for older people has been powerful in the recent past. Teachers can achieve the same reputation by being registered and by using the vote. To this end, TUI has already electronically distributed posters outlining voter registration procedures. You will also find a canvass card in this copy of TUI News which may be of assistance in raising issues of concern to teachers and lecturers. In addition to their views of the Public Service Agreement proposals, TUI has sent a separate communication to the political parties to seek their policies across a range of education issues. These are set out below and may also be of use in identifying specific issues to address with canvassers, depending on the education sector you work in.

1. Investment in education

Education is crucial to the country's economic recovery and to the future prospects of thousands of our citizens. Despite this, Ireland's investment in education is one of the lowest in the OECD (30th out of 33 countries according to latest available figures) and at present stands at 4.6% of GDP. The OECD average is 6.2%.

While acknowledging current economic restraints, would your party agree to a phased and targeted increase in the education budget to 7% of GDP (or to some alternative measurable means of increasing education expenditure providing a similar resultant increase) during the lifetime of the next Government, this expenditure to be across all sectors of education?

2. Appropriate staff allocation with particular regard to the most disadvantaged

The simplistic and frequently expressed view that a cut in teacher or lecturer numbers in post-primary, further or higher education only leads to a small increase in class size with negligible impact on student experience is completely flawed.

At second level restricted subject choice, reduced access to higher level options in many subjects and less time to address the requirements of those with special educational needs are just a few of the devastating effects that a cut in teacher numbers wreaks on individual students.

The pastoral care system in schools has been dismantled by the moratorium on posts of responsibility replacement. In order to allow schools to function in the interest of the students this must be reversed at the earliest opportunity.

A commitment, at a minimum, to protect the current staffing allocations in terms of staffing ratio, provision of Resource and Special Needs Teachers and Language Support Teachers must be forthcoming so that we can at least maintain efforts to bring about a more equitable system of education. The losses in this regard over the past years as a result of the budgetary cuts must be restored as a priority.

In Institutes of Technology the Employment Control Frameworks are eroding the educational quality and opportunities being given to students. There must be as a minimum a maintenance of the present ECF and an early commitment to the restoration of former staffing ratios.

Does your party agree to maintain current staffing ratios as a minimum and commit to no further reduction in overall

teacher/lecturer numbers while taking account of the huge rise in pupil/student numbers due to demographic changes?

Does your party agree to reassess the situation in relation to the moratorium on the filling of posts of responsibility in the interests of the pastoral care of the schools?

Does your party agree to restore the former staffing ratios in schools, VECs and Institutes of Technology which were cut in the recent cutbacks, also taking account of the huge rise in student numbers due to demographic changes?

Does your party commit to preserving the additional and discrete posts outlined above to enable and promote participation of the most disadvantaged?

3. Promoting and enabling equality of access to schools for all

Our education system remains riven with inequalities in 2011 and the Department of Education and Skills continues to fall far short of its mission statement of "enabling individuals to achieve their full potential and to participate fully as members of society". School selection of pupils on a variety of basis is common leading to privilege as well as discriminatory treatment. The outgoing Government had made some belated commitment to address this in a limited way. Meanwhile taxpayers' money to the tune of €100m subsidy bolsters privilege in private fee charging selective schools which do nothing to address equality of access to education.

Will your party continue the moves initiated by the outgoing Government to remove inequitable selection procedures from schools?



Will your party commit to the principle of equality of access to education, if necessary by introduction of appropriate legislation to this effect?

What is your party's position on the continued €100m annual state subvention to fee-paying schools?

4. Training and upskilling

The upskilling and reskilling of current and future workers is critical to the country's economic recovery and to the future wellbeing of the individuals involved. However, Ireland continues to lag far behind European and OECD norms in terms of numbers of adults participating to up skill and obtain initial qualifications. In addition the present Government has imposed an artificial cap on the numbers attending PLC courses which makes no sense particularly at this time of crisis. Young people are in effect being paid to do nothing rather than receive necessary education/training. Furthermore it has recently introduced a registration charge for such students.

Space limitations here prevent us from detailing the abject failures of FÁS. However, of particular note in recent months are its inadequate systems to support learner certification and overall quality of service delivery. Thousands of students being left without certification is wholly unacceptable. VECs and IoTs have

readymade structures and track records for providing relevant and high quality courses that meet a wide range of learner and labour market needs.

In particular courses offered by VECs and IoTs provide an excellent base from which learners can progress to higher levels of study within institutions or across institutions. Their systems and structures represent value for money which is ever more important given the economic state of our country.

Does your party commit to removal of the artificially imposed limit on student numbers in the hugely successful Post Leaving Certificate (PLC) sector and on other further/adult education programmes?

Does your party support a complete reform and reorganisation of the country's training regime, including that currently under the auspices of FAS, by facilitating increased participation in HETAC and FETAC accredited courses in the VEC/C&C and Institute of Technology?

Does your party commit to the removal of the recently imposed registration charge of €200 in respect of students attending PLC courses?

5. Taxing the teachers and lecturers of tomorrow

The current Government proposes cutting the starting pay of teachers by 16% (10% cut in starting pay and in addition removal of the current procedure whereby teachers appropriately trained start above the first point of the pay scale) on top of the already imposed pay cut and pension levy of the order of 15%.

Does your party commit to withdrawal of these unfair, exploitative and inequitable measures threatened for new teachers?

The current Government also proposes introducing a pension scheme that could see teachers, as well as other public service workers, drawing down less than they contribute over the length of their working lives.

Does your party commit to a re-examination of the proposals in respect of pensions followed by a process of consultation with union before any change is introduced, particularly given the fact that a restructured pension scheme for new public service employees will bring about no savings for decades?

Responses to these questions will be brought to the attention of all members in a subsequent additional bulletin ahead of the general election.

Public Service Agreement – no ballot until after general election

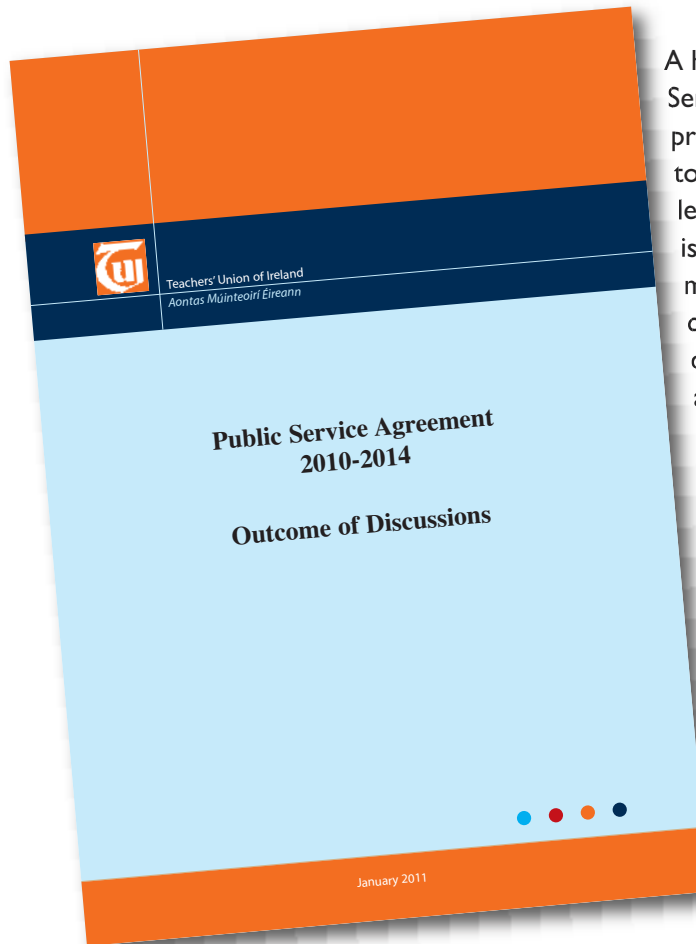
The executive committee of the Teachers' Union of Ireland (TUI) decided at a special meeting to delay a ballot of members on the Public Service Agreement proposals until after the general election.

There was consensus that given the imminence of the general election, it would be prudent to wait until after it to hold a ballot on the acceptance or otherwise of the proposals. Members will be balloted on the proposals but the timing of this remains to be decided.

This course of action will allow the union to elicit views in relation to the Public Service Agreement from across the political spectrum on the intentions of each of the political parties, particularly those with a likelihood of being involved in the next Government.

These views will be presented to TUI members both to assist in informing their voting intentions and as part of the overall consideration of the proposed Agreement. The union will continue its process of consultation with members ahead of the election.

Following the decision of the executive committee, the union immediately wrote to all political parties to seek answers to the following two questions:



1. *Should your party be involved in the next Government, what would its view be in relation to the continuation of the Public Service Agreement?*
2. *Does the view of your party in relation to the Public Service Agreement differ in any way from the position as set out by the present Government?*

The response of each party will be made available to members of the union as part of the information which they will require to make up their mind as to the acceptance or otherwise of the Agreement

A hard copy of the Public Service Agreement proposals of relevance to teachers and lecturers has already issued to every TUI member. In addition, comprehensive Q&A documents are available to download on the TUI website. Should members have any additional queries or require any further clarification on the proposals not covered in these Q&A documents, they should be submitted by email to tui@tui.ie and they will be addressed as quickly as is possible.

In addition, a number of major education policy issues have been put to the political parties and the union suggests that these issues – and that of the Public Service Agreement - would be raised with party representatives during the election campaign. To this end, a canvassing card has been included in every copy of this edition of TUI News. We hope that this will be of assistance in identifying areas of most professional concern to teachers and lecturers.

Annual Congress 2011 – Tralee

Annual Congress 2011 takes place in the Brandon Hotel, Tralee from Tuesday, 26th to Thursday, 28th April 2011. Check the website (www.tui.ie) for the Preliminary Agenda and other updates.



ANNUAL ELECTIONS 2011

VICE-PRESIDENT

There are two candidates for the position of Vice-President

Tom Creedon, Waterford City Branch

Denis Magner, Co. Offaly Branch

An election is being held.

AREA REPRESENTATIVES

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

John Campbell, Donegal C&C
Mary Geraldine Shevlin, Conamara Branch

An election is being held.

