

TUI to ballot on Junior Cycle

CONTENTS

- p.3 A Word From The President
- p.4 Teaching Council issues
- p.6 Haddington Road Agreement – implementation issues
- p.8 Congress 2014
- p.10 Institute News
- p.12 Young Scientist Exhibition celebrates 50 years
- p.16 ‘Grace period’ for retirements
- p.18 TUI directive on posts of responsibility
- p. 20 Restructuring of TUI
- p.21 Education Issues
- p.24 Industrial action in Louth and Meath ETB
- p.27 eLearning seminar
- p.33 RMA News
- p.34 TUI in the media
- p.36 Crossword

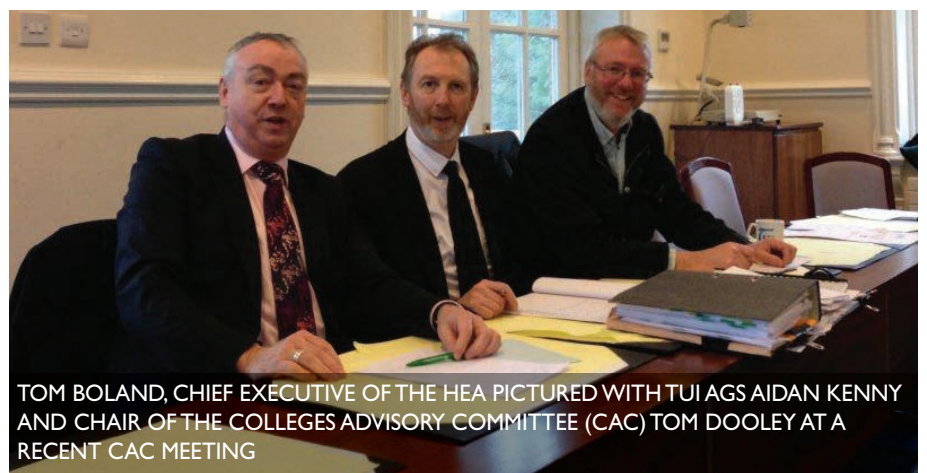
Joe is first serving staff member to be chairperson of a newly established ETB

The Monaghan Branch of the TUI is both honoured and delighted that one of its long serving teaching members, Mr Joe McGrath, had the distinction of being elected Chairperson of Co Monaghan VEC and subsequently (following the Education and Training Boards Act of 2013 and the resulting aggregation of the VECs) as Chairman of the Cavan and Monaghan Education and Training Board. It is a unique honour for the Branch as Joe was also the first serving staff member nationally to hold the position of Chairperson of a newly established ETB.



JOE MCGRATH

A native of Donegal, Joe was appointed to Co Monaghan VEC as a teacher of Engineering and Metalwork in 1972 and taught in Ballybay Community College, Castleblayney College and Inver College in Carrickmacross. Joe has given outstanding service to the education sector in Monaghan VEC for over four decades. He also acted as Branch Vice Chairperson as well as Branch Chairperson and is currently Branch Treasurer, a position he has held for the past twelve years.



TOM BOLAND, CHIEF EXECUTIVE OF THE HEA PICTURED WITH TUI AGS AIDAN KENNY AND CHAIR OF THE COLLEGES ADVISORY COMMITTEE (CAC) TOM DOOLEY AT A RECENT CAC MEETING



Gerard Craughwell
President
president@tui.ie

Gerry Quinn
Vice-President
vicepresident@tuimail.ie

John MacGabhann
General Secretary
jmacgabhann@tui.ie

EDITORIAL

Annette Dolan
Deputy General Secretary
adolan@tui.ie

Declan Glynn
Assistant General Secretary
dglynn@tui.ie

Aidan Kenny
Assistant General Secretary
akenny@tui.ie

Michael Gillespie
Assistant General Secretary
mgillespie@tui.ie

Colm Kelly
Assistant General Secretary
ckelly@tui.ie

Bernie Judge
Education & Research Officer
bjudge@tui.ie

Nadia Johnston
Administrative Officer
njohnston@tui.ie

Conor Griffin
Press & Information Officer
cgriffin@tui.ie

Roisin Farrelly
Development Officer
rfarrelly@tui.ie

PRODUCTION

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

T: 01-492 2588 F: 01-492 2953
E: tui@tui.ie W: www.tui.ie

Printed by:
Typecraft Ltd.



