



TEACHERS' UNION OF IRELAND / AONTAS MÚINTEOIRÍ ÉIREANN

# n e w s

VOL.44 / NO.3

February 2022

## TUI GLOBAL DEVELOPMENT FUND

Assisting educational,  
developmental and  
trade union projects  
since 1999

**PLUS:**  
Pink and Blue  
Power cancer  
screening initiative  
to run again  
in 2022

# A Word from the President – Martin Marjoram

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Dear Members,

I will take the opportunity to update you on important developments since the last edition.

### COVID-19

After almost two years of significant levels of potentially deadly illness, of dealing with the risk and attendant anxiety of that illness affecting us or our loved ones, and of enormous disruption to our personal and working lives, it is encouraging to hear positive guidance and forecasting from the nation's public health experts.

While sharing the deep wish that we may be emerging at last from the worst effects of the pandemic, the TUI remains committed to continued engagement with Government Departments and Management representatives regarding the safe operation of our workplaces. A cautious unwinding of some of the necessary measures may now be brought to us for discussion, in the context of the effect of the wider relaxation of COVID-19 restrictions in society, but the essential service that is education and the dedicated professionals who have worked so hard to keep it going

deserve every consideration and support as we move into this new phase of dealing with the virus. Your concerns will be central to all of TUI's engagements, and we will continue to revise our advice to members as early as possible as we raise your concerns and receive the necessary updates.

### STATE EXAMINATIONS

Unhelpful and ill-informed speculation and lobbying, at times from sources who really should know better, continue to bring uncertainty and anxiety to everyone involved in this year's State Examination classes. There is no public health reason to believe that the orals, practicals, coursework and examinations will not proceed, while flexibility and second sittings have been put in place for students who may miss an assessment date because of COVID-19.

Following the clear instructions of TUI Congresses, the Executive Committee has not deviated from the TUI's commitment to externally assessed, State Certified qualifications as the fairest outcomes for all students at second level across the various programmes. We are grateful to the many members who replied to our

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Printed by:  
Typecraft Ltd  
www.typecraft.ie



recent survey regarding necessary adjustments to this year's Leaving Certificate and Junior Certificate assessments and your responses, collated and summarised, have been communicated to the Department to help to inform the shape of those assessments. We have stressed the need for the earliest possible announcement.

Though accepting of the necessity for Calculated Grades in 2020, the TUI was never convinced that the choice offered between Leaving Certificate Assessments and Accredited Grades in 2021 was either wise or warranted. Among our forecasts at the time, the accuracy of which provide no satisfaction, were a further explosion in grade inflation, inevitable court challenges, and reprehensible and disgraceful abuse directed at some teachers for having conscientiously engaged in the Government's plan.

In the absence of Junior Certificate data which was vital in the standardisation of both Calculated and Accredited Grades, those calling for a "hybrid" Leaving Certificate are advocating a leap into the unknown. We have yet to hear from any of them what they actually mean by "hybrid". It is irresponsible and disingenuous to hold out to students the prospect of a supposed solution which may well introduce vastly more unfairness than it is intended to remove, may in fact turn out to be undeliverable, and if delivered, may subsequently collapse as has occurred in other jurisdictions.

### **BUILDING MOMENTUM – SECTORAL BARGAINING AND HRA HOURS**

The TUI remains committed to using the Sectoral Bargaining Fund available under the Building Momentum pay agreement to resolve, as much as possible, the remaining injustices arising from austerity era cuts, most notably the scandal of pay discrimination, as well as to advance outstanding claims and adjudications.

For our members who are second level teachers, the calculations to date are in line with TUI's estimates and indicate that the fund is sufficient to meet TUI's

key priorities, namely the restoration of the H.Dip./PME allowance and a return to starting at point 3 on the scale in recognition of unpaid years becoming qualified. The option to take a 1% pay increase is also available and, as the pay scale is shared with members of both the INTO and the ASTI, all three unions will need to agree to divert that money into claims and adjudications instead. We are hopeful that we will not encounter any difficulties in securing the support of our sister unions in bringing to an end the shameful period of pay discrimination against our more recently appointed post-primary colleagues.

For other sectors, we have been waiting for some time for reliable figures and costings. At Third Level, we have targeted remaining pay scale inequalities while detailed surveys of members will reveal the extent of two significant incremental credit claims. The TUI's intention to use the fund to address those claims depends upon the agreement of Government Departments as well as on how far the fund will stretch. The size of the fund, and the extent to which its application would benefit members as against a straightforward 1% pay increase, require careful consideration for many of our grades in Further and Adult Education, some with small numbers and others in which the outstanding issues affect so high a proportion that the diversion of resources becomes pointless. The detailed costings will be essential in guiding the Executive Committee to the correct decision.

While welcoming positive news for grades affected by the extra two hours per week under the Haddington Road Agreement, the TUI is deeply disappointed that the additional hours (as well as the pay cut) for supervision and substitution for teachers were not rectified, for flimsy and illogical reasons. The failure to remove the additional 78 hours per annum at Third Level, with the suggestion that the current process involving the OECD may somehow address them, does little to help that process and, in treating still more TUI members less favourably than the rest of the public service, calls into question yet again the process and structure around



TUI PRESIDENT, MARTIN MARJORAM

national agreements and their ability to deliver for education professionals.

### **ONGOING WORK**

The TUI remains engaged in numerous forums and processes on behalf of members, though frustrated as ever by the slow rate of progress. For example, three separate workstreams will shortly commence for Organisation Design Phase II for ETBs, while negotiations towards a national agreement on online learning in our IoTs and TUs are scheduled to conclude by the end of February. Elsewhere in this edition you will find information on our planning for a Third Level Consultative Conference in March.

### **ASHLING MURPHY R.I.P.**

The murderous attack on our fellow teacher Ashling Murphy shocked and saddened all in the TUI. We extend our deepest sympathies to her family and friends. The attendance of so many of us at vigils in Ashling's memory must be accompanied by an abiding resolve to shape a society in which women feel safe and secure and which is free from the scourge of male violence against women.

Ar dheis Dé go raibh a h-anam.

*Martin Marjoram*



# Third Level Consultative Conference: 11<sup>th</sup> and 12<sup>th</sup> March 2022, Limerick

Consultation with members is continuing in preparation for the TUI's planned Third Level Consultative Conference, due to take place on the Limerick Campus of the Technological University of Shannon: Midlands Midwest on 11<sup>th</sup> and 12<sup>th</sup> March 2022. A meeting of the Union's Technological University Working Group and a special meeting of the Colleges Advisory Council will take place in advance of the event, informed by ongoing Branch meetings, while the TUI President proceeds with a series of engagements with the local negotiation teams for each TU and TU consortium.

As the reconfiguration of the sector takes shape around five Technological Universities, the union can reflect on significant successes over the course of a complex and difficult process. An extended period of national industrial action laid the groundwork for the May 2017 Agreement, protecting terms and conditions, pensions and working location of members as well as strengthening the legislation regarding regional provision and access and removing the requirement for a two-step TU designation which could have seen mergers of IoTs take place with no TU to follow. Local teams have since secured comprehensive Memorandums of Understanding across the sector, improving and consolidating

work practices and resolving long-standing issues, while the inclusion of St Angela's College, Sligo in negotiations towards the establishment of the Atlantic TU is greatly welcomed.

For all the good work and positive achievements by TUI representatives, the Executive Committee shares the deep frustration felt by members at the lack of progress in national negotiations as well as the refusal by some Managements to honour the agreements into which they have entered.

In further advancing TUI's policy objectives, our priorities include:

- The place of Dundalk IT and IADT Dún Laoghaire in the newly established TU structure
- The identity and cohesion of the sector
- Securing necessary funding
- Addressing academic workload (including through the OECD process)
- Building on the success of RTCs and IoTs, enhancing engagement and research capacity while remaining faithful to our successful, inclusive educational model
- Establishing research as an integral and integrated element of our academic remit and promoting parity

- of esteem for career researchers
- Effective local and national industrial relations processes, including IR forum(s) that work
- Multi-campus Organisational Design supporting regional provision and effectiveness
- Robust and transparent governance and academic structures

The TUI's own structures and supports for Third Level Branches and TU teams will be the key focus on Day 2 of the Conference. The unprecedented imperative to engage in some of the most complex and challenging local negotiations the Union has faced, while maintaining national cohesion in a process progressing at different paces around the country, has placed significant burdens on our local representatives. The exemplary response of those teams and their successes are hugely appreciated, but can only be built on and developed further by listening to the reflections and lessons from those at the forefront of negotiations and the wider membership.

We look forward to informed and detailed consideration of how the Union can best structure a successful, sustainable response to the ongoing challenges facing this vital sector of education.

## WorldSkills Ireland Live 2022

Following extensive consultation with sponsors, industry and education and training partners and providers, it has been decided to move WorldSkills Ireland Live to September 13<sup>th</sup> – 15<sup>th</sup> September 2022. WorldSkills Ireland is a live interactive event with 250 competitors in up to thirty skills and apprenticeship competitions vying to win the prestigious Department of Education Silver Medal award. The event will host try-a-skills areas allowing hands-on activity to test individual skill and get real action involvement. Virtual reality welding, spray painting and 3D printing and machining will feature, showcasing current and future skilled careers.

Needed now more than ever, WorldSkills Ireland promotes skills and apprenticeship

careers and opportunities for young people as they navigate future options following secondary education, career change and innovative educational and training opportunities.

The expo will build upon the success of the inaugural event which took place in 2019 when over 12,500 visitors, including thousands of students and their parents, descended on the RDS Simmonscourt to see first-hand the wealth of career options available.

WorldSkills Ireland have added more skill competitions in engineering, digital construction and hospitality to reflect the growing range of apprenticeship and skills careers opportunities now available through the enhanced CAO website featuring Higher Education, Further

Education and Training and Apprenticeships for the first time.

New competitions include Space Systems Engineering, IT Software Solutions for Business, Butchery, CADD for Engineering, Sales, Hotel Reception and Digital Infrastructure for Sustainability. In addition, the traditional apprenticeships from Plumbing to Metal Fabrication, Heavy Vehicle Mechanics, Carpentry, Bricklaying and the automotive trades will all be showcased.

The WorldSkills Ireland competition is centrally placed to promote construction and engineering digital careers supporting government strategy to address gaps in digital skills. Bringing together industry and education in a community for the promotion of skilled careers, the



competitors who are studying, training or working will apply practical industry skills to achieve excellence and demonstrate the connected digital flow of work from BIM Modelling, Co-ordination and Management to onsite implementation.

Ray English, WorldSkills Ireland-Chair/Technical Delegate adds:

“The skills shortage is one of the major challenges across all sectors today, especially as businesses look to rebuild following the pandemic. Simply put, we need more skilled people across multiple sectors. This has been recognised at all levels, which is reflected in this unique event’s collective support from education and training providers, industry and government.

“Skills drive the future and WorldSkills Ireland 2022 will be a true showcase of the ‘best in class’ across many different disciplines, offering young people a wealth of options as they move from secondary education and look to their future in the world of employment and education.”