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

There are five candidates for three positions on the Security Fund Committee

Enda Cawley, Co. Sligo Branch

Claus Derenda, IT Carlow Branch

Joseph O'Donnell, Co. Donegal Branch

Paudie Palmer, Co. Cork Branch

Michael Walsh, Cork Colleges Branch

An election is being held.

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: cassidypatricia@hotmail.com
Mobile: 086-3911737

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

Completed forms should be returned to Patricia before Friday, 11th March, 2011. Please insert "2011 Congress Crèche" in the subject line of emails.

Please note that there is a late booking fee of €60 per child for children booked into the Crèche after the deadline of 11th March 2011.

Due to HSE regulations, there will be a limited number of places available in the crèche so early booking is advised.

Hunt report finally published. Worth waiting for? Not really...

Report compromised by political demands

After long delays, myriad rumours and numerous leaks, the National Strategy for Higher Education, commonly known as the Hunt report, was finally launched by the Minister for Education & Skills earlier this month. Was it worth waiting for? Not really! Any reasonable overall assessment of the report and its recommendations must conclude that it is a disappointment and, indeed, not the first such disappointment. Witness the OECD production of 2004/2005. The disappointing nature of the report, as was the case with its OECD companion piece, is attributable in large part to the fact that the Hunt group was compromised from the outset by the clear expectation of Ministers that it would (as they had essentially dictated) recommend the re-imposition of student fees. Ministers O’Keeffe and Coughlan required that recommendation at the least from any report that issued.

Report re-hashes same old lie

In terms of the IoT sector, the report comes freighted with pre-conceptions and misconceptions that, taken together, contrive to undervalue and misrepresent the operational and educational realities of the modern Institute of Technology. The report betrays a restricted view of the institutes. It considers them to be less than they have already become, viewing them (at various critical points) as little more than glorified community colleges, in the US meaning of that term. Most telling in this regard are the stale and tiresome echoes of the lie that is so relentlessly peddled by the IOTI - that lecturers in the sector are not working to their contract. On the same page of the report, in successive paragraphs, Hunt manages both to remain deafeningly silent and resolutely un-enquiring in respect of the university sector and to flog the dead horse of the specious fiction that the already excessive



MINISTER MARY COUGHLAN AND COLIN HUNT AT LAUNCH OF REPORT

lecturing hours of IoT lecturers need to be increased. The TUI explicitly warned the Hunt group against re-hashing this fiction.

Espouses greater “student contribution” – ignores consequences

This schizophrenic approach is also evident in other elements of the report. For example, as a union we must heartily welcome the report’s recommendation that part-time students be provided with parity of esteem and that their existence be recognised in funding mechanisms. Attendant recommendations in terms of access and progression have much to recommend them. However, this tentatively egalitarian approach is contradicted and eventually confounded by the report’s adherence to the demand of its political masters regarding the re-imposition of a student contribution to funding by way of a combination of up-front payment and a loan repayable upon securing employment as a graduate. At any time, but most especially at present when we are all saddled with the socialised private debt of the banks, to suggest the introduction of a system that would tie students and graduates to

further debt is simply perverse. Basic common sense tells us that the re-imposition of fees (by whatever mechanism or combination of mechanisms) will inevitably and quickly have the effect of undermining national policy in terms of increasing participation. More specifically, it will be those from the lower and middle income strata of society who will suffer most under such a dispensation. In championing this cynical orthodoxy, which owes nothing to educational principles, the Hunt group has, of course, received the predictable plaudits from Government spokespersons, HEA luminaries, university presidents and certain elements of the media.

The teaching / research dilemma

The strategy group also struggled, and not by any means entirely successfully, with the palpable tension between teaching and learning, on the one hand, and research on the other. In truth, higher education institutions are faced with a dilemma in this regard and there are no clean-cut solutions. The TUI has long championed the primacy of teaching in a higher education setting but equally recognises the strategic importance of developing a

critical mass of research capacity. At a literal level, the report seeks to assure us that it regards teaching and research as being symbiotic, of equal importance and value. However, the intuitive sub-text is repeatedly to the effect that higher education should sub-serve economic imperatives and that, as a consequence, research that can be commercialised and privatised takes precedence over teaching. Having permitted itself this intuitive conclusion, the Hunt report then assigns the predominant role in regard to research to the university sector and seeks severely to de-limit the research role of the Institutes (both in their present configuration and in the envisaged configuration of amalgamated Institutes and/or technological universities).

Institutes under-valued in recommendations on structures

This tendency in the report that seeks to restrict the development of the Institute of Technology sector is a recurring theme in the recommendations regarding structural change. The tone the report adopts in respect of the Institutes is condescending, at the very least, and is based upon a failure, intentional or otherwise, to understand and acknowledge just how far the Institutes have evolved in a remarkably short period of time. In effect, Institutes are exhorted to cluster with other Institutes and with universities while, simultaneously it would seem, formally amalgamating with other Institutes, with a view in the medium to longer term (as amalgamated Institutes) to applying for recognition as technological universities. At the conclusion of this tortured and torturous process the reward would be that the technological university would be restricted, in the main, to programmes that are placed at levels 6 to 8 inclusive on the National Framework of Qualifications with only limited access to levels 9 and 10, such access to be generally dependent upon linkages with universities. Is it not bizarre that such

elaborate re-configuration would be required to enable technological universities to offer less to their learners, in terms of a range of programmes and levels, than individual Institutes of Technology currently offer. The TUI absolutely opposes any proposal that would render Institutes no more than feeder colleges for universities. Equally, the TUI resolutely supports the continued provision by the Institute sector of levels 6, 7 and 8, as well as levels 9 and 10.

Future of Apprentice Education

It must be acknowledged that the report does recognise the need for continuation of apprentice education in the IoT sector. However, it is disappointing that the report baulks at the challenge of recommending a new model of direct entry to apprenticeship that is not employer led.

Discredited leadership model

In respect of governance and leadership the report, unsurprisingly given the membership of the strategy group, espouses the failed model of heroic leadership and managerialism. The TUI will continue to advocate for, and demand, distributive leadership and genuine collegiality that harnesses the collective wisdom of an institution's staff and that does not, as is increasingly the case in practice, exclude the necessary and legitimate voice of the academic community.

The privatisation agenda

The union is also seriously concerned about a further sub-text of the report which envisages the increasing privatisation of higher education, not least because of an anticipated withdrawal of public funding in favour of alternative private funding sources, all of them in supposition or contingent. In this respect,

unobtrusively placed sentences in the report, which might on first view appear to be non-sequiturs, are indicative of a significant threat. For example, the report envisages increasing incursion by privateers and foresees bidding wars between them and public providers in regard to contracts for services. This is reminiscent of the manner in which Hibernia was facilitated by Government and the Department to enter the teacher education sector on a basis that had no regard for the quality of provision and that conferred significant competitive advantage on the privateer.

HEA – not fit for purpose

The role envisaged for the HEA in this context is, once again, problematic. It is to be assigned a significant function in regard to measurement of the performance of higher education institutions against specified targets. In and of itself, this might not ordinarily be a worry. However, it is the experience of the TUI that the HEA - in terms of its culture and as constituted at present – is hostile to the ethic of the IoT sector and, possibly, opposed to the concept of access to high quality, publicly funded higher education as an intrinsic part of the social contract. The union will require to be convinced (and it will take much convincing) that the HEA is capable of a breadth of vision that it has not to date evinced.

Next steps - TUI

As a next step the union will, following full consultation with members, submit and publish a comprehensive response to the report of the National Strategy group for Higher Education.

Observations, from Branches or individual members, to inform this commentary would be most welcome and should be submitted to jmacgabhann@tui.ie or joreilly@tui.ie



Yes, "WE'RE OPEN" For Loans

Despite what may be happening in other financial institutions, TUI Credit Union is still servicing its members and is more than willing to consider all loan applications. Members are experiencing cuts in salary, levies, and extra taxes, so now is the time to let TUI Credit Union help you to manage your money. We have two rates - **5.99%APR** for borrowing within shares and a Standard Interest rate of **7.59%APR**.

- Payments direct from your salary
- Interest on a reducing balance.
- No penalty for paying off early
- No set up fees
- Free insurance protection
- Rates are one of the lowest available.



OUTGOING BOARD MEMBERS AND SUPERVISORY COMMITTEE

The confined members draw:

December's winners were:

Bernadette Cassidy €1500, Dundalk, Co Louth
John J Walsh €1000, Dublin
Liam Winters €500, Kinlough, Co Leitrim.

Car Prize

During the TUI Credit Union's AGM the winners for January will be announced. The First prize on this occasion will be a car.

TUI Credit Union's AGM

The AGM took place on Friday 28th January 2011 at the Clarion Hotel at Liffey Valley, Dublin

Employee Assistance Service helps over 700 teachers in 2010

Figures just released show that the EAS received more than seven hundred calls from teachers during the last academic period from September 2009 through to the end of June 2010, seeking help on how to deal with stressful work, personal, health, family or financial issues.

The Employee Assistance Service (EAS) is a free and confidential counselling and support service that was established in 2006 exclusively for teachers and their family members to provide them with assistance in coping with a variety of issues. The purpose of the service is to provide easy access to confidential counselling support 24 hours a day, 365 days a year. During 2010 there is evidence that emotional health issues have increased in number particularly due to financial concerns, transition, ill health, family issues such as bereavement, and anxiety about the future.

"Given that we are living through a period of economic change and uncertainty, the EAS is now, more than ever, proving to be a beneficial resource

offering completely confidential guidance and support in coping with these changes", said Joe Doddy of Vhi Corporate Solutions, the company contracted to provide the service.

Who can access the service?

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

The EAS is provided by Vhi Corporate Solutions who follow strict ethical guidelines and codes of practice which means that any contact with Teachers, SNAs and their families remains confidential and no information about them is available to anyone without their written consent. Any feedback provided to the Department is purely in general terms and is anonymous in nature.



What kind services are available?

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

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

How do I contact the service?

Couldn't be simpler.