TUI PRESIDENT, GERARD CRAUGHWELL

In my first editorial of 2014 I would like to thank everybody who represents TUI in any capacity for keeping the flag flying in their locations.

Colleagues, it would seem that the challenge for 2014 is the need for real engagement on the changes coming to our education system. The Minister for Education and Skills Mr Ruairi Quinn TD is determined to leave his stamp on every sector of the Irish education system for generations to come. However, his plans lack one critical ingredient - real engagement with the practitioners at all levels who are expected to deliver these changes.

Third Level

Last year I warned of the shake-up that was coming to the Institute of Technology sector through the establishment of clusters, mergers and the drive towards Technological University (TU) status. Regrettably, the process has moved forward at pace with little or no meaningful consultation with TUI members by management in individual institutes in some of the clusters proposed. The Mr Tom Boland of the HEA has acknowledged the need for meaningful consultation at a recent meeting at TUI's offices. Clearly the Department of Education and Skills (DES) and the IOTs not currently involved in consultation would be ill-advised to ignore the TUI's demands. Failure to meet this most basic demand will mean that TUI, in defence of its members' rights, will use all of the options open to it including, if necessary, a ballot for industrial action to protect the terms and conditions of employment of our members.

Junior Cycle

At post-primary level TUI has committed itself to ballot members on non-cooperation with the proposed changes to the Junior Cycle. The decision is not one that the executive committee took lightly. A series of bilateral talks with the DES in October and November left us with more questions than answers and more doubts than certainties. At its December meeting the executive committee set a deadline of January 17th for the DES to provide clear information that the union could objectively consider with respect to Junior Cycle changes.

Regrettably the DES characterised this meeting as the first meeting of a consultative process, which it clearly was not. Prior to this meeting TUI had made it clear through various channels, including the media, that if the DES failed to provide the required clarity, the union would ballot its members to secure a mandate for non-cooperation with the implementation of the proposed changes. Unfortunately, the DES did not supply the practical details and left us with no option but to ballot, the timeframe of which will shortly be confirmed.

The development and implementation of education policy requires a partnership approach. However, the Minister's decision to unilaterally discard the tried and tested Junior Cycle brand that enjoys public confidence has not just dismissed the advice of the NCCA. It has resulted in a diminished confidence in the curricular leadership provided by the Minister. Furthermore, it has put public trust in the entire Junior Cycle programme at risk.

The mantra seems to be 'sure it's only one subject with no examination due until 2016 and by then we will have it right.' From the talks we have engaged in to date we remain unconvinced that sufficient new resources – including the critical resource of time - would be made available to enable schools to offer the programme.

The Minister needs to know that we will not allow the drift that his Department is seeking. It is within his remit to prescribe the syllabus, but he cannot seek to impose school based assessment. Finally, he needs to know that TUI members, through motion 72 at Congress 2013, demand that the Junior Cycle carries state certification through a quality assured external

assessment process. While the Minister may see the Junior Certificate as a low-stakes examination, from a child's, parents and a teacher's perspective, the stakes are not as low as he imagines. Lest there be any doubt, the TUI position is clear: quality assurance for Junior Cycle assessment requires the full participation of the State Examinations Committee (SEC). **Over the coming weeks TUI will provide full information on every aspect of this issue in the form of a special bulletin in advance of the ballot.**

Further Education

The Further Education sector will also see massive change in the coming years following the establishment of SOLAS as the funding agency. The first of these changes, the process of transferring FAS centres to local ETBs, will be completed by the middle of this year. In the academic year 2014/15 FE/PLC colleges will be unaffected by these changes. However, it would be wrong of those working in the sector to believe that change will not affect them. There is little doubt that SOLAS will want the best bang for its buck in the coming years. There may be a move to separate provision into continuing education and training. In the future, FE/PLC colleges may have to put forward service level agreements in order to secure funding through a competitive process. It remains a demand and a priority of TUI that that it be fully involved in the process of planning for the coming changes.