THOSE PICTURED AT THE LAUNCH OF WORLDSKILLS IRELAND INCLUDE RAY ENGLISH (WORLDSKILLS IRELAND), WORLDSKILLS GOLD MEDAL WINNER MEAGAN YEATES, MINISTER NIAL COLLINS, TUI VICE PRESIDENT LIZ FARRELL AND AGS SEAMUS LAHART, DONAL KEYES (WORLDSKILLS IRELAND) AND MICHAEL HOURIHAN (WORLDSKILLS IRELAND)

## Skills for Sustainability in the Digital Age – WorldSkills Ireland Conference

TUI is the main sponsor for an education and training conference to run concurrently with WorldSkills Ireland 2022. This innovative and unique showcase will deliver a central platform for educators and trainers to connect around the key areas affecting skills education. Looking to the future key themes to be addressed by international speakers include:

### Industry 4.0 – Keynote Address/3 x Targeted Address/Round Table

- Investing in Skills for Innovation and Digitisation
- Digitisation-AI-VR: Engaging the Skilled economy
- SDG8 SDG9 SDG16

### The Economy will be Green – Keynote Address/3 x Targeted Address/Round Table

- The Just Transition to the Low Carbon Economy
- Green Skills in the Circular Economy
- SDG6 SDG7 SDG11 SDG12

### i-VET – Keynote Address/3 x Targeted Address/Round Table

- Innovations in VET (CVET, TVET, HVET)-Responding to Societal Needs
- Skills Recognition- Enhancing Inclusion, Catering for Diversity, Assuring Equality
- SDG 4 SDG5 SDG10

This one-day conference will allow engagement across key themes that are directing future skills and education policy. The conference will provide opportunities for peer-to-peer engagement and with the international guests from the 85 WorldSkills International members with a reception with chances to visit the competition site.

## Join the fight against cancer

### New programme launching soon

We are proud to announce that another breast and prostate health assessment and education programme will be rolled out again this year to thousands of members of the TUI Income Continuation Plan. This potentially life-saving programme was first launched in 2018, in response to a high number of cancer claims in the Plan.



#### Who will be invited?

Under the banner **"Pink Power"** for breast health and **"Blue Power"** for prostate health, invites will be rolled out on an area-by-area basis to TUI Income Continuation Plan members (women aged 30 to 49\*\* and men aged 40 to 65).

If you are outside of these age groups, and notice any symptoms or have concerns, please contact your GP directly.

The clinical team delivering the programme is a highly qualified panel of professionals from Full Health Medical, Beaumont Private Clinic and Bon Secours Hospitals. The initiative is endorsed by Breast Cancer Ireland and facilitated by Cornmarket on behalf of the Scheme underwriters.



Access to over 70 primary care doctors and a team of over 15 Consultant Radiologists, Urologists and Breast Surgeons nationwide.

#### National invite rollout plan

**Early 2022**  
Leinster

**Spring/Summer 2022**  
Munster - Connaught - Ulster

Given the clinical resources required to run the programme, it will only be available for a limited time and a **deadline to book will apply**. When the programme is available in your area, you will be invited by Cornmarket\*\*\* by post or SMS if you are eligible to attend. Once the programme reaches clinical capacity, no new appointments will be made available, so keep an eye out for your invite and book early to avoid disappointment.

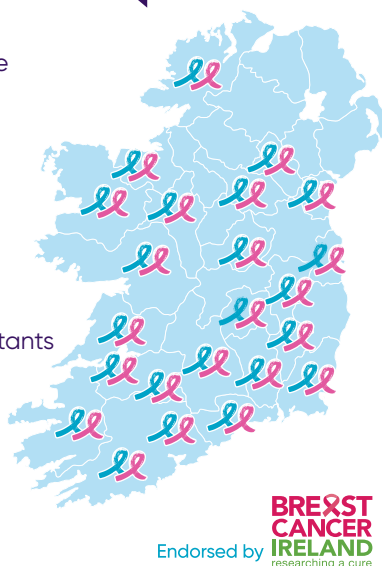
#### Results of the 2018 programme\*\*\*\*

Hundreds benefited from the last programme, including two TUI members who had a cancer detected (one breast cancer and one prostate cancer). Thankfully, the Consultants involved provided swift intervention and supported members through their journey.

**3,688**  
invited

**996**  
booked an  
assessment

**213**  
sent for further tests  
(e.g. Mammogram,  
Ultrasound, MRI, Biopsy)



**BREAST  
CANCER  
IRELAND**  
researching a cure  
Endorsed by

For more information, visit [cornmarket.ie/pink-blue-power/](https://cornmarket.ie/pink-blue-power/)



Very worthwhile.  
Simple, quick and  
painless. **Every man  
should avail of this\*\*\*\***

Anything that  
**helps saves  
lives should be  
encouraged\*\*\*\***

It encouraged me  
**to have an exam which  
wouldn't have happened  
without it\*\*\*\***



## How the Programme works

The programme is carefully centred on members. Members can conveniently book online from their phone.

### Step 1



#### Book online

GP booking platform carefully managed by Full Health Medical.



POWERED BY  
**FULLHEALTH  
MEDICAL**

### Step 2



#### Initial assessment

- Rapid access to a primary care doctor
- Clinical breast/prostate examination
- Education on signs and symptoms of breast/prostate cancer
- How to perform a breast exam
- PSA Blood test for men (to measure Prostate Specific Antigen)
- Personal report with clinical findings

**Referral needed**  
Move on to **Step 3**

**No referral needed**  
No further action required



**could save  
a life!**

### Step 3



#### Appointment in Private Hospital

- Consultation with a breast surgeon (Pink Power)
- Mammogram, ultrasound and biopsy if required (Pink Power)
- Appointment with Consultant Urologist for MRI / CT Scan and Biopsy if required (Blue Power).



I required surgery  
so the Pink Power  
campaign was of great  
benefit to me. **Literally  
saved my life\*\*\*\***

**They found  
something  
abnormal during  
the assessment, it's  
early and hopefully  
caught in time\*\*\*\***



**Pink & Blue Power is a benefit of the TUI Income Continuance Plan.  
Not a member of the Plan yet?**

Visit [cornmarket.ie/tui](https://cornmarket.ie/tui) for more on benefits and how to apply to join.



**Important:** While some participants are diagnosed with breast or prostate cancer through the programme, it is not a screening programme. The assessment provided only reflects a point in time. No test or exam will pick up every case of breast cancer or prostate cancer. Therefore, if you have signs and/or symptoms that are concerning for breast or prostate cancer, now or in the future, please consult with your own GP without delay.

This programme is brought to members by Cornmarket on behalf of the Scheme underwriter. Cornmarket Group Financial Services Ltd. is a member of the Irish Life Group Ltd. which is part of the Great-West Lifeco Group of companies. The TUI Income Continuance Plan is underwritten by New Ireland. New Ireland Assurance Company plc is regulated by the Central Bank of Ireland. A member of Bank of Ireland Group.

17814 TUI PB launch DPS 11-21



# Global Development Fund

For over 20 years, TUI has administered a global fund which is used to assist educational, developmental and trade union projects in developing countries as may be approved by the Executive Committee from time to time. At Congress 1999, a motion was passed whereby €0.95 of each full member's subscription is allocated to the fund. Here is a small sample of some of the projects that TUI is currently supporting.



## Hebron International Resources Network (HIRN)

TUI has been sponsoring Hebron International Resources Network (HIRN) since 2015. TUI member Murieann De Barra is passionate about this project which has improved the lives of many Palestinian girls and boys as they strive to access their right to education despite all of the societal and occupation-related obstacles. The TUI was instrumental in the building of a new school for girls in the community of Zif and assisted HIRN in supplying this school with a complete computer lab so that the female students could study 12th grade and proceed to undergraduate studies. The TUI has also helped in the creation of a school for the marginalized community of Jubbet Al Deeb in Bethlehem Governorate which reduced the travel distance of at least 25 children to and from school; and most recently, the TUI fund supported the expansion of a primary school/kindergarten and creation of additional classroom infrastructure in the community of Shuub Al Buttom, which provided access to education for vulnerable children of school-going age. The next project is the building of a science laboratory at Al Zweidin Girls' High School.



Jubbet Al Deeb



Zif Computer Lab



Clementine



Smita

## Nepal Leprosy Trust (NLT) Ireland

TUI has been supporting the trust for the last three years and the campaign was spearheaded by Michael Winterburn who is a TUI member from LIT/TU Shannon. NLT works to empower those affected by leprosy in Nepal. The charity funds outpatient and inpatient hospital services, as well as community support - providing basic medical care, supplying milk for children and housing for disadvantaged families, and supporting income generation within the community.

Michael tells us that for the last three years the TUI had been sponsoring a young Nepali woman, Smita Nepali, through her nursing training and she is completing her final year. Michael volunteered with NLT in the early nineties for four years; working in vocational training of leprosy affected men and women, striving to overcome the terrible leprosy stigma in the community. He has remained connected with the work in Nepal ever since. "Smita Nepali's father, despite being affected by leprosy, devotes himself to working for the wellbeing of people affected by the disease. Smita's father is the Chairperson of Sindhuli district's Leprosy Self Help Groups. Because of his honesty, dedication and positive attitude, he has been given the responsibility of Peer Educator to which he is doing very well by creating positive changes in the community. However, his income is too low to fulfil his daughter's higher education dreams. Smita passed SEE (Leaving Certificate equivalent) with 86.25%, and is now completing her studies to become a staff nurse. By doing this course, there are wide employment opportunities in rural health centres, government hospitals, NGOs, government health schemes, and community health centres. Inspired by her father's life, Smita wants to be dedicated to human service by becoming a staff nurse. She is a wonderful young lady and an excellent role model for her peers. She deserves to do well in life."

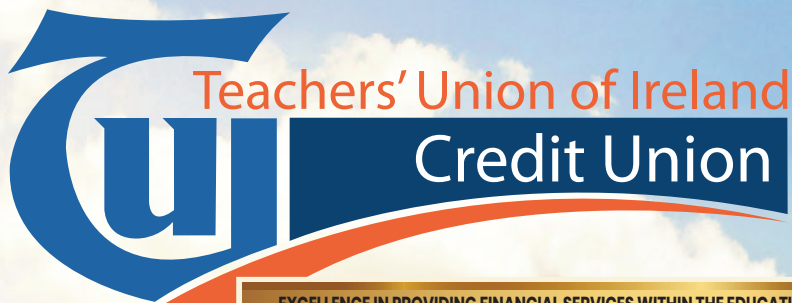
## The Kate Lynch Scholarship Fund (KLSF)

Lavinia Hann started the fund in 2008 upon returning from a voluntary position teaching in Moshi, Tanzania. The Kate Lynch Scholarship Fund (KLSF) provides scholarships to disadvantaged students in the Moshi area and in Dar es Salaam, Tanzania. The fund was named in memory of her mother, Kate Lynch, who was passionate about education; a passion she passed on to Kate and her brothers. Kate's TUI connection comes via her brothers, Michael Hunt, a member who taught in Rathmines College, and the late Tom Hunt who was a past president of the union.

Most of the sponsored students are taught in the Moshi area, while others attend schools in Dar es Salaam and Mwanza. All the students originally attended St. Louis Primary School where Lavinia taught. The headmistress of the school identified students who experienced difficulties paying the school fees and passed their names and biographies on to the KLSF for help. She and Lavinia continue to stay in touch with all the students and follow their progress.