The EAS is available 24 hours a day, 365 days a year through:
Freephone 1800 411 057 or
Email : eas@vhics.ie

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

Paul McSweeney elected Honorary Secretary for third time

Paul McSweeney was elected as Honorary Secretary of TUI for a third time at a recent executive committee meeting. It is unusual for an executive member to be elected for a third term due to the nature of the term for which the Office can be held. It is an indication of the high regard Paul is held in by his fellow executive members to be elected by them on a third occasion.

Paul is an academic member of staff in DIT for over 25 years and has represented Dublin Colleges Branch TUI members as Area Representative, Chairperson, Secretary and branch committee member for over twenty years.

An educationalist, Paul is committed to academic collegiality and is a Lecturer in the Faculty of Engineering, teaching both apprentice and undergraduate students.

He is committed to Lifelong Learning. Paul graduated from DCU with a MSc in Education and Training Management (Leadership) in 2005 and also participates in the National Skills Competition as an expert. TUI is very fortunate to have an Honorary Secretary of Paul's calibre at this critical time for teachers and lecturers.



PAUL MCSWEENEY

Interested in teaching in Africa this summer?

For the first time Link Community Development is recruiting second level teachers to volunteer for summer 2011, where they will live with a local family and work in a rural school. This experience will give them a unique insight into life in a rural African community, as well as an understanding of the challenges facing teachers and pupils in African schools. This personal and professional journey will enable them, through sharing stories and experiences with pupils and colleagues at home in Ireland, to promote development education and improve teaching and learning in Ireland about Africa and global issues.

Link's School Improvement Programmes currently reach over 2,500 schools in Ethiopia, Ghana, Malawi, South Africa and Uganda. Because the Global Teachers Programme and Schools Programme take



GLOBAL TEACHER FIONA MAGUIRE AT NTUNTU PRIMARY SCHOOL, UGANDA

place within the context of Link's broader work, they enable teachers and pupils in Ireland to make a real, effective and sustainable contribution to the life of an African school; as well as transforming the way pupils in Ireland think about Africa.

More information on both programmes and Link's work can be found at www.lcd.ie.

Cathal O'Keeffe, Executive Director, Link Community Development.

The scandal of school textbooks - could schools, or local GAA clubs, organise annual schoolbook fairs?

There is real hardship and desperation in the homes of many of our students at this time. The TUI President has very correctly focussed the spotlight on one area of education that needs urgent attention in this context - ie the pricing of school textbooks and their seemingly ever-changing 'new editions'.

€400 is the average cost of schoolbooks for each student starting a Junior Cert course, according to the Irish Second level Students Union (ISSU). For a student starting Leaving Certificate, it is more than that again – far more than a family can shell out on books alone. That, however, is only part of the problem. The entire process will have to be repeated again and again for all subsequent children.

The Irish independent has illustrated that the education sector accounted for 63% of total sales in Irish book publishing last year, with Tim Hurley, founder of 'School Book Exchange' claiming that Irish people spend on average over €100 million on schoolbooks every year. So, we're obviously talking big bucks here – small wonder, then, that some claim that families today have to choose between books and food!

Enter a new self-help website: School Books Exchange (www.schoolbookexchange.ie), offering an online facility for exchanging old schoolbooks, at an estimated saving of up to 66%. The site was enthusiastically received, yet one problem persisted – that which was highlighted in the last TUI News editorial – endlessly-changing schoolbook editions. This dubious practice by publishers threatened to undermine everything. One student, Sarah, complains on the site's blog page:

'I'm not getting many sales as books go out of date quickly. They should make the books last longer instead of continuously changing them. If the book was good enough for my year what was the point in changing them for the year after? It's a waste of paper and money.'

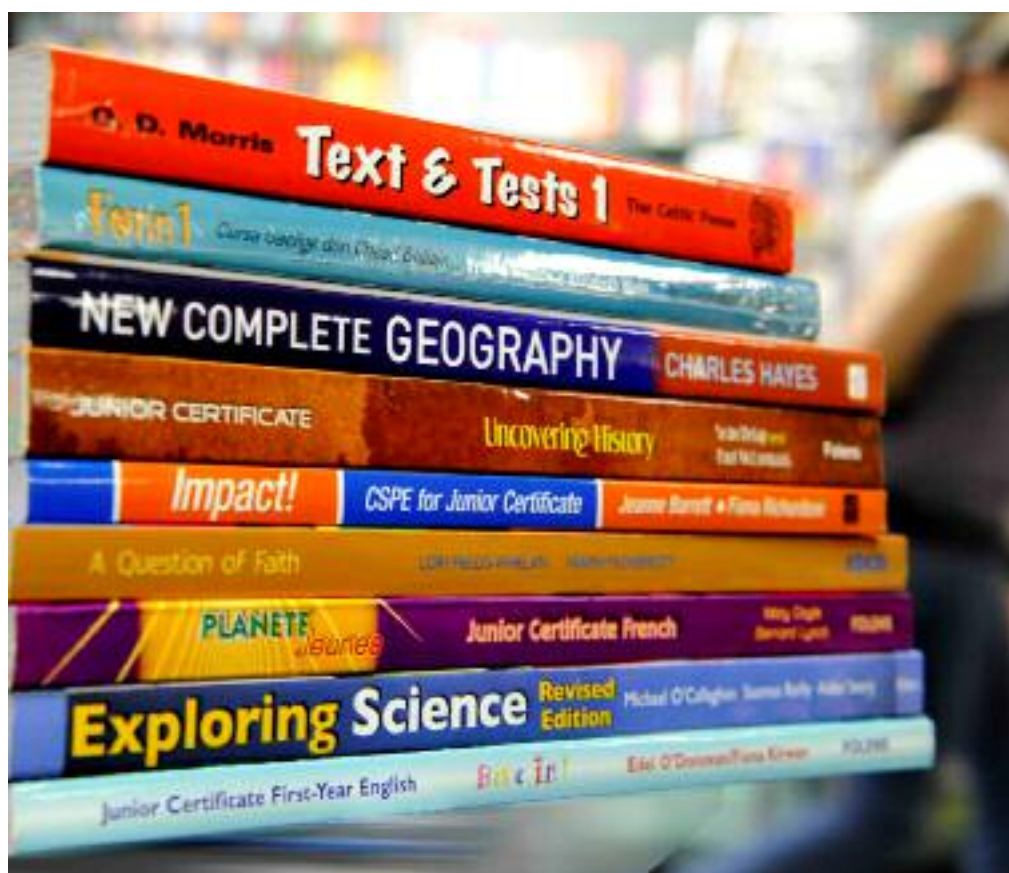
All second-level teachers will readily agree with Leanne Caulfield's (ISSU) claim that, beyond changing the covers and page sequences, there is 'very little difference between the editions'. This practice, however, makes it impossible for teachers and students to coordinate their work without operating from the new edition. There is, surely, no need for them unless a significant number of years have elapsed, or there's been a syllabus or curriculum change, a relatively rare event.

The cost of postage was another, though less urgent, problem. It is found to be still cheaper than buying new ones and students do recoup money on sales of their own used books. Nevertheless, it might be worth exploring the idea of schools, or local GAA or other sporting clubs, organising an annual school book fair to facilitate exchanges between families. Those that remain unsold can be parcelled off to schools in the developing world, facilitated by a number of charities (details on website). The environment gains here too!

On the major issue of changing editions, the website's founder, teacher Tim Hurley, exhorts students to 'pressure the teachers to keep the booklist the same as last years and for teachers to pressure the book publishers to stop making unnecessary changes every year'.

The TUI is doing just that at national level. However, it is essential for the success of this initiative that we assist the campaign at local level – by enlisting the help of colleagues and management to take action from the end of the current academic year, 2010/2011. (Some teachers, especially those moving to another teacher's former classes and who have their own favourite authors and publishers, could be disadvantaged here – perhaps a way can be found around this at local level). Please alert your students to the existence of the website and put 'TUI Schoolbooks Campaign' on the agenda of your next school union meeting – and freeze the schoolbook lists! Beir bua, best of luck!

**Billy Fitzpatrick, Pearse College
Former President of TUI**



Whole School Evaluation - Management, Leadership and Learning (WSE-MLL) – brief update

During the academic year 2009/2010 the Inspectorate (Department of Education and Skills) undertook trial work in schools in respect of a new model of whole school evaluation that will run in tandem with the established model of WSE. The model selected for each school will depend on a number of local and national factors. Following trialling in a number of schools the Department consulted with key stakeholders including the teacher unions on the issues arising.

TUI based its response to the WSE-MLL approach on feedback from some of the schools that participated in the trial

activity, feedback from the Principals and Deputy Principals Association and issues raised by executive committee members. A lengthy meeting was held with the Department in November to consider and clarify a number of issues, followed by a detailed written submission which addressed:

- Relationship between WSE-MLL and Established WSE
- Improvement/Self- Evaluation Model
- Pre-Evaluation Phase - documentation sought, compliance with child protection guidelines, student and parent questionnaires

- In-School Evaluation Phase - evaluation framework, management and leadership, review of school documents, observation of teaching and learning
- Post-Evaluation Phase and Final Report - reports, access to support.

The full TUI submission is posted on the TUI website.

TUI expects further communication from the Department on its plans to proceed with the use of the WSE-MLL approach in some instances and will keep branches and members advised of same.

Continuum of teacher education – we want your views

The Teaching Council has a range of functions relating to teacher education policy which spans the entire teaching career from initial teacher education programmes, induction of newly qualified teachers into the profession and continuing professional development for teachers throughout their careers. The Council has now issued a draft policy paper on the continuum of teacher education which will provide the framework within which it will implement its functions. This is an important milestone and views, comments and suggestions are invited from all stakeholders.

The draft policy paper can be accessed on the TUI website (www.tui.ie) or on the Teaching Council website (www.teachingcouncil.ie). Other supporting background documents are also available on the Teaching Council website.

The deadline for submissions is 1st March 2011 so please forward your views to the Education and Research Officer at bjudge@tui.ie as soon as possible.