Challenges

The challenges are many; never was it more important that we all work together towards a common goal. All sectors where TUI has members are challenged by change of great magnitude. Unfortunately, most of this change is driven by economics rather than positive educational reform. In order to protect the status of teaching and lecturing TUI members must commit fully to old-fashioned trade unionism, starting with solidarity where an injury to one is an injury to all.

A handwritten signature in black ink that reads "Gerard P. Craughwell". The signature is written in a cursive style with a large initial 'G'.

Section 30 of the Teaching Council Act

Section 30 of the Teaching Council Act was officially commenced on 28th January, 2014. From that date, all teachers in 'recognised schools' (as defined by the Education Act 1998) must be registered with the Teaching Council in order to be paid from funds provided by the Oireachtas. The legal position that now obtains is that if a person is not registered as a teacher s/he cannot legally be paid as a teacher from the public purse.

In this respect, it is important to note that centres of education, such as Youthreach Centres, core VTOS Centres or other atypical centres, providing adult or further education, are not within the purview of the Teaching Council. Therefore, the provisions of the Teaching Council Act 2001 do not apply to the staff, including teachers, who are assigned to those centres. A person employed as a teacher, who is assigned, for example, to a Youthreach Centre, does not require to be registered with the Teaching Council in order to be paid as a teacher from public funds.

However, TUI would strongly and urgently advise any person employed as a teacher, wherever currently assigned, to register with the Teaching Council or, in the case of those persons already registered, to maintain that registration.

Circular Letter 52/2013

Every teacher should read and understand the provisions of Circular Letter 52/2013 which, among other things, describes the process that will ensue if a teacher in a recognised school (a term which covers post-primary schools and further education/PLC colleges), allows her/his registration to lapse. At best, the process is an inconvenience and an expensive one at that.

Somebody employed as a teacher, in a recognised school, who is eligible for registration (i.e. who is appropriately qualified) but who has allowed her/his registration to lapse and is, therefore, unregistered with the Teaching Council on or after 28th January, 2014, cannot legally be paid from Oireachtas funds for the time during which s/he is unregistered.

S/he may be granted what is euphemistically termed Teaching Council Non-Registration Leave (TCNR) for a maximum period of 6 months, provided that s/he submits evidence to the employer that registration with the Teaching Council is being pursued. As well as being unpaid, a period of TCNR leave does not reckon either for pension or incremental credit purposes. Moreover, as there is no salary paid during TCNR leave, voluntary deductions from salary cease during

such leave and it becomes the sole responsibility of the person to ensure that medical insurance, income continuance, credit union payments, etc., do not lapse. The sole consolation is that the person on TCNR leave remains an employee of the employer for the duration of the absence and the absence does not constitute a break in service for PRSI class purposes.

In order to return to paid employment from TCNR leave, the person must notify the employer immediately upon securing registration with the Teaching Council. Payment of salary will be resumed from the date of registration with the Council and return to duties (the latter, inevitably, being at a later date than the former).

The consequences of allowing registration to lapse are even more severe for teachers in recognised schools who are CID holders but who are not eligible for registration (under Section 31(5)) of the Teaching Council Act 2001. In addition to the penalty in terms of salary loss and inconvenience set out above, such a person, because s/he is not eligible to register, will be limited to the options listed in Section 7 of the circular letter, i.e.

- (a) Teaching Council Non-Registration leave (TCNR), subject to maximum duration of 6 years (in order to

- allow the person to acquire the requisite qualification to register);
- (b) Voluntary redundancy, in accordance with the terms of the collective agreement, which is set out as appendix D to the circular letter; or
- (c) Redeployment to non-teacher posts. This redeployment would be on an across-the-public sector basis under what is referred to as the PAS Scheme.