Lavinia told us how excited she was about the progress of one of the sponsored students, Clementine, who had graduated from school in June 2021 with A-Levels in Physics, Maths and Geography. "Because the Kate Lynch Scholarship Fund doesn't cover university fees, I coached her, by email, on how to apply for a grant from the Tanzanian Government. She is a lovely young woman and I remain in contact with her and her aunt, both of whom I have met when I was in Tanzania. When Clementine emails me she calls me 'Bibi Lavinia'. Bibi is Swahili for grandmother." Clementine is now pursuing a Bachelor of Science in Statistics degree at the University of Dar es Salaam.





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**AWARD WINNERS 2020, 2021 & 2022**

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- Apply online/mobile App in minutes
- Flexible repayment options
- Own your car from day 1!
- We offer loans from €1,000 to €50,000 for car purchases

## REPRESENTATIVE EXAMPLE

Loan Amount		APR		130 Fortnightly Repayments of		Total amount repayable
<b>€20,000</b>	>	<b>5.5%</b>	>	<b>€183.53</b>	>	<b>€23,857.49</b>
Over 5 years						

# APPLY NOW



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**App Store**



GET IT ON  
**Google Play**

WARNING: If you do not meet the repayments on your loan, your account will go into arrears. This may affect your credit rating, which may limit your ability to access credit in the future.  
 WARNING: The cost of your monthly repayments may increase.

No 8, The Exchange, Calmount Park, Ballymount, Dublin 12  
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 Teachers' Union of Ireland Credit Union Limited is regulated by the Central Bank of Ireland. Reg No. 64CU





# TUI CREDIT UNION VOLUNTEERING OPPORTUNITIES

#notforprofit #imaginemore



**Interested in  
volunteering with  
TUI Credit Union?**  
**We are looking to  
add to our team of  
volunteers**

As a Volunteer you will sit on one of the credit union's committees. Each committee offers experience, learning and an active role within the credit union.

## Benefits of Credit Union Volunteering

- Gain skills and experience
- Education and training
- Personal development
- Meet new people
- Work on developmental and business projects

## Why volunteer with TUICU

- You have specific skills that you feel the credit union would benefit from
- You would like to give back
- To gain experience and training that may lead to promotional opportunities
- To meet new people and to expand your social and professional network

## Some of the skills you will garner

- Leadership
- Working within a team
- Communication
- Financial expertise
- Risk management
- Strategic planning
- Information Technology



## How to Volunteer

Volunteers are at the heart of each credit union. The board of directors is drawn from members and ably supported by volunteer committees with key skills. Whether you are looking for a leadership role to gain experience and training or want to give something back, TUICU offers valuable volunteering opportunities.

To make contact and to explore volunteer opportunities:

scan the QR code to complete the expression of interest form

or

contact the office on 01-4266060



SCAN ME

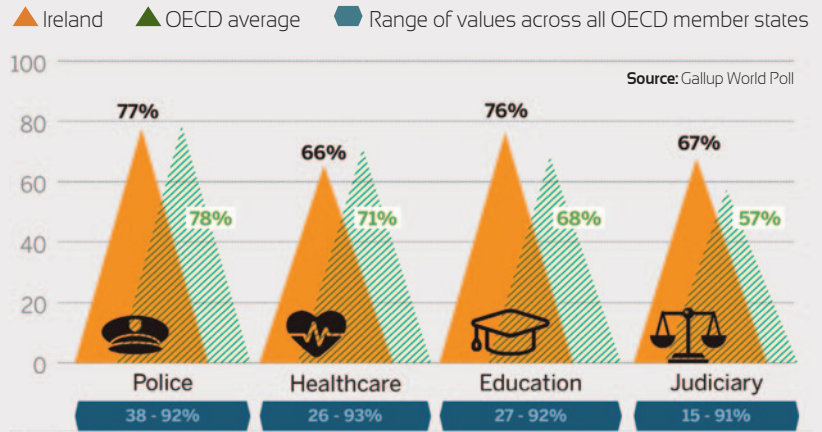
No 8, The Exchange, Calmount Park, Ballymount, Dublin 12  
Tel: 014266060 Email: [info@tuicu.ie](mailto:info@tuicu.ie) Web: [www.tuicu.ie](http://www.tuicu.ie)  
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# Government at a Glance highlights public satisfaction with education system

The latest edition of a report by the Organisation for Economic Co-operation and Development (OECD) makes clear the high level of public trust in the work of educators.

The OECD's Government At A Glance provides internationally comparable data on government resources, activities and results in OECD countries. The latest edition, Government At A Glance 2021, shows that the proportion of citizens expressing satisfaction with the education system in Ireland is significantly above the OECD average.

## Citizens who express satisfaction with public services



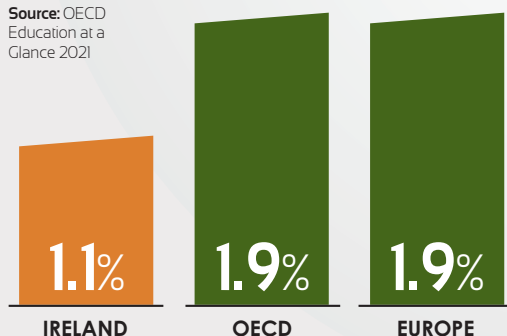
While this highlights the high-quality work being done on a daily basis in schools and colleges across the country, it should be contrasted with the complete failure at Government level to provide anything near the appropriate level of investment for the sector.

Another OECD report published late last year, this one specific to education, starkly illustrated the shamefully low level of education funding in Ireland. Education At A Glance 2021 showed that of the countries for which figures are provided, none spend a lower proportion of national wealth on education than Ireland's.

At second level, the situation remains particularly dire, with Ireland's spend (1.1%) the lowest of the 36 countries for which figures are provided, trailing unacceptably far behind the OECD and European averages (both 1.9%).

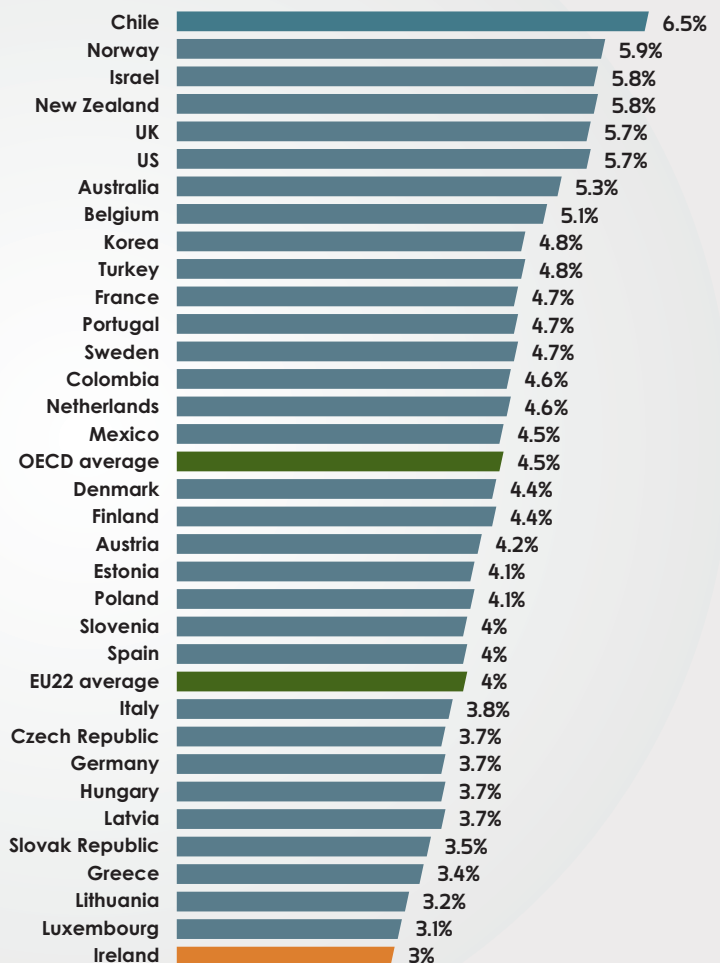
## Education spending at second level (% of GDP)

Source: OECD Education at a Glance 2021



## Spending on education (% of GDP)

Source: OECD Education at a Glance 2021



Complete data not available for Canada, Costa Rica, Iceland, Japan, Switzerland

## The following correspondence issued to workplaces in December

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### Ongoing campaign to eliminate pay discrimination – an update

Colleagues,

The TUI remains wholly committed to ending the scandal of pay discrimination, which was unilaterally imposed by Government on those appointed since 1st January 2011 and continues to see teachers and lecturers paid on different pay scales for carrying out the same work.

Significant progress has already been made in this regard, including the reinstatement of the value of the Honours Primary Degree Allowance to the post-2011 Common Basic scale and the 'skipping' of points 4 and 8 across the various 'new entrant' scales (and also point 12 for post-2011 teachers), which allows members to progress up these scales more quickly.

In October, the TUI used the findings of the latest in a series of surveys carried out by the Union's Principals' and Deputy Principals' Association (PDA) to publicly highlight the significant damage that pay discrimination has inflicted on the education system, particularly in terms of the teacher recruitment and retention crisis.

#### What grades are still subject to pay discrimination?

The following grades are still subject to pay discrimination, with separate scales for those appointed before and after 1st January 2011:

- Common Basic Scale (i.e. the scale for registered Post Primary teachers)
- Assistant Lecturer
- Youthreach Resource Person
- BTEI Adult Educator
- Adult Guidance Counsellor/Co-ordinator
- Adult Literacy Organiser and Community Education Facilitator.

#### What is the next stage in the campaign against pay discrimination?

Three pay increases apply over the period of the current Building Momentum Agreement. The first 1% (or €500, whichever was larger) increase was paid on 1st October 2021, and the third 1% (or €500) pay increase will be paid on 1st October 2022.

The middle of the three pay increases, payable on 1st February 2022, is in financial terms the equivalent of a 1% general pay increase, which the Union could choose to have paid to all members. The Union also has the option of using the equivalent financial value of the increase to address specific, outstanding issues through a sectoral bargaining process. Our position is clear: consistent with TUI policy set by Annual Congress and our commitment to the ongoing campaign, this funding must be used to address the ongoing scandal of pay discrimination across the various grades through the sectoral bargaining process.

#### Will the outcome of this sectoral bargaining process completely eliminate pay discrimination?

The Union will seek to eliminate as much of the remaining pay discrimination as the allocated funding allows.

There are varying degrees of pay discrimination, depending on the particular grade. For example, at Post Primary level, where pay discrimination is most pronounced, the sectoral bargaining process would allow reinstatement of the PME allowance (currently valued at €1,314) for post-2011 entrants, which would significantly reduce the existing pay differential between those appointed pre- and post-2011. Over the course of a 40-year-career, the value of this re-instatement to the individual would be €52,560. In addition to this, the TUI believes that the process may allow the Union to deal with other aspects of pay discrimination, for example by addressing the front loading of pay reductions in the early years of a teaching career and by the restoration of certain allowances which were abolished during the years of austerity.

In terms of the other grades (Assistant Lecturer, Youthreach Resource Person, BTEI Adult Educator, Adult Guidance Counsellor/Co-ordinator, Adult Literacy Organiser and Community Education Facilitator), the Union will seek to eliminate all or as much as is possible of the remaining pay differentials between the pre- and post-2011 scales.