Supporting greater student involvement

The Irish Second-Level Students' Union has published a much acclaimed exploratory research document on the value of student voice entitled "**Realising our Voice** - Embracing the challenges and realising the opportunities of student voice at second-level"

The VEC, under section.9 (e) (iii) of the Vocational Education (Amendment) Act 2001, is obliged to make all reasonable efforts to consult with students regarding the performance of its functions, where appropriate.

The Irish Second-Level Students' Union is a platform and indeed a catalyst for change in the way we look at the participation of young people in schools and the involvement of young people in society, as a whole. Founded in 2008, the ISSU aims to give students a voice in their education and in issues that affect them. In this publication, "Realising our Voice", all aspects of student voice in Irish second-level education in 2010 are examined and the vision for change over the next 5 years is explored. In a nutshell, by understanding what students think, experience, feel and know, our knowledge and pre-conceived notions of education reform can be greatly enriched. The ISSU believes that to achieve meaningful student voice requires strong partnership, patience and courage. "Realising our Voice" is an in-depth analysis of the value of student voice, the challenges of student voice and how they can be overcome and the opportunities that we need to embrace. Examples of international research and best-practice in the area of student voice are discussed in the document.

Copies of this publication are available from the ISSU website, by email info@issu.ie or call 01 443 4461.

This is the first of a series of papers on student participation; the next is the "Student Voice Implementation Whitepaper" which will be published in the second-half of 2011.



Draft National Plan to Improve Literacy and Numeracy in Schools

‘Better Literacy and Numeracy for Children and Young People’

An important initiative by the Department of Education and Skills with some implications for teachers

The Tánaiste and Minister for Education and Skills, Mary Coughlan TD launched a public consultation on a Draft National Plan to Improve Literacy and Numeracy in Schools late last year. This is a very important document from a number of perspectives. Of particular relevance are the results from an OECD international study, PISA 2009, which shows that skills and knowledge in reading and mathematics among Irish 15 year olds has dropped since the first PISA study in 2000, relative to the same cohort in other countries. The drop in reading competence (-31 points) is quite significant and the drop in mathematics competence, while not as large (-16), is also of some concern. However, in earlier studies Ireland’s performance in mathematics had been identified as meriting considerable improvement with special reference to increasing the number of young people achieving very high results and reducing the number achieving very low results.

Ideas and actions set out in the draft plan to improve literacy and numeracy among young people aim to redress these downward trends with haste. While such immediate effort on the part of the Department of Education and Skills is to be expected and is laudable, implementation of some of the ideas and actions will have a number of significant and serious implications for post-primary teachers.

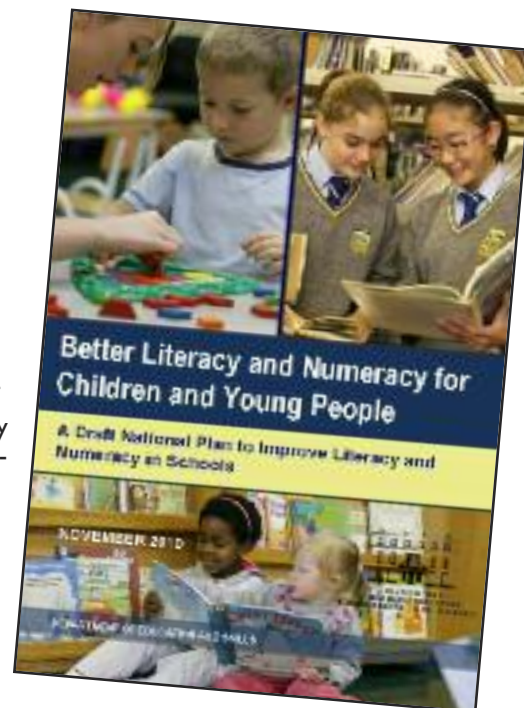
The plan sets out ambitious targets to improve literacy and numeracy across early childhood care and education, primary education and post-primary education especially at junior cycle level, followed by wide ranging proposals to achieve these targets including:

- Improve teachers’ professional practice
- Build the capacity of school leadership

- Give priority to the development of language skills, literacy and numeracy in early education, primary and post-primary education
- Continue to target ‘available’ additional resources to improve learning opportunities of those from the most disadvantaged communities
- Promote a culture of continuous improvement in schools by improving, radically, the assessment and reporting of progress at student, school and national level
- Enable parents and communities to support their children’s literacy and numeracy development
- Ensure a consistent focus at system level on the prioritisation of literacy and numeracy in the educational system and beyond.

Specific actions are set out to enable the proposals come to fruition. Of particular interest are the following actions:

- Requirement for some teachers to participate in approved professional development units on literacy and numeracy over a specified timeframe
- School evaluation to put greater focus on improvements in literacy and numeracy
- Leadership development programmes for aspiring principals to include units on teaching and assessment of literacy and numeracy
- Continued development and roll-out of Project Maths
- Prioritisation of revision of English syllabus and Junior Certificate English Examination
- Prioritisation of the development of literacy and numeracy across all subjects and areas of learning in a revised Junior Cycle curriculum
- Development of national standards of student achievement for literacy and numeracy
- Support for teachers and schools to use the national standards to assess and report on student achievement
- Requirement for all schools to implement standardised tests of reading



and mathematics at fixed points and report outcomes to parents

- Usage of aggregated national data on student achievement in literacy and numeracy to support school evaluation and improvement.

The above actions may be well intentioned and just in terms of improving literacy and numeracy among young people but come with critical implications for teachers’ day to day practice and engagement in professional development. They also come with a resource tag and not surprisingly it is unclear from the draft plan where such resources will be found. In the wake of the serious cutbacks in the funding of education at all levels the actions, however justified, cause alarm bells to ring!

Views, comments and suggestions on the draft plan have been invited from a wide number of individuals and organisations.

A copy of the draft plan can be accessed on the TUI website (www.tui.ie) or on the Department’s website (www.education.ie). Over the coming weeks TUI will be preparing its written response followed by a face to face meeting with officials from the Department. Please let us know what you think as soon as possible so that your views influence the TUI perspective on this important issue.

Send views for the attention of Education and Research Officer at bjudge@tui.ie.

The summary of the PISA results for Ireland can be accessed at http://www.erc.ie/documents/p09national_summary_report2009.pdf. A later issue of TUI News will carry a summary of the findings with some commentary on associated issues.

Crossword

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

Solutions to last months crossword on page 33

Only one entry per member.
Photocopies can be submitted.

Name _____

Workplace _____

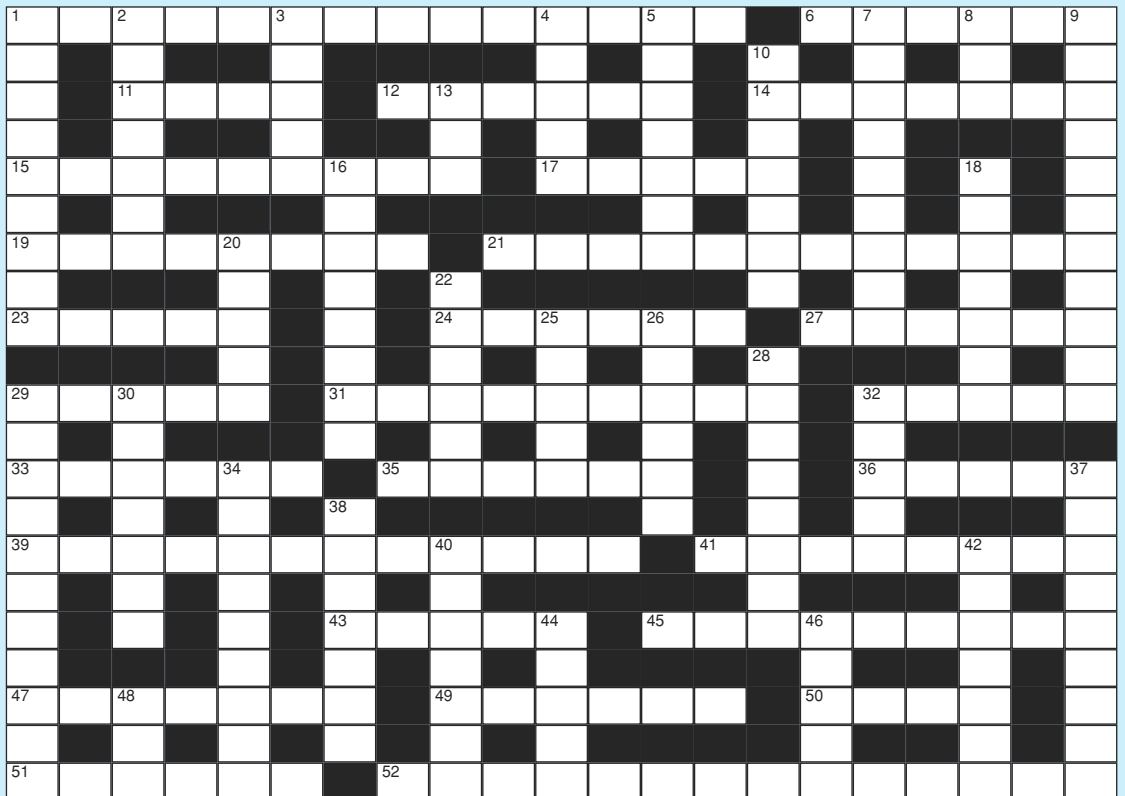
Address _____

Contact number _____

TUI Branch _____

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

Closing date for entries:
March 11th, 2011



ACROSS

- 1 Bavarian castle built by "Mad" King Ludwig (14)
- 6 Seaside resort in Northern Ireland (6)
- 11 Tragic Shakespearian king (4)
- 12 People living mainly in Louisiana, consisting of the descendants of Acadian exiles (6)
- 14 Waterproof fabric, used for fishermen's clothing. (7)
- 15 Inoculate (9)
- 17 Of the sun (5)
- 19 The ---- ----, radio show hosted by Matt Cooper (4,4)
- 21 Person who studies earthquakes (12)
- 23 Bacteria associated with food poisoning (1,4)
- 24 Edna, ----- Irish novelist and short story writer (1,5)
- 27 Is a common chronic inflammatory disease of the airways (6)
- 29 Brought to a conclusion (5)
- 31 Someone who tells funny or interesting stories (9)
- 32 James -----, author of Dubliners (5)
- 33 Small but noticeable parts in a film or play, performed by famous actors (6)
- 35 To play a game, especially a football game, again that neither team won the first time (6)