Circular letter 52/2013 is available from the Department of Education and Skills website or the TUI website and should, in any case, be made available to each teacher by her/his employer.

TUI Campaign

You will be aware that the Teachers' Union of Ireland has conducted a long, and frequently lonely, campaign to ensure that:

- (a) all members who were deemed to be registered on establishment day of the Teaching Council in March 2006 remained on the register and
- (b) all those who entered teaching since 28th March 2006 applied for registration and maintained that registration.

We undertook this campaign not because we considered all of the provisions of the Teaching Council Act to be palatable but because we

recognised that those provisions, however unpalatable in some cases, are the law. Since late August, 2013, we have succeeded, in sequence, in having:

- a threat of removal from payroll of unregistered teachers from September 2013 set aside.
- the proposed date of commencement of Section 30, postponed from November 2013 to 28th January 2014 and
- redeployment included as an option for persons employed as teachers who are CID holders but who are not eligible for registration. This particular addition to the options was possible because of acceptance by the members of TUI of the Haddington Road Agreement.

We have also sought to identify any members who hold CIDs, who are not registered and who are not eligible for registration. Many of these members have provided outstanding teaching service over many years in their various employments, have established and led new and innovative courses and programmes, have qualifications that are absolutely germane to the disciplines covered by those courses and have exemplary teaching and pedagogical skills.

While TUI supports the professionalisation of teaching and recognises that professionalism is

intimately linked to qualifications, the union regards it as regrettable that the term “teaching” and the title “teacher” are now construed in such a limited manner as to exclude their application to a range of learning sites that are not described as “recognised schools”. The unfortunate and, in our view, mistaken implication is that teaching does not take place in such learning sites. This is demonstrably not the case. In point of fact, some of the most critical and socially progressive teaching and learning takes place in precisely such sites.

In the context of our efforts to ensure that our members’ employment was protected, with no worsening of pay or conditions for those who had CIDs but could not register, we received valuable assistance from key staff in Education and Training Boards Ireland (ETBI), in individual ETBs, the Department of Education and Skills and the Teaching Council. TUI appreciates the help and, crucially, the time they provided. TUI also owes a debt of gratitude to our representatives on the Teaching Council, who worked extremely hard to secure honourable, appropriate and practical outcomes for members. Many branch officers and school representatives did likewise. In some branches, Dublin City and Cork come immediately to mind, there was a concentration of cases to be pursued and processed, a task that

branch officers undertook with dedication and sensitivity.

As of 28th January, 2014, the union had not been advised of any member to whom payment of salary had ceased as a consequence of the commencement of Section 30 of the Teaching Council Act. In a number of cases, payment of salary continued on the basis that the persons concerned occupied specialised posts in the education sector, as defined by paragraph 2 of circular letter 52/2013. These are posts which do not require registration with the Teaching Council. However, in some instances, reclassification of the posts was required. The classification of posts, in listed subject areas, as tutor posts, is an issue that the union will be required to address on an urgent basis. The list of PLC courses/modules, that have been redesignated by the circular letter as being appropriate for delivery by a tutor, are beauty therapy, hairdressing, security studies, animal care/grooming and first aid. The serious concerns of the union, in regard to this development, are shared by the employers in the ETB sector.

Finally, and by way of deliberate repetition, please ensure that your employment as a teacher is protected.

Stay registered.

Sean Flynn, RIP

We in TUI were saddened to learn recently of the death of Seán Flynn who, for many years, was education editor of the Irish Times. As a journalist, Seán was alert, informed, insightful and provocative. He encouraged and, through access to the columns of the Irish Times, facilitated debate about the key issues in education. He was forward thinking and progressive and, while he did not always agree with us nor we with him, there was no doubting the commitment and integrity that shaped his views. He was a fine journalist who, through his work, made a rich contribution to Irish society and, in particular, to Irish education. Seán was also thoroughly decent and likeable, with a wry sense of humour, often applied very self-deprecatingly. We will miss him. To his wife, Elaine, his family and friends, we offer our deepest sympathy.