The TUI membership can be assured that every possible option will be fully investigated in the process. The final proposal will make use of every cent of the monies available to move forward in restoring equal pay for equal work.

In some instances, where there is no recruitment grade and no outstanding claim or adjudication, the middle 1% under Building Momentum will be taken as a straightforward pay increase for the relevant members.

Once again, we reiterate that TUI's campaign will continue until pay discrimination has been completely eliminated.

We will update members on further developments as they arise.

Yours sincerely,

Martin Marjoram, President, TUI

Michael Gillespie, General Secretary, TUI

President: Martin Marjoram, General Secretary: Michael Gillespie, Deputy General Secretary: Annette Dolan  
Assistant General Secretaries: Declan Glynn, Colm Kelly, Joanne Irwin, John O'Reilly, John MacGabhann, Seamus Lahart, Anne Howard, Ann Mulcahy



# Leave Entitlement

<i>Family Leave</i>	<i>Purpose</i>	<i>Paid</i>	<i>Maximum Period</i>
<i>Force Majeure</i>	Urgent tending to an ill person for whom you have caring responsibilities, including accompanying to the hospital in emergency situations	Yes	A maximum of three days in each period of 12 months or five days in 36 months.
<i>Family Bereavement</i>	Leave related to bereavement	Yes	5 days in the case of a spouse, child or parent; 3 days in the case of a brother, sister, grand-parent, aunt, uncle or parent-in-law.
<i>Marriage Leave</i>	Member's own wedding and days either side (if workplace is open)	Yes	7 consecutive calendar days (including the date of the marriage)
<i>Adoptive Leave</i>	To allow adopting member a period with placement of adopted child	Yes	24 consecutive weeks (& option of additional unpaid leave)
<i>Paternity Leave</i>	Caring responsibilities soon after the birth or placement of a child	Yes	2 weeks within 6 months of birth
<i>Parental Leave</i>	Care of Children under 13 and children with Special Educational Needs under 16	No	Since 1st September 2020, there has been an entitlement to 26 weeks of parental leave for each eligible child. Must be taken before child's 13th birthday, or 16th birthday in case of child with disability and/or long term illness.
<i>Parent's Leave</i>	Care of Children up to 24 months after the birth or the adoption for a relevant parent of a child born or adopted, on or after 1st November 2019.	No A person may be able to claim from the DSP	From 1st November 2019, an eligible teacher had an entitlement of 2 weeks Parent's Leave. From 1st April, 2021, this entitlement increased by a further 3 weeks.
<i>Maternity Leave</i>	Birth and Early Care	Yes	26 consecutive weeks (& option of additional unpaid leave)
<i>Carer's Leave</i>	Care for person medically certified as in need of care	No	104 weeks (in respect of 1 relevant person)
<i>Career break</i>	Break from normal duties for the purpose of caring, study, travel etc.	No	10 school years, maximum of 5 years consecutively
<i>Job-Sharing</i>	Work flexibility for family or other reasons	Yes	Unspecified
<i>Scheme for leave of absence following assault</i>	Only absences medically certified as a physical injury qualify for leave under this scheme.	Yes	The maximum leave available is 3 months (92 days) at full pay in a rolling 4 year period. In exceptional cases the leave may be extended for a further period not exceeding 3 months (91 days) at full pay, subject to an overall limit of 6 months (183 days) at full pay in a rolling 4 year period.

Terms & Conditions of Employment for Registered Teachers in Recognised Primary and Post Primary Schools are now available in Circular Letter 54/2019: [https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0054\\_2019.pdf](https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0054_2019.pdf)

# ments Checklist

Sub-Cover	Details – Teachers	Details – Other ETB Grades	Details – Lecturers
Yes, apart from first day. S&S is used to cover first day.	Circular Letter 17/99	The TUI is currently negotiating this circular with the DE. In the interim the provisions of the Parental Leave Acts 1998 and 2006 apply	The Parental Leave Acts 1998-2019
Yes	Circular Letter 19/00	The TUI is currently negotiating this circular with the DE. In the interim, custom and practice is to apply the provisions of the teachers' circular	As per TU/loT policy
No	As per DE/DFHERIS/ETB policy	As per ETB policy	As per TU/loT policy
Yes	Circular Letter 54/2019 – Chapter 3 (pg. 62)	Circular Letter 65/2016	Adoptive Leave Acts 1995 and 2005, Circular Letter 22/2013
Yes	Circular Letter 54/2019 – Chapter 4 (pg. 73)	Circular Letter 66/2016	Circular Letter 69/2016
Yes	Circular Letter 54/2019 – Chapter 5 (pg. 81)	Circular Letter 30/2017 as amended by the Parental Leave Acts 1998-2019	Parental Leave Acts 1998-2019 and the European Union (Parental Leave) Regulations 2013 (S.I. No. 81 of 2013)
Yes	Circular Letter 30/2021	Parent's Leave and Benefit Act 2019	Parent's Leave and Benefit Act 2019
Yes	Circular Letter 54/2019 – Chapter 2 (pg. 45)	Circular Letter 80/2015	The Maternity Protection Acts 1994 and 2004, Circular Letter 22/2013
Yes	Circular Letter 54/2019 – Chapter 6 (pg. 93)	Circular Letter 0078/2015	The Carer's Leave Act 2001
Fixed Term Replacement Appointed (may receive a CID as per Ward and Cush reports)	Circular Letter 54/2019 – Chapter 7 (pg. 102)	Circular Letter 0079/2015	As per TU/loT policy
Fixed Term Replacement Appointed	Circular Letter 54/2019 – Chapter 8 (pg. 109)	The TUI is currently negotiating this circular with the DE. In the interim, custom and practice is to apply the ETB's policy	As per loT policy
Fixed Term Replacement Appointed	Circular Letter 61/2017	Circular Letter 43/2020	Circular Letter 63/2019

All Circular Letters are available from [tui.ie](http://tui.ie) or [education.ie](http://education.ie)  
All legislation is available at [www.acts.ie](http://www.acts.ie)

# Updates from the Teaching Council

## Student Teacher Registration

Following the amendment of the legislation to allow for the registration of student teachers, the Council is working to put in place the required processes and systems to support registration. Once these are in place all eligible student teachers will be contacted by the Council and invited to register under the new Route 5 Student Teacher. This new registration process will require all applicants to undergo vetting via the Council as part of the registration process.

## Droichead

Please note that the last day to apply for Droichead in the 2021/2022 school year will be Friday 11 March 2022. Applications for Droichead will re-open the last week of August for the 2022/2023 school year.

## MyRegistration Portal

Since the Council introduced the enhanced MyRegistration portal in mid-October over 50% of registered teachers have activated their portal accounts. If you want to activate your account please check your emails and use the link provided. Should you require assistance please email [myreghelp@teachingcouncil.ie](mailto:myreghelp@teachingcouncil.ie).

## Re-vetting

The Council invites teachers on a rotational basis to apply for re-vetting. If you have received an invitation to apply for re-vetting we would ask that you do so immediately by logging onto the MyRegistration Portal and commencing the re-vetting process.

## Renewals

Since mid-October, the renewals process is available via the MyRegistration portal. If it is your first time using the portal you

will need to activate your account and then being the renewal process. Please ensure that you update your contact information and provide any missing data such as post codes and mobile phone numbers. Please note that it is no longer possible for staff to take over the phone payments.

## Expiring Conditions

If you are a teacher who intends to request an extension of time to comply with the conditions attached to your registration, the Council would kindly ask that you engage in a timely manner. You can help us to deliver a more efficient service to you and all other teachers requesting extensions by submitting the required documentation and promptly responding to any follow up queries. You can make your extension request and submit the supporting documentation by logging onto the MyRegistration portal and selecting My Conditions.

## TUI in the media

TUI representatives have taken part in a significant number of media interviews since the start of the year in relation to a variety of issues, including the safe return to schools, the safe re-opening of the third level sector and issues around the 2022 State Examinations.

Radio programmes on which TUI representatives have recently featured include RTE's Morning Ireland, Today With Claire Byrne and Drivetime, Newstalk's Breakfast and Today FM's Last Word while TUI President Martin Marjoram was a guest on The Tonight Show on Virgin Media. TUI representatives also featured on RTE television and Virgin Media news bulletins and also on RTÉ Nuacht, Raidió na Gaeltachta and TG4 news and current affairs programmes.



Full details of all TUI's media engagements are available on the Union's website.





# TUI highlights that teacher supply crisis has existed at second level for many years

Noting measures announced in November by the Department of Education to help tackle the teacher shortage crisis in second level schools, TUI stated that before the pandemic, there was already a teacher supply crisis at second level that the Department had failed to address, the genesis of which could be traced back to imposition by Government of the two-tier system of pay discrimination on those employed from 2011 onwards.

## Measures to increase the availability of substitutes for Post Primary schools for 2021/2022

The Department of Education stated that the following arrangements have been put in place to assist with the availability of substitutes until the February 2022 mid-term break, when it will be reviewed.

### Student teachers

Following positive engagement with the Higher Education Institutions who provide Post Primary initial teacher education programmes, they have agreed to greater programme flexibility to enable students on consecutive (PME) programmes and Year 3 and Year 4 students on concurrent programmes to support schools up to the end of term.

They have also agreed to explore flexible options in relation to the assessment requirement for programmes in the context of students being available to support schools. It would be important that schools would be mindful of the impact of this additional work on the overall well-being of the student teachers.

The Education Stakeholders, including the Department, the HEI Colleges and the Teaching Council, will continue to work together to address any practical issues and ensure the ongoing availability of student teachers to support schools pre and post-Christmas 2021.

### Job Sharing teachers

As set out in Information Note TC 0016/2021, restrictions for job-sharing teachers, undertaking substitution, have been temporarily suspended which allows these teachers to work additional days if available to cover vacancies in their own and other schools.

### Career Break

The restriction on a teacher carrying out substitute work whilst on Career Break has already been relaxed for the current school year under Information Note TC 0015/2021. Teachers on career break can carry out substitute work without restriction.

### Temporary emergency substitution arrangements

A new temporary arrangement has been put in place to provide Principals with an alternative means of sourcing appropriate substitution cover, preferably with subject appropriate qualifications, where none is otherwise available.

This scheme will assist Post Primary schools to ensure that they can source sufficient substitution cover, in circumstances where schools cannot source cover through the existing arrangements.

Post Primary teachers will now be able to work over 22 hours per week, working extra hours to provide substitute cover, up to a total of 35 additional hours between 29th November and 28th February, 2022.

Details of the arrangements for this scheme are available at Information Note TC 0026/2021

### Suspension of some Continual Professional Development (CPD) at Post Primary where substitution is required

Planned CPD relating to reforms in Senior Cycle examinable subjects will continue. All other CPD where substitution is required should be deferred until after the February 2022 mid-term break.

It is intended that this deferred CPD will be re-scheduled in the period following the February 2022 mid-term break.

The temporary suspension of CPD will not affect the completion of the Droichead process for NQTs whose contracts are due to end prior to mid-term break in February 2022. Allowable substitution and the allocation available to teachers involved in the mandatory Droichead process will continue to be facilitated in Post Primary schools between now and February 2022.