- 36 A heavy sword with a wide, usually curved blade (5)
- 39 Theoretical temperature at which entropy reaches its minimum value (8,4)
- 41 Sleep or trance-inducing (8)
- 43 Someone who does not complain or show their emotions (5)
- 45 A time for practising for a performance (9)
- 47 A visitor to whom hospitality is extended (7)
- 49 Volcanic island in the Tyrrhenian Sea (6)
- 50 A car with a driver who you pay to take you somewhere (4)
- 51 Tribes with no permanent abode (6)
- 52 The bear and the ----- ---- symbol of the city of Madrid (10,4)

DOWN

- 1 Tennessee state capital (9)
- 2 Open doors with a key (7)
- 3 Second largest of US great lakes (5)
- 4 People who sell tickets unofficially or illegally. (5)
- 5 Offensive remarks or actions (7)
- 7 Cleansing with water or other liquid, esp. as a religious rituals (9)
- 8 --- Wan, host of fashion show How to Look Good Naked (3)
- 9 Negotiate again (11)
- 10 Last of the French royal dynasties, also a whiskey and a biscuit (7)
- 13 A playing card with a single suit symbol (3)
- 16 An African mammal with a long nose and large ears which lives underground and eats insects (8)
- 18 Slavishly or foolishly imitative (7)
- 20 Very strange and unusual, unexpected or not natural (5)
- 22 Yarn with a looped or curled ply (6)
- 25 Relating to the kidneys (5)
- 26 2002 Irish film starring Pierce Brosnan about a father fighting to get his children out of Church-run orphanages (6)
- 28 A work of art (usually a panel painting) which is divided into three sections (8)
- 29 Outcry; loud complaint or protest (11)
- 30 Noel -----, former Fianna Fail TD for Meath West (7)
- 32 Hero who led the Argonauts and married Medea (5)
- 34 Legally or morally bound (9)
- 37 To clear from a charge of guilt or fault (9)
- 38 Hidden or stored in secret place (7)
- 40 Supporter of political movement which aimed the creation of a country for Jewish people (7)
- 42 More tasty (7)
- 44 Chocolate drink made with milk, usually hot (5)
- 46 To come in (5)
- 48 Energy, enthusiasm (3)

Bridge21: A model for change in Irish classrooms



Educational Development



TRINITY COLLEGE DUBLIN
COLÁISTE NA TRÍONÓIDE

THE UNIVERSITY
OF DUBLIN

Context

The recent NCCA document Innovation and Identity: Ideas for a New Junior Cycle outlines a set of ideas about what a Junior Cycle of the future might look like and “some ideas about how we might get from where we are to where we would like to be”. Education systems in other parts of the world are beginning to be re-shaped according to the needs of the knowledge-based society of the 21st century and the NCCA are calling for a re-thinking, and a re-imagining, of the Irish Junior Cycle.

Similarly, the development of the new Project Maths syllabus aims to provide an enhanced learning and teaching experience relevant to the 21st century. It focuses not only on what students learn, but how they learn, with a particular emphasis on skills development and understanding. A joint initiative of Trinity College Dublin and Suas Educational Development – entitled Bridge21 – proposes a tested model for 21st century learning, which can be adapted for use in second level schools. It allows schools to build on what already works well for teachers and students, while creating the space for new ideas about change at Junior Cycle.

Background

Bridge21 is a programme designed to support the development of an innovative 21st century learning environment within schools. It presents an alternative learning model for second level education, which is based on teamwork, the creative use of technology and project-based, cross-curricular learning. It presents a shift in focus from the teaching of individual subjects, to the teaching of key competencies and 21st Century learning skills. The application of the model in the classroom requires the development of a pedagogy that is based on collaboration, social learning and the creative use of technology.

The design of Bridge21 is based on the experience and success of the Bridge2College (B2C) programme which has been running since November 2007. To date more than 1,800 students from 30 schools in under-resourced communities in the Dublin area have participated in out-of-school outreach workshops. From these workshops the B2C alternative model for learning has been developed, underpinned by research and evaluation conducted by the Centre for Research in IT in Education (CRITE) at Trinity College. The aim of Bridge21 is to leverage the success of the B2C model in an out-of-school context and pilot its implementation in the formal classroom and to assist schools in developing a

curriculum, learning environment and pedagogical approaches that equips students for the challenging world of the 21st century.

Design & Process

A three year partnership programme with a number of schools (initially in the Dublin area) is being established. Professional development workshops and seminars are being provided to participating staff, particularly in relation to teamwork skills and technology-mediated learning. Members of the project team are spending significant portions of time in partner schools delivering workshops, engaging with students and supporting teachers and principals. The Bridge21 project team is also responsible for the collection of research data in order to demonstrate the effectiveness of the programme. The initial stages of the project (2010-11) are focusing on First Year classes, widening the scope to other years as the project progresses.

John Lawlor, Programme Director, Bridge21.

**Further information:
See: www.suas.ie/b2c and
www.scss.tcd.ie/crite
Email: cconnee@tcd.ie**

Trade union membership has never been more important

A recent article in the business section of a Sunday newspaper notoriously hostile to public sector workers asked if it was worth being a member of a trade union because of the various cutbacks already foisted in recent times. The article suggested that it would be 'no surprise' if members saw their union subscription as 'simply money down the drain'.

This flawed argument is akin to suggesting that people should forgo health or car insurance because they didn't need to make a claim in the year following their last premium payment.

Thousands have benefited directly from membership of TUI, either through the union's overall lobbying or the hundreds of personal cases annually taken on behalf of members. Teachers and lecturers who are not members of a union can leave themselves extremely vulnerable when difficulties of any kind arise within their professional lives. It isn't a stretch of the imagination to suggest that such difficulties

are more likely to occur in the current economic climate.

In such critical times, nobody should leave themselves isolated in their workplace. We are living in unprecedentedly tough times and we have all been hurt by recent attacks on pay and conditions. But it is important also to remember the huge gains achieved by the trade union movement since 1913. We will achieve similar gains again.

As bad as things are now, the country will enter a period of recovery, hopefully sooner rather than later. A strong and united trade union movement must again be in position to secure the best possible deal for its members when this tide changes. It would be a tragedy for future generations of workers if the movement was in a position of lesser influence when the opportunity to force a reversal on the worst cutbacks of recent years eventually materialises. Daily statements from

employer bodies, certain political parties and rent-a-quote economic 'experts' show exactly the aggressive ideologies that will fill any public vacuum if the trade union movement was to lose its influence due to a drop in membership. It is an appalling vista and one particularly ominous for public sector workers.

Please encourage all teachers and lecturers in your workplace to join TUI if they have not already done so. Those not on full hours will be pleased to know that there are different levels of membership subscription based on hours worked. In addition to being under the protection of a union with a proven track record in robust defence of employment conditions, members will also receive a diary and handbook, regular editions of TUI News and access to a full range of additional benefits and services.

VECs and Institutes of Technology ideally placed to assume training role

TUI welcomes the integration of the education and training function of FÁS into the Department of Education and Skills.

TUI was among a number of stakeholders that called upon the Government to make this policy decision.

To the ordinary person on the street little or no change is yet obvious, except that the Department of Education and Science changed its name to the Department of Education and Skills.

FÁS is still drawing negative attention in respect of inadequate systems to support learner certification and overall quality of service delivery. Thousands of



students were recently left without certification which is wholly unacceptable.

Both VECs and Institutes of Technology (IoTs) have a readymade structure and track record of providing relevant and high quality courses that meet a wide range of learner and labour market needs.

In particular, courses offered provide an excellent base from which learners can

progress to higher levels of study within institutions or across institutions. Their systems and structures represent value for money which is ever more important given the economic state of our country.

TUI endorse the policy decision to integrate the education and training function into one Government department. However, the real task in hand is to translate this into a reality at local level by transferring the education and training function of FÁS immediately to VECs and IoTs.

When canvassers arrive at your doorstep, please ask them what their plans are to bring this about.

Reform of the Junior Cycle - A summary of the initial TUI response

TUI recently submitted its initial response to the NCCA document *Innovation and Identity: Ideas for a new junior cycle*, which sets out a range of ideas for a new Junior Cycle. The submission was based on feedback from members and internal discussions by the Education Sub-Committee and Executive members and was framed under the following headings

- The Reform Agenda
- The Curriculum
- Assessment, Examinations and Qualifications
- Other – pace of change, pilot activity, reform at senior cycle.

The Reform Agenda: In this section TUI questioned the motivation for reform at a time when there is little capacity to invest in the measures necessary to bring about and support long-term reform. However, it acknowledges that the NCCA discussion document frankly and fairly focussed attention on a number of important issues such as the desirability of:

- The Junior Cycle having a strong independent identity as opposed to being viewed as a preparation for the Senior Cycle and the Leaving Certificate
- Enhancing the Junior Cycle as a formative force on young people at a critical stage in their development and strengthening its role in preparing people for growing up and life in general - areas which are somewhat displaced by the pressure of examinations in the current model
- A thorough examination of curriculum and content overload
- Addressing aspects of the current Junior Cycle that impede the engagement of some young people in formal schooling.

The Curriculum: In the past there may have been too much emphasis on developing new subjects to address curriculum deficits, with little attention to what might be set aside and low emphasis on cross curricular relationships. This section raises issues in regard to what learning is valued and how learning is affirmed. In particular, it highlights concerns the union has in respect of a move towards more local autonomy and locally devised programmes such as increased 'between school' competition, emergence of deeper inequalities and inequities, mixed capacity among schools to deliver, difficulties in ensuring consistent standards and systems capacity to monitor

effectively. Bearing these in mind TUI emphasises the need for a centralised curriculum to underpin the vast bulk of learning. In tandem the idea of a core curriculum and how this could be managed in a manner that preserves a focus on appropriate 'subject specific' knowledge is addressed.