### Qualified Teachers on secondment to the Department's Teacher Education Support Services

The Teacher Education support services funded by the Department have been asked to release teachers who are on secondment to make themselves available to provide substitute cover in schools. Arrangements will be made for available teachers from these services to register on the SubSeeker portal.

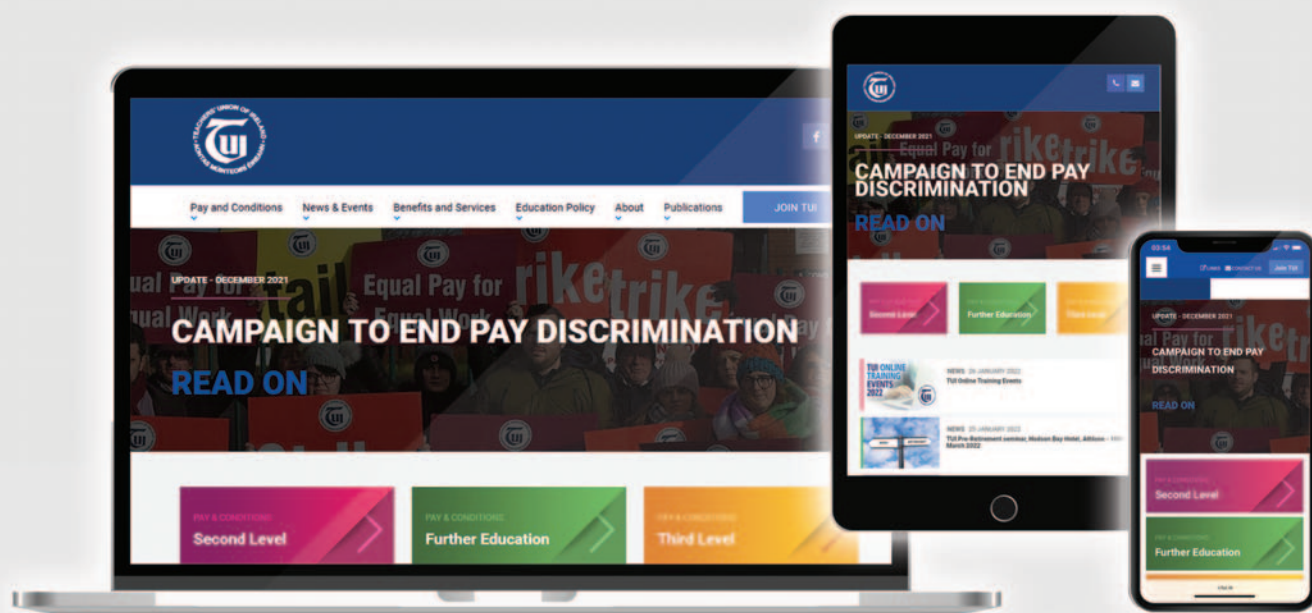
### Treoraithe (formerly co-operating teachers) who host student teachers on school placement

It is acknowledged that Treoraithe play a very important role in supporting the development of student teachers.

In exceptional circumstances where there is no substitute available, following use of the temporary emergency substitute arrangement, it may be possible for the Treorai of a registered student teacher to provide substitute cover for absences of a very short duration in their own school if another substitute cannot be sourced at short notice. This should be for the shortest time possible until a substitute can be recruited. It should not impinge on any required arrangements associated with school placements.

### Communications campaign with all registered teachers

The Teaching Council register of teachers currently has over 111,000 teachers registered. The Council has run a number of campaigns to raise awareness with teachers, who are currently registered but are not teaching, to the current challenges in schools around recruiting substitutes. Any teachers who are available to undertake substitution work, have been asked to register on SubSeeker so that schools are aware of their availability when seeking to fill substitute vacancies.



**Keep an eye on the TUI website and social media channels for the latest information, guidance and clarifications on key and developing issues.**



***[www.tui.ie](http://www.tui.ie)***

Find us on 

*[twitter.com/TUUnion](https://twitter.com/TUUnion)* 

# Erasmobility exchange platform

The TUI, in cooperation with other European partners, has developed an online platform to enable Erasmus exchange of teachers and students. The site can be accessed at [www.erasmobility.eu](http://www.erasmobility.eu)

The platform facilitates the search of vocational schools that help to organise work placements for students and teachers in the European Union as well as with countries associated with the Erasmus+ programme

The centres that promote Erasmobility have been involved for many years in Erasmus+ Key Action I (KA1) mobility projects and we know from experience that those mobilities in which learning centres help each other when organising them are by far the best for the following reasons:

1. Reciprocity is a warranty of quality - each centre does its best to offer as much as it can for students abroad as it also wants the other centre to do the same with their students.
2. All vocational training centres have access to a wide variety of local companies, which allows us to select the companies that best suit and understand students from other EU countries.
3. It offers students the opportunity to share experiences, through workshops or formative activities, with students who are doing the same training in the selected country. This enriches students personally, socially and culturally.

The platform can be accessed at [www.erasmobility.eu](http://www.erasmobility.eu) and is very straightforward to use:

## 1. Create an account

To register, you must be a vocational training centre or consortium.

## 2. Complete your profile

Complete all your details: sector, specialities, etc., so other organisations can find you.

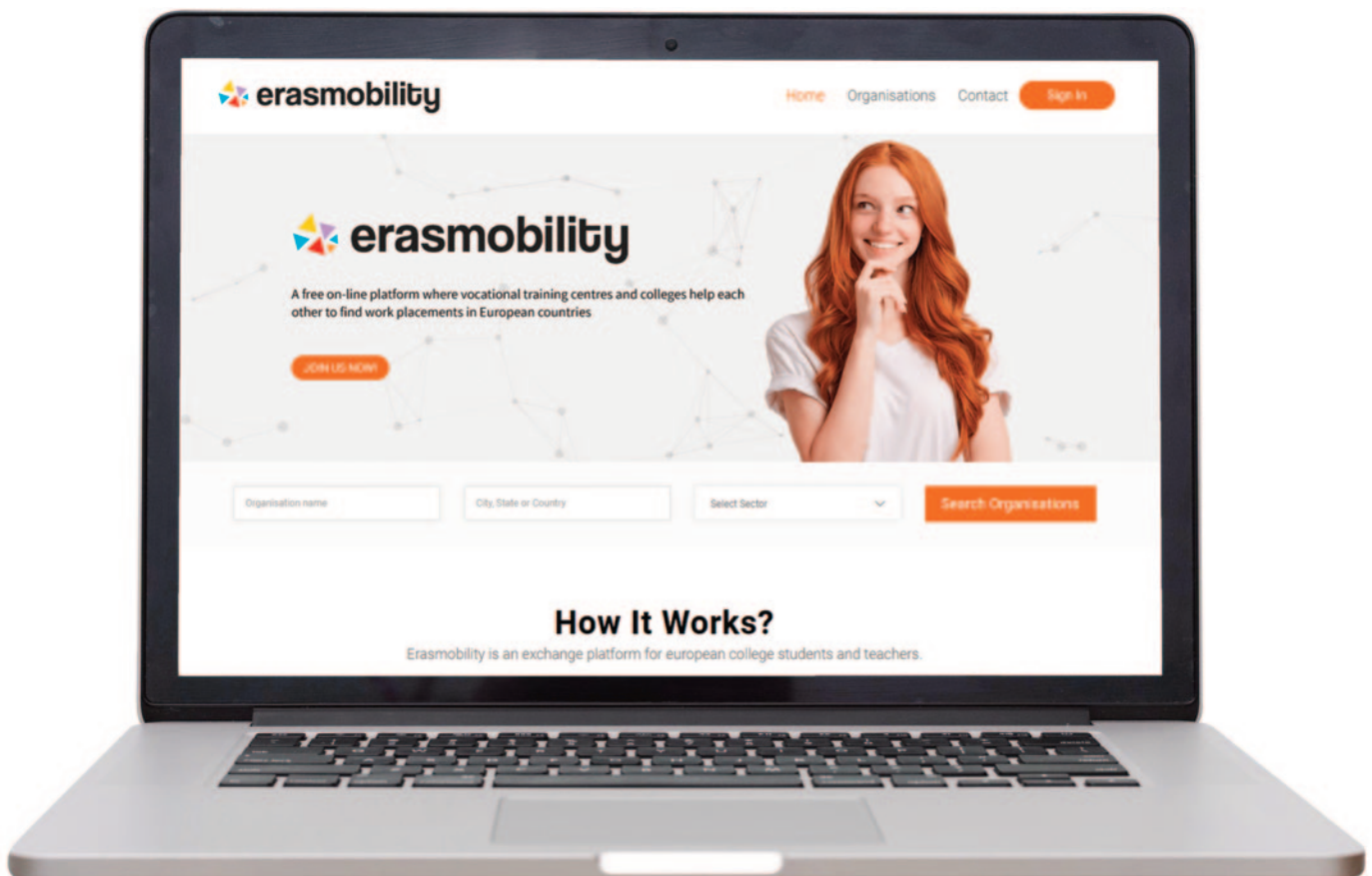
## 3. Search for registered centres

Choose the most appropriate from a list of centres.

## 4. Get in touch

You will also be able to get in touch with other organisations offering similar proposals to your own.

*We encourage Vocational Education Centres to register with the platform and avail of the opportunities that it can provide for teachers and students.*







## Frequently Asked Questions - COVID-19 Emergency Substitution Arrangements for Post Primary Schools

*I currently do rostered supervision and substitution under the Supervision and Substitution (S&S) scheme. Are these emergency substitution arrangements part of or an extension of the S&S scheme?*

No.

These emergency arrangements are entirely separate from the S&S scheme and attract an additional non-pensionable payment. Your existing commitments under the S&S scheme remain in place, unaltered.

*I am on part-time hours and regularly do paid substitution for absent colleagues under the existing Paid Substitution scheme. Will these emergency substitution arrangements overlap the existing Paid substitution scheme, and will I lose out as a result?*

No, you will not lose out. The existing paid substitution scheme remains in place and substitution hours that arise must, in the first instance, be offered under that scheme to teachers on part-time hours.

It is only when you have undertaken 22 hours (between contracted hours and substitution hours) in a week that the emergency substitution arrangements kick in.

*Am I required to undertake additional substitution work under the emergency arrangements?*

No. Participation is entirely voluntary.

*Can management force me to undertake this additional work?*

No. Participation is entirely voluntary. You cannot be coerced into taking on additional substitution hours under this arrangement. You decide whether or not to participate.

*I am currently paid for/contracted for 22 hours per week (inclusive of 40 minutes "professional time"). Under the COVID-19 Emergency Substitution Arrangements, can I work additional hours?*

Yes, if you choose to. The maximum number of hours you can work under these additional emergency substitution arrangements, between now and the end of February, is 35 hours.

*Is there a cap on the number of hours per week that I can work under the emergency substitution arrangements?*

No. There is no weekly cap/commitment. However, there is an overall cap - the total hours worked between now and the end of February cannot exceed 35 hours.

*If I volunteer to undertake this additional work, do I have to commit to the full 35 hours?*

No. The quantum of hours you work is voluntary and therefore is entirely your decision.

*If I volunteer to undertake this additional work, can I later decide to withdraw from it?*

Yes, but as a matter of professional courtesy you should let management know in advance that you intend to withdraw.

### **PAYMENT FOR COVID-19 EMERGENCY SUBSTITUTION ARRANGEMENTS**

*How will I be paid for these additional hours?*

The hours must be recorded at school level and claimed as a lump sum after the end of February. TUI **strongly recommends** that all teachers who volunteer to participate in these arrangements also keep their own record.

*Can the hours (claimed as a lump sum) be paid through the OLCS/ETB Payroll?*

Pending the development of an IT solution, schools must assume that the hours will be claimed differently – possibly using claim forms and probably not through the OLCS/ETB payroll. An accurate record must be kept at school level.

*Will the payment be pensionable?*

No. The payment will not be pensionable. Therefore the 6.5% pension deduction and Additional Superannuation Contribution (ASC) of up to 10.5% will not be deducted from this lump sum payment.

*What rate of pay will I receive?*

Payment will be based on each teacher's personal rate of pay (including allowances, where applicable).

### **EXISTING TEACHERS ON FEWER THAN FULL HOURS**

*I am currently contracted to teach fewer than 22 hours, e.g., 15 hours. Can I undertake these temporary measures?*

In the first instance, you are entitled to engage in substitution work for up to the difference between your 15 contract hours and the maximum of 22 hours and to have these hours paid in the normal way i.e., through OLCS or ETB Payroll as a substitute teacher.

Once you have reached the 22-hour maximum, you can provide additional substitute cover (if you volunteer to do so) under these temporary emergency substitution arrangements, between now and the end of February.

Those hours (worked beyond the 22-hour weekly maximum) will be paid separately, as set out above, subject to a maximum of 35 hours in the period from now to the end of February 2022.

*If I volunteer to undertake the hours under the COVID-19 Emergency Substitution Arrangements, can I count these additional hours for incremental credit purposes?*

No.

*Can I use the hours towards my CID or augmentation of an existing CID?*

No. These hours are a temporary emergency measure.

## SEQUENCE FOR ASSIGNING HOURS UNDER THE COVID-19 EMERGENCY SUBSTITUTION ARRANGEMENTS

*Can a school allocate hours under these arrangements before using the existing paid substitution scheme?*

No. Firstly, using the existing paid substitution scheme, schools should continue to source paid substitutes who are qualified in the subject area.

*If no qualified substitute is readily available, school management can assign hours as follows:*

1. Teachers within the school on fewer than full hours. (Once these teachers reach the 22-hour weekly threshold, they can work additional hours under these temporary emergency substitution arrangements.)
2. Teachers in the S&S scheme already
3. Teachers who had previously opted out of the S&S Scheme

Some flexibility will be allowed i.e., the priority of school management must be to seek a suitable qualified teacher to provide cover for the class/es in question.

Qualifications to teach the class/es will take precedence over other considerations.

## SUPERVISION AND SUBSTITUTION (S&S)

*Do the COVID-19 Emergency Substitution Arrangements affect my obligation to undertake S&S?*

No.

Your S&S obligation, as applicable, remains. It is important to note that your commitment to Supervision is to the end of the school year. The remainder of the time is what is available for Substitution. You will need to ascertain the time you have committed to undertake Supervision and add that to the Substitution already provided under the S&S scheme to determine your remaining commitment to S&S.

*How many hours S&S am I required to do?*

With the exception of those teachers who chose to opt-out, each full-time teacher is required to be available to undertake Supervision and Substitution duties to a maximum of 43 hours per school year.

The maximum weekly commitment that can be used for combined S&S is 3 hours per week. Within the weekly maximum of 3 hours for S&S, the maximum time devoted to Supervision in a given week is 50 minutes. The maximum Supervision and Substitution that can be undertaken per school/academic year is 43 hours.

For example, I have agreed to undertake 30 minutes lunch time supervision and one 15-minute break time supervision each week for the school year. This equates to 45 minutes per week. 45 minutes per week for the full school year = 25 hours (45 X 33.4 weeks). The maximum Substitution therefore for the school year is 43 – 25 = 18 hours. That is 18 one-hour classes or 27 x 40-minute classes throughout the year.

*How many hours of S&S is a teacher on fewer than full hours required to do?*

A teacher on fewer than full hours is required to complete S&S on a pro rata basis. Divide 43 by 22 and multiply the answer by your contractual weekly hours. This gives you your combined availability for both Supervision and Substitution for the year.

*How many class periods must a teacher be available for substitution under the S&S Scheme?*

A full-time teacher must be available for five 40-minute class periods per week.

A teacher on fewer than full hours is required to complete S&S on a pro rata basis.

Teachers working up to and including 12 hours of class contact per week must be available for 3 class periods. Teachers working more than 12 and up to and including 17 hours of class contact per week should be available for 4 class periods.

A teacher selects these class periods at the commencement of the school year. Class periods cannot be changed to compensate for a shortfall in S&S cover.

## S&S VIS-À-VIS PAID SUBSTITUTION

*When should S&S be used?*

S&S is used to cover:

- Absences for all school-approved activities
- Self-certified sick leave
- The first day of each absence of force majeure leave and illness in family leave.

*When is Paid Substitution used?*

The Department of Education provides paid substitution for a number of activities including:

- COVID-19 Related Absences
- Certified sick leave
- Parental leave
- Compassionate & Bereavement Leave
- Maternity Leave
- Paternity Leave
- Jury Service Leave
- Membership of NCCA (Council, Boards and Course Development Groups)
- SEC Activities

*Can school management use the COVID-19 Emergency Substitution Arrangements to cover for leave that should normally be covered by Paid Substitution?*

No.

In the first instance, paid substitution should be used. However, these COVID-19 Emergency Substitution Arrangements can be used to provide cover that would normally be covered by the S&S scheme and/or Paid Substitution where a suitable qualified teacher is not available.

*Can school management use S&S to cover classes that should be covered by a paid substitute?*

No. Management cannot use S&S to cover classes that should be covered by paid substitution. Should a substitute not be available, school management can use teachers who have volunteered for the COVID-19 Emergency Substitution Arrangements.

*What happens in a school when teachers have met their 43-hour requirement under S&S and there is no more S&S available to a school?*

A teacher who has reached the 43-hour commitment, which includes the full timetabled supervision requirement for the school year, is not and cannot be required to engage in further substitution cover unless she/he volunteers to participate in the COVID-19 Emergency Substitution Arrangements.

It must be noted, however, that the supervision requirement should be timetabled for the school year. Consequently, you need to ascertain how many hours of substitution cover you are liable to take. When you have met this requirement, you have no further commitment to substitution under the S&S scheme.

*Can a teacher in the S&S Scheme also undertake the maximum 35 hours provided under COVID-19 Emergency Substitution Arrangements?*

Yes. Both transact separately.



# Better education financing and regulation of private interests is urgent to ensure equitable, inclusive, and resilient education systems

*Education International – of which the TUI is an affiliate - responds to the 2021/22 UNESCO Global Education Monitoring (GEM) Report "Non-state actors in education: Who chooses, who loses?"*

The 2021/2022 UNESCO Global Education Monitoring Report (GEM Report) analyses the role and involvement of state and non-state actors in education and in the education sector. The stated aim of the Report is to consider non-state actors in education 'through the lens of equity and inclusion', which were among the commitments made when governments adopted the Sustainable Development Goals (SDGs) in 2015.

The Report takes a broad definition of non-state actors, encompassing private corporations, philanthropic foundations, the media, researchers, think tanks, parents, and non-governmental, civil society, trade unions, and faith-based organizations. It introduces emerging debates around the roles of non-state actors across education sectors, focusing on four elements: provision, regulation, financing, and influence.

Education International champions free, quality, publicly funded education for every student in every country, recognises education as a human right, and considers education to be a public good. Consequently, we agree with the basic premise of this year's GEM Report that any benefits to be harnessed from non-state actors' contributions in education must not be 'at the cost of higher inequality'; and that the involvement of non-state actors in education 'should not dilute government responsibilities for guaranteeing the right to education.' We also agree with the Report's assertion that a key consideration is the extent to which non-state actors advance or 'hinder efforts to ensure equity and inclusion in education.'

## NON-STATE ACTORS IN EDUCATION: AN INCREASING TREND

The Report finds that support for public provision of education remains strong: in an analysis of the status quo in 35 high- and middle-income countries, '89% of adult respondents said the primary responsibility for providing school education rested with governments' while '75% of respondents favoured more public education spending', with spending support increasing in countries with higher levels of income inequality.

Despite this public support, the Report finds that the role of non-state actors in education is on the increase, with significant regional variation: Central and Southern Asia have experienced the highest share of private enrolment at primary and secondary levels, as well as the largest absolute increases since 2000. At the same time, public education budgets have been shrinking, a trend exacerbated by the COVID-19 pandemic and the shift to online education in many countries. Today, non-state actors provide education to 350 million children across the world.

Non-state actors are also increasingly involved in other areas of education provision, such as: textbook provision, curriculum development, assessment systems, transport, or meal services. The Report notes this increase particularly within early childhood, adult and tertiary education, and in technical and vocational education and training (TVET); non-state actors are present in these sectors – 'sometimes at the expense of equity and quality'. At the primary and secondary levels, there was a 7% increase in provision of education by non-state actors over a ten year-period: up to 17% at primary level in 2014 and up to 26% at secondary level in 2014.

Globally, non-state actors lead care and education services for children under 3 in private institutions, very many of which are for-profit. The numbers of private providers at the pre-primary level have risen significantly in some regions and fallen in others since the early 2000s. Overall, there was an increase from 28.5% to 37% between 2000 and 2019 of private institutions in total pre-primary education enrolment. As the numbers of such institutions increase, more and more of the poorest households find themselves unable to afford early childhood education for their children. In addition, the quality of ECE provision by non-state actors is 'highly variable', and very few low- to middle-income countries are in a position to implement quality assurance procedures 'that go beyond administrative requirements'.

At the tertiary level, the Report finds that nearly all countries ensure tertiary education provision through a combination of state and non-state actors. This is due to societal demands ranging from a preference for religious or culture-oriented institutions viewed as providing 'different' education, to the elite institutions favoured by the affluent, and smaller non-denominational institutions catering to increasing demand for tertiary education in contexts where public budgets are shrinking.

Quality is compromised at the tertiary level, where the 'profit orientation' of non-state actors can exacerbate challenges linked to market concentration and the prioritization of profit over high academic quality. In upper-middle-income countries, a greater share of non-state actors in total enrolment is associated with greater inequality in attendance.

The Report finds that resources to accredit and monitor non-state tertiary



institutions are often lacking, while regulations that promote equity tend to be more scarce than administrative rules. In addition, households are having to take on a larger share of funding tertiary education because, for the most part, non-state institutions - especially smaller, non-elite institutions - rely heavily on fees for their funding. The Report's findings echo those in Education International's recent research on the commercialisation and privatisation of higher education in the context of COVID-19, which highlighted how private actors sought to make long-lasting sectoral changes following Edtech companies' increased involvement and influence in higher education provision, due to the rapid pivot to online learning as education institutions went into lockdown.