Assessment, Examinations and Qualifications:

In any reform agenda assessment and how it is conducted and supported will be of utmost concern to TUI members. The union submission points out that a terminal exam provides '*a strong focus for students, serves to maintain consistency of standards and builds capacity to engage with this mode of assessment which they will meet later in other learning contexts (not just the Leaving Certificate!)*'. It holds that in any future approach to a Junior Cycle qualification, in excess of 60% of credit obtainable should attach to a terminal exam. Concerns and issues associated with second assessment components (for example project work and field work) are also highlighted. While the union supports the use of other assessment modes with a terminal exam it cautions that a lack of resources, support and systems can render them ineffective, unfair and unsound.

Commitment to a mix of assessment does not infer support for continuous assessment or the assessment of students by their own teachers. The experience of TUI members in other sectors offers particular insights in this regard. Workload issues and concerns about excessive administrative demands drawing teachers away from their core teaching function abound. TUI will be examining these issues in more detail at a later point.

Other Issues: This section advises that the pace of change will be critical and any changes proposed and efforts to implement must take cognisance of this. It



notes that while pilot activity is a useful tool to 'explore' ideas for restricted or limited change it is not appropriate for the extent of change or system-wide change that is envisaged in this reform initiative. In addition, the union highlights that a reform of the Junior Cycle must be critiqued in the context of its relationship with and implications for the Senior Cycle.

In conclusion: In this time of economic constraint and austere measures to restrict expenditure on public services there is limited appetite and capacity for real change among teachers on whom the task and some would say 'burden' of implementation will fall. Critically there is very limited Government capacity to commit the level of investment required to support the nature of change envisaged in the Junior Cycle reform initiative. In preparing its response TUI was especially mindful to highlight the difficulty of moving towards substantial change in post-primary education at a time when resources for the delivery of education services have been curtailed and teachers' salary and take home pay have diminished significantly. Therefore while acknowledging the need for the curriculum for post-primary schooling to be ever evolving to remain relevant; the initial TUI submission does not infer definite support for the implementation of the suite of ideas under discussion.

See the TUI website for the full submission. Please also watch out for updates on this development and make your views known to your Branch, Area Representative and Head Office.

Teaching Council annual registration fee –

Make sure you claim back your tax credit

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. A tax credit is added to the teacher's 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.

At a recent meeting, The Teaching Council decided to discontinue the



option to pay the registration renewal fee by salary deduction. This decision was taken following legal advice in the context of the amendment to Section 30 of The Teaching Council Act, 2001, which is currently proceeding through the Oireachtas.

To renew registration, teachers are encouraged to use the online payment facility on www.teachingcouncil.ie, or alternatively to return the renewal form and payment by post.

Nuacht na nÓg

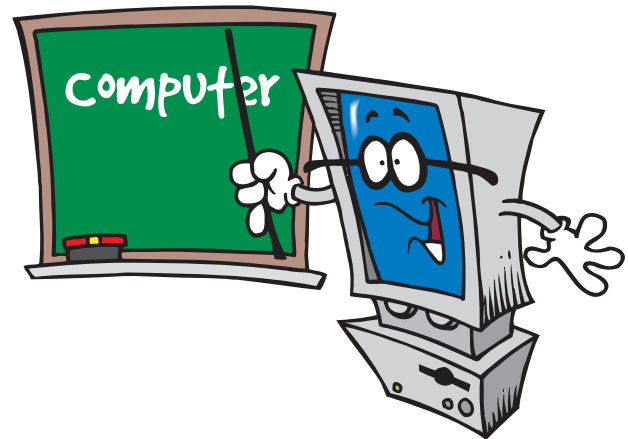
Nuacht na nÓg-Tabhair buntáiste don dalta

Is forlónadh speisialta seachtainiúil é “Nuacht na nÓg”. Tá ábhar faoi leith ann atá dírithe ar dhaltaí scoile, go háirithe i dtaca le teagasc na Gaeilge sa seomra ranga. Is féidir an t-ábhar a úsáid sa seomra ranga chun cluastuisint a chur chun cinn, stór focail a mhéadú, díospóireacht a chothú agus tuisint ghinearálta a fheabhsú.

Tá raon leathan d'ábhar cúltaca ar fáil chomh maith ar ár suíomh ag www.gaelsceal.ie/oideachas. Tá ábhar ar fáil don rang OSPS agus OSSP. Bhí sé ar fáil ag gach seachtain saor in aisce daoibh ar feadh tréimhse trialach go dtí an Nollaig. Ina dhiaidh sin beidh sé ar fáil do scoileanna a ghlacann síntiúis bliana linn.

Sheol muid trí chóip saor in aisce chuig gach scoil in Éirinn. Ní raibh uainn ach go mbainfeadh sibh triail as an ábhar as seo go dtí Nollaig. Ba bhreá linn bhur dtuairimí agus moltaí faoi agus tiocfaidh muid ar ais chugaibh arís maidir le síntiúis a ghlacadh más spéis libh sin.

Ar €69 is féidir trí chóip a fháil agus 42c an ceann ina dhiaidh sin, gach seachtain ar feadh na scoilbhliana. Tá lascaine speisialta againn freisin i gcóir ordaithe móra. Is féidir breathnú ar an leagan digiteach don pháipéar air ár suíomh. Is féidir foirm síntiúis a fháil air ár suíomh nó thrí glaoh a chuir orainn ag 091-897766.



Guiding Gullible Googlers

Are you interested in being better equipped to instruct students against plagiarism or to use the language of the School Library Association of Ireland (SLARI), Guiding Gullible Googlers?

The SLARI recently held a conference on this issue focussing on information literacy tools and on helping teachers and librarians guide their students through the plagiarism minefield.

For further information see www.slari.ie or Tel: 01 2855027 or e-mail: secretary@slari.ie

Maternity leave explained

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



“ I am expecting a baby due on Monday the 21st March 2011. What is the minimum period of leave I must take prior to the birth of the baby together with the date on which I should return to work assuming that I do not avail of unpaid maternity leave? ”

A minimum period of 2 weeks must be taken prior to the birth of the baby. Therefore the maternity leave would commence on Monday 7th March and would run for 26 consecutive weeks, concluding on Sunday, 4th September 2011.

However, teachers are entitled to leave in lieu with pay for vacation days overlapped, subject to a maximum of 30 days. The overlapped days for which the teacher is entitled to as leave in lieu are general school vacation days including public and church holidays and other school closings. Days on which schools are closed in exceptional circumstances (eg inclement weather or polling) do not count in calculating the number of days leave in lieu. In addition, it must be noted that for purposes of calculating maternity leave the school is open during the first twelve school days of the State Examinations and this period cannot be counted as holidays.

In this case much of the teacher's leave overlaps with the summer holidays so they will be entitled to the full 30 days. However, please note that there is no additional time allowance for those teachers whose maternity leave runs over the summer months in this manner. The time in lieu will never amount to more than 30 days regardless of the timing of the leave.

Her paid maternity leave will therefore extend a further 30 working days (ie only school days are factored into calculation, not school holidays) from September 5th unless she had notified her school authority at least 4 weeks before the date on which the maternity leave is due to end that she wishes to take up to 16 consecutive weeks additional unpaid leave immediately following maternity leave, which is a statutory entitlement.

A teacher who wishes to apply for additional unpaid maternity leave or non-statutory maternity leave to the end of the school year should in normal circumstances apply to her VEC/Board of Management for approval at least one month before her paid maternity leave expires. Relevant circular letters available on TUI website include: 0084/2008 Maternity and Adoptive Leave - Revised Sequence and Worksheet; PPT 8/01 Maternity - Adoptive Leave Days in Lieu; PPT 3/01 Maternity & Adoptive Leave Increase to 18/14 weeks; CL20/97 Adoptive Leave; CL22/97 Maternity Leave, Health and Safety Leave

Periods of notice

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

- A teacher with a Post of Responsibility who is on paid maternity leave retains her post of responsibility allowance
- A teacher who intends going on maternity leave should submit, through the management authority of her school, a medical certificate confirming pregnancy and stating the expected week of confinement. This must be submitted at least four weeks before the date on which she intends to go on maternity leave.
- A minimum period of maternity leave must be taken, beginning not later than two weeks before the end of the expected week of confinement
- The maximum period of time a teacher may take before the expected week of confinement is ten weeks
- Teachers taking maternity leave should always confirm the date of return to school with the Department of Education and Science in the case of a Community and Comprehensive school and with the VEC in the case of a teacher working in this sector.
- Maternity leave will be granted irrespective of an employee's sick leave record and will not reckon as sick leave.
- Pro rata part time teachers also receive the benefits outlined above. Other part time teachers may be entitled to maternity benefit from the Department of Social, Community and Family Affairs (LoCall 1890 690 690).
- Paternity leave allows fathers to take 3 days leave with pay. The leave may be taken at the time of the birth or up to four weeks after the birth. A minimum period of four weeks notice is required.

Equality News

Make inequitable cuts targeting those without a voice an election issue



In the December budget the Minister announced a series of cuts impacting directly on minority ethnic students and Travellers. These groups are particularly disenfranchised, vulnerable and in the main without a voice in the political system.

None of the above cuts will impact on any well-heeled family living in the leafier suburbs of any town or city in this country. The citizens in more affluent communities know how to exercise their vote smartly to get what they want. In addition they know how to campaign and lobby for resources, which has resulted in this state continuing to give private fee paying schools funding to the sum of €100m of tax payers' money every year.

Language support cuts

The budget announced "a phased reduction of 500 over four years in the number of Language Support Teachers, through a demand driven reduction and, if necessary, a change in allocation rules over the period of the plan. A first year reduction of some 125 posts is targeted with effect from September 2011."

It is somewhat ironic that during the Celtic tiger era we welcomed immigrants with open arms and set up support structures to assist with their integration into Irish society. These families are now part of the fabric of Irish society and should have a full entitlement to equality of opportunity in the education system.

Communication is the most basic tool any student should be entitled to. From an educational perspective, withdrawal of language support impacts negatively on the development of competence in the English language. This cut will adversely affect the learning environment in all classes and the

capacity of such students to achieve across the range of subjects taken, ultimately damaging their chance of achievement at their optimal level in state examinations. It may represent a short term financial saving but long term it will have a negative impact on Irish society.