## THE NEED FOR MORE AND BETTER EDUCATION FINANCING REMAINS URGENT

The Report highlights adequate financing as one of the key measures through which governments can most effectively protect and universally fulfil the right to education, given the SDG4 pledge to provide one year of ECE and a twelve-year cycle of free, publicly funded education. In 2019, EI Research assessing progress towards SDG4 found that the main barrier to governments' ability to deliver on this pledge is the fact that national education budgets remain low and aid budgets neglect the education sector. The GEM Report states that one in three countries spend less than 4% of GDP and 15% of total spending on education. 'Data collected by the UIS for 71 countries suggest that the median education share in total spending decreased from 14.1% in 2019 to 13.5% in 2021'. There are, thus, huge gaps between governments' stated commitments in education and the reality; this is where non-state actors - too many of whom are in search of lucrative business opportunities - can potentially emerge and proliferate.

## REGULATION OF NON-STATE ACTORS IN EDUCATION IS CRITICAL

The Report stresses the lack of governance and regulation of non-state actors by governments, noting that: 'Fragmentation, lack of coordination and overlapping or unclear articulation of responsibilities can negatively influence equity and quality'. Accordingly, the Report calls on governments to 'hold education providers accountable for compliance with standards on quality, inputs, safety and inclusion.'

EI supports the Report's call for regulatory and legal frameworks to be developed in a 'participatory, transparent, and equitable manner through coordination, collaboration, and cooperation.' Unregulated and unmonitored non-state actors have created an environment with mixed learning outcomes and increased social segregation and inequality. As the Report identifies, these also create specific challenges for teachers working in private educational settings, such as unstable contracts and lower pay.

Outsourcing education to non-state actors can undermine professionalism and lower the status of the profession, particularly for teachers and education support personnel. Outsourcing teacher education and professional development to non-state providers can also affect education quality.

The Report notes the negative impact on teachers' working conditions within private educational institutions; as was highlighted during the COVID-19 pandemic, when many private school teachers had their salaries cut or contracts terminated. Education International supports the call for teachers to be 'valued as professionals in all schools', and for their labour rights to be protected.

## MORE THAN A QUESTION OF CHOICE: EDUCATION IS A HUMAN RIGHT

Education International is concerned about the increasing numbers of non-state actors and their growing role within education. Although the GEM Report analyses non-state actors in education through an 'equity and inclusion lens', assertions such as: 'publicly funded education does not have to

be publicly provided' or 'education is also a private good' do not seem compatible with a consistent human rights approach to education. It is difficult to see how education can be both a public and a private good, where the latter depends on a profit-based commercialisation of the sector. We do, therefore, strongly endorse the recommendation in the Report that: 'Regulating or banning profit making can be used to address school choice policies that exacerbate inequality'.

EI agrees with the Report's assertion that: 'The question for policymakers is not just whether non-state involvement in education meets agreed standards of quality, but also how non-state actors help or hinder efforts to ensure equity and inclusion in education'. It does not seem to be the case that governments, non-state actors and all stakeholders in education share a common understanding of what is meant by 'equity' and 'inclusion' within education. It is vital to also ask, therefore: who defines what is equitable and/or inclusive with regards to education? How will progress be monitored and assessed, and who will be responsible for monitoring and evaluation?

As the global federation for teachers' and education support personnel's representative organisations, Education International remains convinced of the need for governments to step up investment in education and in the education workforce as a matter of urgency. The COVID-19 pandemic is showing us just what is at stake when education systems are not financed in ways that make them robust enough to withstand shocks and crises: the right to quality education that is publicly funded and free at the point of access becomes an empty pipe dream for millions of children and young people around the world. As well as reversing the trend of shrinking educational budgets, governments must also assess and address the context-specific pre-existing inequalities affecting students and educational staff, which have been exacerbated by the pandemic. It is long past time to address structural shortcomings and vulnerabilities in the education sector, and to build education systems that will be more equitable, inclusive, and resilient now and in the future.



# Final closing date of 30th April 2022 for receipt of eligible qualification allowance applications (as a Result of the Findings of the Adjudicator under Claim 447/19)

*The following is an extract from Circular Letter 63/2021, the full text and appendices of which are available on the TUI website and also on gov.ie.*

## 1. Introduction

- 1.1 Resulting from an Adjudication Hearing on a claim (Claim 447/19), brought on behalf of teachers, under the Teachers Conciliation and Arbitration Scheme, a new deadline date has been agreed in respect of teachers who missed the original deadlines set under Circulars 0083/2017 and 0051/2018 for claiming outstanding qualification allowances.
- 1.2 Previously, in accordance with the terms of Circular 0083/2017 and Circular 0051/2018, the deadline for applying for an outstanding qualification allowance was 31<sup>st</sup> October 2018.
- 1.3 The purpose of this Circular is to notify Managerial Authorities and teachers of a revised final closing date of 30<sup>th</sup> April 2022 for receipt of applications for outstanding qualification allowances and of certain modifications to Circular 0008/2013 in relation to Qualification Allowances for teachers.
- 1.4 For the avoidance of doubt, this circular provides for a further and final extension to the deadline set out in the circulars above. It does not change an individual teacher's entitlement in respect of qualification allowances.

Qualification allowances comprehended by this circular and their currently applicable rates are set out at Appendix 1 and 2 (see full circular letter on TUI website).

- 1.5 Please ensure this Circular is circulated to all members of Boards of Management/Education and Training Boards and its contents are brought to the attention of all teachers in your employment, including those on leave of absence. This Circular can be accessed on the gov.ie website.

- 1.6 Teachers with queries regarding this Circular should email:
  - Primary and Post Primary Teachers: qualallowancesapplications@education.gov.ie
  - Teachers are requested to quote their PPSN and indicate their sector (primary or post primary) when sending queries.
  - ETB Post-Primary Teachers: Relevant HR Department.

- 1.7 Please note: Enquiries received regarding this Circular will not be accepted as an application.

## 2. An application for a qualification allowance should be made subject to the following criteria:

- 2.1. For the purposes of this circular, teachers may be eligible to apply for a qualification allowance if they have service as outlined in the Department of Education Practice Direction T/SNA\_0001/2013 included at Appendix 3 (see full text of circular letter on TUI website). **This practice direction is relied upon to determine one's entitlement to a qualification allowance.**
- 2.2. In relation to teachers who were actively undertaking a course of further study on 5<sup>th</sup> December, 2011, paragraph 12 of Circular 0008/2013 was amended by an agreement at the Teachers' Conciliation Council (TCC) in 2015, a copy of which is enclosed at Appendix 4 (see TUI website for full circular letter). This agreement is to the effect that eligible teachers no longer needed to be in employment on the 5<sup>th</sup> December 2011 but rather they needed to have qualified teaching service prior to the 5<sup>th</sup> December 2011.

- 2.3. Regarding eligibility it should be noted that under revised arrangements currently set out in Circular 0027/2016, previous teaching service in an analogous teaching position in the public service of another EU Member State will be recognised on the same basis as if such service was given in Ireland when determining the appropriate salary scale (and allowances where applicable) payable to the teacher.
- 2.4. An application for a qualification allowance should not be made where a teacher falls into any of the categories below:
- was first appointed to an Oireachtas funded teaching post on a qualified/unqualified basis, on or after 1<sup>st</sup> February 2012
  - commenced the relevant additional course of study on or after 5<sup>th</sup> December 2011
  - holds a post-graduate primary teacher training qualification as this does not attract a Higher Diploma in Education allowance. (However, this teacher could apply for other allowances i.e., a Masters or PhD if they meet the relevant criteria.)
  - is paid on the 2011 pay scale and who was previously in receipt of a pass/honours primary degree or a pass master's degree allowance prior to the establishment of the 2011 new entrant pay scale. In accordance with the terms of Circular 0083/2017, the 2011 new entrant pay scale is now inclusive of the honours primary degree allowance. It should be noted that a post primary teacher on the 2011 new entrant pay scale is not excluded from making an application, where applicable, for a post primary Higher Diploma in Education allowance where they meet the criteria as set out in Appendix 4 (see full circular on TUI website).
- e) has previously applied for a qualification allowance and received notification from the Department to advise that they were not eligible for same (other than claims that were not received before the previous closing date).
- 3. Checking of entitlements**
- 3.1 All teachers are urged to check their salary to ensure that they are being paid the appropriate allowances. It is the responsibility of a teacher to ensure they are receiving the correct allowances. To assist teachers in working out their eligibility, Appendix 1 (see full circular letter on TUI website) provides a description of qualification allowances and teacher training allowances, as applicable at primary or post primary level. Please note that this circular does not relate to any other allowances, e.g. role based allowances – Gaeltacht allowance, Special Education Needs (SEN) allowance, etc.
- 3.2 Circular 0056/2021 is the current circular on Teachers' Salaries and Allowances. See Appendix 2 (available to download on TUI website) for the current Qualification Allowances Rates as per Circular 0056/2021.
- 3.3 Where a teacher is unsure of the current allowance(s) they are in receipt of, they should check this with the Payroll Section of this Department or the relevant ETB, where appropriate.
- 4. Submission of Applications for Qualification Allowances**
- 4.1 Applications must be submitted on the relevant prescribed form, TSNA-QAI, (see Appendix 5 of circular letter).
- 4.2 Certified proof of postage should be retained by the teacher.
- 4.3 The onus is on the teacher concerned to provide the requisite documentation in support of their application.
- 5. Final closing date for submission of all Applications for Qualification Allowances**
- 5.1. The **final closing date** for receipt of applications for qualification allowances has been extended to **30th April 2022**.
- 5.2. Any late application received by the Department/ETB after 30th April 2022 will not be processed and will be returned to the sender. There will be no exceptions to this provision.
- 5.3. Applications should not be made if a teacher does not meet the eligibility requirements.



# The work of a school has always been more generous than ‘feeder school’ lists suggest

As staff and students returned to classrooms in early January, the national broadsheets published their annual list of feeder schools for third level courses. Perhaps it was the fact that school communities were returning with great trepidation at a time of record COVID-19 case numbers, but this year the lists seemed even more irrelevant and redundant than previous offerings.

Even beyond our union, there seems to be an ever-growing realisation that the number of students attending third level is far from a worthwhile or useful measure of the work or value of individual schools.

The TUI has consistently opposed the compiling of such lists for a variety of reasons, the primary one being that each student is unique, as are their talents.

The lists promote a warped view that educational success is dependent on students securing places on third level

courses that require high points. Implicitly, they also suggest that immediate progress to third level is the only choice worth valuing and recognising.

Of course, a school’s work has always been broader than the tunnel-vision suggested by such a limited mechanism.

These rankings ignore the colossal efforts of those students who have had the odds stacked against them because of, for example, various special educational needs, severe health issues, extremely challenging family situations or their first language not being English. In a society that is still riven with inequalities, this list is far from exhaustive.

Similarly, the efforts of adult learners who have achieved significantly in only completing part of a Leaving Certificate are not acknowledged. In returning to education, these learners demonstrate extraordinary commitment.

And, at a time when Government is belatedly scrambling to tackle the gaping skills deficit in our economy, these lists penalise schools that encourage or promote this vital and valuable pathway. Perversely, a school with a strong tradition of valuing apprenticeship will fall in the league table.

A much more relevant - but sobering - metric for the second level system is that of the proportion of national wealth spent on it as set out by the OECD. Specifically, how do we fare in international terms? Ireland’s spend (1.1%) is the lowest of the 36 countries for which figures are most recently provided, trailing unacceptably far behind the OECD and European averages (both 1.9%). Remedying this shameful situation by increasing investment to lift us from the foot of this particular league table would benefit individual students, the education system, the economy and wider society.