The decrease in the range of supports and resources for minority ethnic students and their families could lead to an increase in racism and ghettoisation of minority ethnic students within the school community. If minority ethnic children are isolated within the school community, they will inevitably be further isolated and targeted outside of the school community.

Attack on education provision for Travellers

While the cuts in supports to minority ethnic students is unacceptable it is also baffling why the Government has decided to drastically cut vital teaching supports for Travellers.

At post-primary level teaching hours for Travellers will be withdrawn, again with alleviation measures for schools with high concentrations of Traveller children. In VEC schools the withdrawal of teaching supports for will amount to a loss of approximately 100 teaching posts from September 2011. It is these additional supports which have enabled and assisted Traveller children to remain in the system, to progress and to attain certification. If the additional resources for Travellers are withdrawn there will inevitably be an increase in the number of Travellers leaving school early.

The phasing out of Senior Traveller Training Centres will severely curtail the opportunities for lifelong learning for

Travellers who did not have the opportunity to complete primary education or progress onto second level education. Senior Traveller Education Centres have been successful in inculcating the importance of education for Traveller parents. This has led to more Travellers progressing to post primary education and an increasing number attaining the Junior Certificate and Leaving Certificate. All of these centres will be closed by the middle of 2012, all in the name of progress.

Do you want a fair and equitable society where every child has an opportunity to develop to his or her potential?

In the forthcoming General election every citizen will have the power in their own hands to shape the type county they would like to have by simply voting for the candidates of their choice.

It has almost become a national sport to complain about politicians but they are either put into office or fail to be re-elected as a result of the decisions made by ordinary people in the privacy of the polling booth.

By exercising your vote you are participating in shaping the direction and focus of this country for the next five years.

Is that to be an Ireland in which every child, irrespective of means or background, can reach his or her full potential or is attaining such heights to be reserved for the privileged few?

With your vote you will shape that focus!

General election 2011 – a focus on equality

At their December meeting, TUI Equality Officers received training in respect of their role. A detailed diagram of this role is available from TUI head office. The equality officers also considered issues in respect of age discrimination, disability, sexual harassment and gender discrimination in the context of receiving an update on the equality legislation.

Underrepresentation of Women

Discussion took place with regard to the under representation of women on the TUI Executive Committee, as there are only two women out of 19 Area Representatives on the TUI executive committee. This is particularly worrying as over 60% of TUI members are women.

The view was expressed that as long as women are not encouraged, or as long as women do not put themselves forward for positions on the TUI executive committee the perspective of women teachers and lecturers will not be heard in 73 Orwell Road. However, because the level of representation of women is so low it was generally agreed that measures are required to be introduced in line with those set out in the Jane Pillinger report presented to Congress 2010, to increase the percentage of women on the executive committee.

Issues for the general election

The Equality Council also considered a number of issues of key importance for the forthcoming general election.

These included

Revocation of section 37 of the Employment Equality Act

The necessity to continue campaigning to seek the revocation of Section 37 of the Employment Equality Act which permits religious run institutions including schools to discriminate on grounds of ethos. This provision could for instance permit a school to discriminate against a gay or

lesbian teacher if the school was of the view that employing such a teacher would be contrary to the ethos of the particular school.

Funding for Equality

In the context of the forthcoming general election the TUI Equality Council has considered a range of Equality funding issues which are critical including key demands being sought by ICTU sought which include:

Restoration of funding to the Equality and Human Rights infrastructure which has been asset stripped in the last number of budgets.

- an Equality Authority that is empowered (by the immediate filling of the vacant Legal Advisor post) to raise awareness of discrimination and seek public support for equality, and in addition to investigate and challenge discriminatory practices.
- an Equality Tribunal adequately resourced to be able to deal with cases thus ending the current unacceptable delays in getting cases heard.

Gender proofing of the Budget

- Gender proofing of budgetary decisions

Review of Maternity, Parental and Paternity leave

- Review Maternity, Parental, and Paternity leave as they operate in this country to include consideration of:
 - a) the introduction of a statutory entitlement to flexible working arrangements for workers;
 - b) a statutory entitlement to paternity leave;
 - c) extended paid maternity leave
 - d) paid parental leave

Learning leave

- The introduction of learning leave for low-skilled workers

Disability

- Commitment to prioritise the implementation of the National Disability Strategy including the introduction of Disability Proofing and the employment of people with disabilities.

Before you vote familiarise yourself with the equality policies and commitments of the candidates in your area.



RECENT LEITRIM BRANCH AGM. LEFT TO RIGHT SEAN WYNN, BRANCH VICE CHAIR AND DEPUTY PRINCIPAL AT DRUMSHANBO VOCATIONAL SCHOOL, SINEAD DORE EQUALITY OFFICER, BERNIE RUANE, TUI PRESIDENT, PAULINE MC BRIEN TREASURER AND DEPUTY PRINCIPAL AT LOUGH ALLEN COLLEGE, PAT COFFEE CHAIRPERSON AND JAMES MC MURROW BRANCH SECRETARY.

Lorraine Mulroy

An Appreciation

In September 2010 when the staff of Drogheda Institute of Further Education returned to face the new term it was, sadly, without one of the college's most valued teachers. Their colleague Lorraine Mulroy had passed away on June 6th after a short and sudden illness.

Lorraine had spent all her working life teaching in Drogheda; The first year was spent in St Oliver's Community College followed by many years in St Laurence's Community College and finally in DIFE. Lorraine was a teacher of English and Spanish and in DIFE was Co-ordinator of the Nursing Studies Course in the College. Lorraine was an enthusiastic and dedicated teacher who always put her students first earning their respect and admiration.

Lorraine was a true professional who was involved in all aspects of college life. She was the organiser of the annual college awards ceremony and also organised a multi-cultural day each year which went from strength to strength.

Lorraine completed her Arts degree in UCD and her higher Diploma in Education in Maynooth. She acted as TUI Rep in DIFE for a number of years.

As a colleague Lorraine was great company and a loyal friend.

She had a warm personality allied with a sharp wit and was a much loved member of staff.



Staff of DIFE would like to express sincere sympathy to Lorraine's family, husband Gerry, daughter Rosie, mother Mary, sister Linda, brothers Rory and Ciaran and to her wider family circle.

Ar dheis Dé go raib a hanam dílis

Virginia Keane

An Appreciation

Virginia Keane, who died recently, will be known to followers of music as the manager of singer Seán Keane, who was responsible for shaping his career for some 20 years.

She will also be known to many ex-pupils in places such as Drogheda, Nenagh, Tuam and more recently, Gort as a committed and talented teacher, who gave of her considerable talents to students at every level.

From Peterswell, outside Gort, she went to secondary school in Oranmore and from there to the then UCG where she studied Irish, Geography and English. The close friends she made in those days, and in her teaching days, remained her friends for life.

She first met Seán on February 12, 1988 when he and a group of musicians visited the school where she taught in Nenagh, to perform for the students. He invited her to a gig in Castlecomer, Co Kilkenny where they were performing that night. They married the following year and the rest, as they say, is history.

It was Virginia who encouraged Seán to pursue a solo music career when he thought of abandoning the business after several years playing with various groups.

Many in the business regarded her as a formidable manager, and she was that. She was also incredibly fair, and possessed of an

outstanding sense of integrity. My first experience of Virginia was in a professional capacity when she approached me in early 1996 to do PR for Seán's second solo album, Turn a Phrase, and it took a very short time to realise that her word was her bond.

Her determination and imagination were fantastic. She decided we'd get the Gay Byrne Show to travel from Dublin to Inishbofin for a programme marking the launch of Turn a Phrase. Following several submissions and many phone calls to his production team, that's exactly what happened and it was a great success.

We worked together promoting several subsequent albums, but it never felt like work because Virginia was great fun, with a mischievous sense of humour and a razor sharp wit.

She brought the same talents she had as a manager to her career in teaching, with fair play and respect being at the core of her approach to pupils. She had a soft spot for the more non-conformist, spirited students, and sometimes, when she'd describe someone who was causing trouble, it was in the context of pointing out how their energy could be channelled positively. Virginia was no fool and she knew that approach wouldn't always work, but the respect she showed her pupils was returned to her and the students and staff



of Gort Community College emerged during their summer holidays to form a guard of honour at her recent funeral.

Virginia was many things, but above all she was a fantastic wife to Seán and mother to their two daughters Maraleeze and Jenny. She mixed the best of old-fashioned, loving parenting with her own free-spirited nature to nurture the girls and give them the best start in life. They are a credit to her and to Seán and their courage and humour in a time of such devastation show the great job she did as a mother.

Virginia, nee Burke, is survived by Seán, Maraleeze, Jennifer, her mother Liz, and her many friends.

Ar dheis Dé go raib a hanam dílis.

Judy Murphy

Campaign to reverse exploitative pension move gathers pace

The legislation to introduce a scheme that would drastically worsen the pensions of new entrants to the public service, including teachers, was not passed prior to the early dissolution of the Dáil.

There is now a window of opportunity to get an assurance from political parties and independent candidates standing in the general election that they will not introduce the proposed Career Average Pension Scheme.

Such a proposed career average scheme would mean that Public Servants would pay more, work longer and get less than their colleagues in the current sustainable pension scheme, as confirmed by the Trident Report (available at www.tui.ie)

The Jean Monet Theatre in Limerick was packed to capacity at the most recent public meeting on the campaign on 2nd February.

This should be a huge issue in determining how to vote on February 25th. It is one of the issues TUI has put to the parties in the lead up to the election.



MAIREAD COLLINS, PRESIDENT OF THE MARY IMMACULATE COLLEGE STUDENT UNION AND VIVION GRISEWOOD, CAMPAIGNS & SERVICES OFFICER, UL STUDENT UNION PICTURED WITH TUI'S PETER MACMENAMIN AND ANNETTE DOLAN AND RMA SECRETARY CHRISTY CONVILLE



A PACKED JEAN MONET THEATRE FOR THE LIMERICK PUBLIC MEETING ON THE PROPOSED PENSION CUTS

Solutions to November 2010 Crossword

ACROSS

- 1 TAMWORTH
- 6 DIVING BELL
- 13 ALIEN
- 14 UNETHICAL
- 16 BILBO
- 17 YANGTZE
- 18 CHURN
- 19 CAN
- 20 OAKUM
- 22 TULSA

- 24 LIR
- 25 ANJOU
- 26 MAD MEN
- 28 BOURNE
- 29 BED SORE
- 32 RASPUTIN
- 35 VIRGINIA
- 40 JUJITSU
- 42 BRANDO
- 43 OLD HAT
- 45 SIGMA
- 46 SKI

- 47 SENOR
- 49 PLUTO
- 50 LOB
- 52 FAILS
- 54 ART DECO
- 56 NAKED
- 57 ANGELFISH
- 58 UMAMI
- 59 ODIN
- 60 CLYDE
- 61 HARRISON

DOWN

- 2 AVIAN
- 3 WAN
- 4 ROULETTE
- 5 HEEDFUL
- 7 VICTUALLER
- 8 NYLON
- 9 BABY GRAND
- 10 LILAC
- 11 BABY BOOMER
- 12 JOHN HUME

- 15 HOC
- 21 KUDOS
- 23 AFRIKAANS
- 27 EAU
- 30 ERR
- 31 SUI
- 33 POI
- 34 TIS
- 36 GEL
- 37 NEHRU
- 38 ASTRONOMIC
- 39 OBLIGINGLY

- 40 JOSTLING
- 41 TEA GARDEN
- 44 PREACHER
- 48 NOURISH
- 51 BAKED
- 52 FRANC
- 53 SOL
- 55 ERATO
- 58 UZI

RMA News

Well, have you recovered from the shock? It was lucky that the cheque did not arrive until after Christmas as it's only when you actually see the deductions on your statement that you realise the extent of the cuts. I think the hardest cut of all is the "Public Service Pension Reduction" especially when considered that the cut in the current statement is only for three days and not for the whole month. We have paid for our pension, we consider this payment a deferred payment and to deduct from it is a new low. We have not one increase in cuts but three - one in PAYE, one in the Universal Social Charge and the third in the PSPR cut. All this before the VHI increase.

The three retired teachers' associations met before Christmas to discuss how we should approach this assault on our pension. It was decided to approach the leaders of the political parties and elicit from them their attitude to these deductions and to publish their responses. This will be available soon.

In the meantime don't forget the SWITCH approach. From your telephone to your health cover there are several areas where you could save by switching. Don't forget that the "Universal Social Charge" drops from 7% to 4% upon reaching the age of 70 - you should notify whoever pays your pension when you reach this age.

On 8th December we gathered in the National Concert Hall for the Great Christmas Concert. As you will remember, this was in the middle of the snow period and some people who had booked were unable to attend. However, for

those who did it was a great night. It started with dinner in the Concert Hall restaurant where we had a section reserved for ourselves. After a lovely dinner we made our way to the auditorium where we also had a row reserved for us. The concert was conducted by one of our own members - Ite O'Donovan - and was most enjoyable. It was a great way to start the Christmas season and was enjoyed by all who attended.

The plans for the Area meetings are well underway and there will be four Areas in the first round.

Area 1: Kildare, Carlow, Laois and Wicklow - this meeting will take place on Wednesday 2nd March.

Area 4: Wexford, Waterford, Tipperary and Kilkenny - this meeting will take place on Tuesday 8th March.

Area 2: Roscommon, Longford, Westmeath and Offaly - this meeting will take place on Wednesday 9th March.

Area 7: Sligo, Leitrim and Donegal - there will be two meetings in this Area because of its size, one on Tuesday 22nd March for Donegal and Friday 27th March for Sligo and Leitrim.

Details for meetings will be sent to all members in the Areas involved.

The purpose of the meetings is to encourage more local participation in the RMA and make it more relevant to each member. It is anticipated that more local involvement and activity will result from these meetings. Officers of the RMA along with the local Area Representative will attend all meetings. The event is planned as a social event as well as one of information and Cornmarket will make a presentation at all meetings.

Now, something to cheer you up for the New Year! We have a Spring Break which is even better than the Killarney offer. As I mentioned in the last edition, we are going to Donegal but not the hotel I mentioned. We are going to the Silver Tassie Hotel, Letterkenny. The dates are from Tuesday 22nd to Friday 25th March.

The offer is three nights bed breakfast and dinner for €145.00, no single supplement, complimentary collection to/from Letterkenny Bus Station, complimentary afternoon tea on arrival, complimentary access to offsite swimming pool at Aura Leisure Centre, complimentary access to onsite residents gym, complimentary Irish Independent newspaper daily, 20% discount for Seascape Spa and 10% discount shopping voucher for McElhinney's of Ballybofey. We will also have two tours - one to Glenveagh National Park and one to Derry. Further information and application forms can be downloaded on the TUI website by clicking the RMA link.

I attended some retirement functions just before Christmas. One was in Letterkenny and was organised by the Community and Comprehensive Schools Branch, this is a biannual event and celebrates the retirement of several retirees

from several schools. This is one of the best organised retirement functions in the TUI, but unfortunately not all Branches organise a retirement function. This function was held in the Silver Tassie where we are going for our Spring Break, and consisted of a meal and a presentation of an original piece of artwork to each retiring teacher. The event was attended by the retirees and colleagues, family and friends and union President Bernie Ruane and Assistant General Secretary Annette Dolan, it was a great night and one to remember by all - especially those retiring. The other event was a school event with several teachers being acknowledged for their service to the school. These events are very important as they mark the

completion of a life dedicated to a noble profession. I mentioned in the last edition about the retired teacher who was asked to leave the school by the principal. As expected I received no information of another incident of a similar nature. However, I did receive many comments expressing outrage at the event. The teacher concerned wrote to the Board of Management of the school expecting an apology or some explanation. The response he received from the Chairman was, I quote "the board supports the authority and judgement of the principal regarding his request that you should leave the school." When I told that story in Letterkenny and at the TUI pre-retirement course in Mullingar the audience gasped at the idea of a retired member being

thrown out of his former school by his former principal but they fell around the place laughing at the response of the Chairman of the Board.

Some good news for those living in the Greater Dublin Area. Dublin Corporation have a scheme for the over 55's called Passport for Leisure which allows you to use the Corporations swimming pools, golf, pitch and putt and gymnasiums free or at concession rates. To apply just download an application form from Passport for Leisure link on the Corporation site. As one superstore says, "every little helps".

Christy Conville
Secretary



Co Laois Branch retirement function

Back row, left to right:
Pat Keeshan, Eddie Blanche, George Gallagher, Gerry Quinn

Front row, left to right:
Bernie Ruane, Josephine McEvoy, Mary Higgins



For the second year running the TUI sponsored an award for the most outstanding graduating student on the Graduate Diploma in Education programme at DCU.

This year's recipient was Victoria O'Hagan who received her cheque for €500 from TUI President Bernie Ruane at a ceremony in DCU on the 2nd of November. The award is given to a student who achieves excellence not just in academic performance but also in promoting positive relationships and wellbeing among pupils. The Graduate Diploma in Education at DCU is Ireland's only part-time qualification for second level teachers and is also widely accepted for use in Further Education.

Meet the candidates

TUI Election for Vice-President

There are two candidates for the position of Vice-President. Ballot papers must be returned by February 18th.

Denis Magner, Vice-President, TUI

I would like to thank the TUI membership for electing me as Vice President of TUI in 2010/11 and would welcome the opportunity to represent you, for a second term in 2011/12.

As Vice President I am only too aware of the ongoing challenges that we as teachers and lecturers face. I am keen to ensure that your concerns are to the fore and to actively seek solutions to issues as identified by you.

In these times of unprecedented change it is essential that we possess the ability to engage so that we can swiftly respond and refine our strategies to get the best outcome for you the members. Whilst members are justifiably angry at cuts in their pay and conditions, I believe it is vital that the TUI continues this work of engagement, in order to

- ensure the retention of jobs,
- prevent the imposition of pay cuts, and
- protect the conditions of service for all our members.

Your conditions of service are today being threatened by a number of factors. I firmly believe that it is the duty of our Union to spare no effort to protect you and the profession of teaching and lecturing. We have been actively involved in clarification talks with the Department of Education and Skills and the management bodies on the Croke Park Agreement which has resulted in the production of a document for members to ballot on. I believe that there must be a separate ballot in relation to second and third level issues and that members must be properly informed before a ballot.



DENIS MAGNER

I would welcome your support in this forthcoming election so that I can continue the work I have begun in this role. Every member's vote counts please use yours to endorse my position as Vice President.

Vote Denis Magner the candidate with the proven track record, experience and commitment.

Tom Creedon

Tom Creedon began his career as a part time teacher of Science and Maths in the City of Cork VEC, and now teaches Computing in the Waterford College of Further Education. He has been active in the TUI for thirty five years, and has twelve years experience on the Executive Committee.

He has served as Waterford City Branch Chair and Secretary several times and is currently Branch Equality Officer, and a member of the TUI Equality Council. He has worked at national level as a tutor on TUI training courses, and was recently elected President of the Waterford Council of Trade Unions.

Tom is Chair of the TUI Further Education Committee, which is concerned with defending the conditions of members in PLC Centres and in VTOS, Youthreach, and Adult Education.

As Vice President Tom will work to ensure:

- Rejection of the unreasonable and unsustainable workload being demanded under the Public Service Agreement
- Resistance to the imposition of punitive contract conditions on teachers and lecturers
- Protection of members' jobs
- Rejection of unprofessional and offensive performance management systems in Education
- Vigorous promotion of a strategy for economic recovery where investment in Education is central
- Removal of the cap on PLC student numbers, and the provision of appropriate working conditions for PLC teachers
- Leadership of TUI grounded in transparency, accountability, and focus on the members' interest



TOM CREEDON

Tom's message is:

I have the necessary ability, experience, and sound judgment to provide the TUI with the strong and reliable leadership which our Union needs.

My commitment to you is that, if elected, I will be vigorous in protecting our working conditions, I will effectively articulate and defend the interests of members, and I will work to ensure that the TUI can resist with confidence the attacks which we face now and in the future.