## Arrangements for Leaving Cert Orals and Music Practical Performance tests 2022

Responding to the arrangements set out before Christmas in relation to the Leaving Certificate Oral Examinations in Irish and the Modern Foreign Languages and the practical performance tests in Leaving Certificate Music, TUI said that it had always stressed the vital importance of assessment as part of the state-certified Leaving Certificate. The assessments will this year take place during the Easter holiday period.

The Union publicly highlighted that a significant factor for the move towards the Easter holiday period relates to a teacher supply crisis that first emerged when the Government unilaterally imposed a two-tier pay system in 2011 which sees colleagues paid at different rates for carrying out the same work. This crisis has worsened over the years and has been exacerbated by the challenges posed by the pandemic.

It is of critical importance that this hugely unfair and discriminatory pay system, which is damaging to the profession and to students, be finally ended in 2022.

The Union will continue to engage with all stakeholders ahead of the 2022 state examinations.

# RMA News

As I prepare this article it is early January so I would like to begin by wishing everyone a very happy and safe New Year even though we may be well into 2022 when you get to read this. We again begin this New Year in very difficult times and I urge you all to stay safe.

After eighteen months of Zoom meetings, the RMA management committee resumed our regular meetings in September and had planned to continue in this way but of course we will be governed by public health restrictions. The next management committee meeting is scheduled for 16th February in Ennis.

We also held an EGM in Tralee in October 2021 to ratify decisions taken by the management committee in the absence of AGMs in May 2020 and May 2021 as per the RMA constitution. It is hoped that the AGM can take place in May 2022 in line with the RMA constitution.

Many RMA branches had resumed holding meetings during the last school term. At the time of writing, meetings cannot be held due to the current public health restrictions, but I would encourage branch officers to keep in contact with RMA members as best they can.

## SPRING BREAK

Normally, about this time, regulars on our breaks would be contacted by email or letter advising about the booking arrangements. This year there are some changes:

We are assuming that a degree of normality will have returned to the hospitality industry by the end of March. The break is scheduled for Treacy's West County Hotel in Ennis on March 29th, 30th and 31st. Tours have not yet been finalised, but we are planning a visit to Limerick's King John's Castle and the Hunt Museum on one day, and a ferry

trip to Inis Oírr returning under the Cliffs of Moher the next day.

**Booking arrangements:** Intending participants on the break should wait until it is clear that the event will be possible under the prevailing public health guidelines before attempting to book. We would advise waiting until 7th February at least. Assuming all is well, that leaves a three-week window, as the hotel would need to know numbers by 1st March. The price is €180pps and €210 for a single, covering three nights DBB. Booking forms are not being used this year, so phone Treacy's West County Hotel directly on 065 6869600 quoting RMA TUI as the reference.

If you are joining us in Ennis you are also asked to email the RMA TUI Chairperson: [rmachair@tuimail.ie](mailto:rmachair@tuimail.ie) giving names, and indicating whether you want to be included in the tour numbers for each day. This is important for confirming our needs with our bus driver(s).

We are also assuming that all intending participants are fully vaccinated and have received the booster shot, and naturally will be required to comply with all public health regulations in force at the time.

## RMA AGM

Members and in particular branch secretaries should note that as a result of motions passed at AGM 2018, **March 1st is the deadline for the submission of amendments to the RMA constitution and for motions to AGM** which will take place on May 18th in Galway's Harbour Hotel. If you have any amendments or motions please submit them to me at [rmasec@tuimail.ie](mailto:rmasec@tuimail.ie) before that date.

Keep safe everyone.

**Dan Keane,**  
**RMA Secretary.**

## RETIRING SOON?

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DOES NOT MEAN  
FREEDOM FROM THE COST OF LIVING***

*Join the TUI Retired Members' Association  
and be involved*

*in promoting your interests in retirement*

**YOUR FIRST YEAR'S MEMBERSHIP IS FREE**

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**DO NOT LEAVE IT  
TO OTHERS**  
**If we don't care who will?**





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Vol 44 No 2 winner

# Crossword

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

Only one entry per member.  
Photocopies can be submitted.

Name \_\_\_\_\_

Workplace \_\_\_\_\_

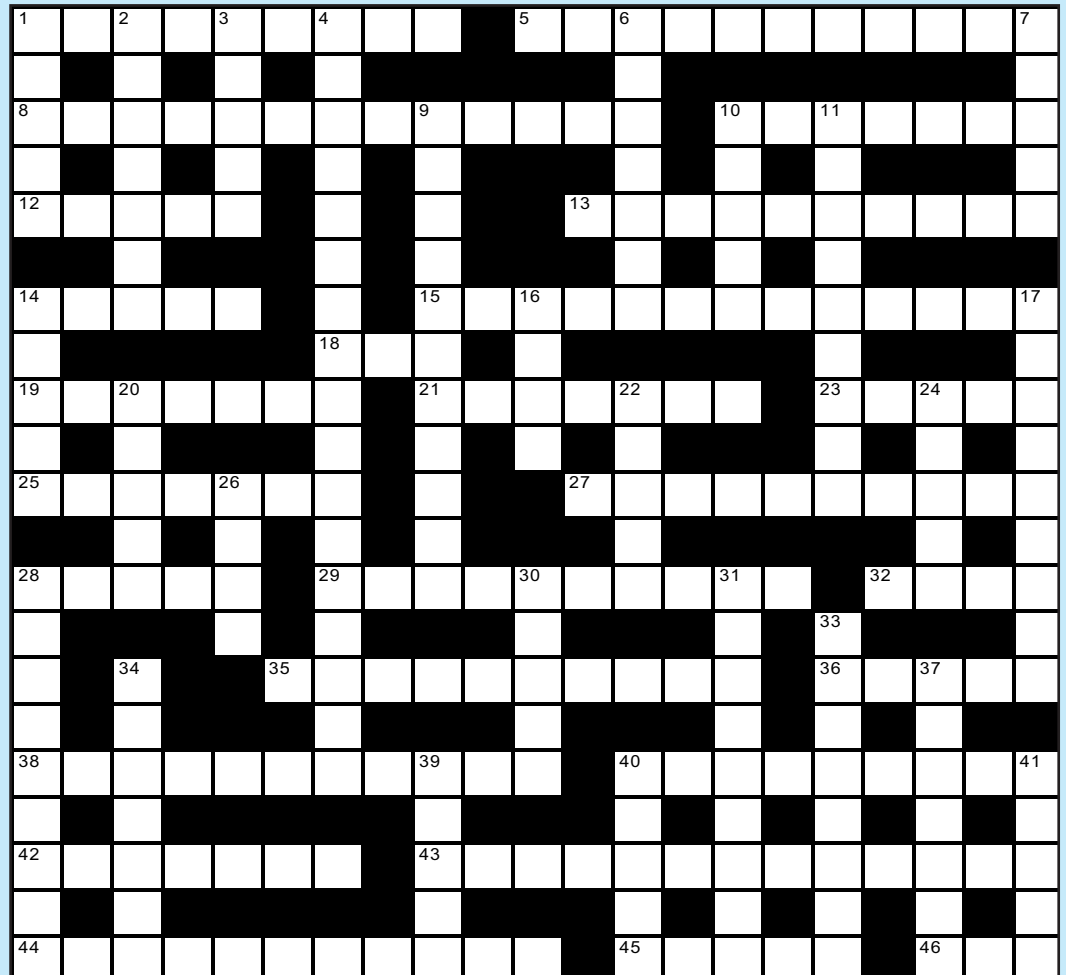
Address \_\_\_\_\_

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

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

Send entries to: TUI Crossword  
February 2022,  
TUI, 73 Orwell Rd, Rathgar,  
Dublin 6, D06 YP89.

Closing date for entries:  
Friday 18th March 2022



## ACROSS

- 1 Not of natural origin; prepared or made artificially (9)
- 5 A hugely successful movie release with widespread popularity (11)
- 8 A morbid fear of spiders (13)
- 10 Someone who is very good at something (3,4)
- 12 Marked by strict and particular and complete accordance with fact (5)
- 13 A British police procedural television series created by Jed Mercurio (4,2,4)
- 14 The sound made by a cat (5)
- 15 Any English borough that had very few voters yet was represented in Parliament (before the Reform Bill of 1832) (6,7)
- 18 --- Fighters - US rock band fronted by Dave Grohl (3)
- 19 Harsh or corrosive in tone (7)
- 21 Morally wholesome or acceptable (7)
- 23 A member of the Nahuatl people who established an empire in Mexico (5)
- 25 Fall heavily and untidily without moving; possibly hungover (2,1,4)
- 27 A seed of a tree which is ground to make a beverage (6,4)
- 28 One of a class of woodland deities; attendant on Bacchus; identified with Roman fauns (5)
- 29 A creation (a new device or process) resulting from study and experimentation (10)
- 32 A feeling of discontented or resentful longing (4)
- 35 Italian blue cheese (10)

- 36 A member of a people who have no permanent home but move about according to the seasons (5)
- 38 A wooden doll which has smaller wooden dolls inside each other (7,4)
- 40 Irish rock band that first formed in August 1978, known for their popular pop hits such as "Second Violin", "Leeson Street Lady" (9)
- 42 Speak unfavourably about (7)
- 43 Sausage baked in batter (4-2-3-4)
- 44 Welsh politician, leader of the UK Labour Party 1983-1992 (4,7)
- 45 A person in desperate straits; someone doomed (5)
- 46 Something crucial for explaining (3)

## DOWN

- 1 A sedimentary rock formed by the deposition of successive layers of clay (5)
- 2 Waterfall in Canada is the Horseshoe Falls; in the United States it is the American Falls (7)
- 3 Cymbals that are operated by a foot pedal (2-3)
- 4 A line of latitude about 23 degrees to the south of the equator (6,2,9)
- 6 (US informal) used to refer to a manoeuvre that can be performed within a small area or short distance. (2,1,4)
- 7 Inclined to a healthy reddish colour often associated with outdoor life (5)
- 9 Spiced sweet bun usually made with fruit, marked with a cross on the top, and traditionally eaten on Good Friday (3,5,3)

- 10 Derogatory term for a boring or socially inept person (5)
- 11 Resembling a fork; divided or separated into two branches (9)
- 14 ---- Vice - 1980s US detective TV show (5)
- 16 A flat or concave disc-shaped frying pan or griddle, usually made of cast iron, aluminum, or carbon steel (4)
- 17 Repeated too often; overfamiliar through overuse (9)
- 20 Praise, glorify, or honour (5)
- 22 A submersible warship usually armed with torpedoes (1-4)
- 24 Something that ties in, relates, or connects especially in a promotional campaign (3-2)
- 26 Duke of ----, 1961 song by Gene Chandler (4)
- 28 A charitable or helpful person (with reference to Luke 10:33) (9)
- 30 Capable of being corrupted (5)
- 31 Large long-armed ape of Borneo and Sumatra having arboreal habits (9)
- 33 Clothing made by the process of inter-looping of yarns or inter-meshing of loops. (8)
- 34 A variety of long, slender-grained aromatic rice which is traditionally grown in India, Nepal and Pakistan. (7)
- 37 Worthless material (7)
- 39 Be or do something to a greater degree (5)
- 40 Flashy, ostentatious jewellery (5)
- 41 A mournful poem; a lament for the dead (5)