Haddington Road Agreement – Implementation Issues

The Department of Education and Skills has issued three circular letters – 4/2014, 5/2014 and 6/2014 – that give effect to a number of elements of the Haddington Road Agreement.

Alleviation Arrangements regarding Posts of Responsibility and Schools

The arrangements are set out in circular 4/2014 and provide for alleviation to the maximum limit provided for in circular 53/2011. There is also a specific provision in regard to the post of Programme Co-ordinator, which had been sought by TUI, particularly in respect of a number of recent cases that were successfully prosecuted.

General Provisions of Haddington Road Agreement

Circular letter 5/2014 consolidates and supersedes the terms of circulars 31/2013 and 49/2013, principally by encompassing members of ASTI, following that union's acceptance of the HRA.

Expert-Group – Fixed Term

Specifically in response to the representations of the Teachers' Union of Ireland and other teacher unions, the timescale for establishment of the Expert-Group on Fixed Term and Part-Time employment in teaching is set out. Since issue of the circular letter, it has been confirmed that the Expert Group will be chaired by Mr Peter Ward. A related provision, also provided for in the HRA, is the establishment of a supplementary panel for post-primary teachers who have had "sustained periods of employment with more than one school/ETB over an extended period of time". This provision is intended to address the unenviable plight of teachers who, through no fault of their own, have not had sufficient, unbroken employment with a given employer to secure a CID entitlement but who, nonetheless, have amassed a significant total period of employment across a number of employments. It has

been agreed at the Teachers' Conciliation Council that discussions in regard to this supplementary panel will be conducted under the aegis of the Expert Group.

33 Hours

In the course of the HRA sectoral discussions, in May 2013, TUI and ASTI put the trenchant view to the Department that a review of the usage of the 33 (Croke Park) hours, was urgently required. The Department offered a review on the basis that it would be separate from, and following, decision by the unions in regard to the Haddington Road Agreement. TUI pursued this matter with the Department in the Autumn and a review of the 'Croke Park' hours is to commence "so that any changes agreed can be implemented in September 2014".

Reduction in the Service (years) required for Entitlement, while on a Contract of Indefinite Duration, under circulars 33/09 and 34/09

The Haddington Road Agreement provides for award of a Contract of Indefinite Duration to teachers who have had in excess of 3-years continuous Fixed-Term service with the same employer. This represents a significant advance for quite a number of our members. The hours reflected in the CID are those hours which s/he had on a Fixed-Term contract in the 3rd year of continuous service. In a number of cases, however, a teacher has more contracted hours in her/his 4th year (i.e. in the current 2013/14 school year) than s/he had in the 3rd year. TUI and ASTI raised this matter with the official side at the Teachers' Conciliation Council and secured the following agreement:

"Where a teacher is issued a CID in 2013/14 after 3-years' service due to the Haddington Road Agreement, the CID is for the number of hours that the teacher was employed in 2012/13 (as set out in circular 34/2009). Where

the teacher is employed in 2013/14 for more hours than they were employed in 2012/13, the CID will be augmented to the 2013/14 hours with effect from September 2014. This is a once-off measure for the 2013/14 school year, in recognition of the unique circumstance of the Haddington Road Agreement being implemented in the middle of the school year."

This represents a significant advance for the teachers affected and eliminates the uncertainty concerning the additional hours for which they are contracted in the current year.

Supervision and Substitution Scheme

Circular letter 6/2014 deals with the Supervision and Substitution Scheme. It provides for opt-out for those employed as a teacher during the 2012/13 school year and who had not been in receipt of the supervision and substitution allowance on a pensionable basis during that (2012/13) school year. The opt-out is effective from 1st January, 2014, for those who choose to exercise it. To effect the opt-out, teachers are to use the form at appendix 1 of the circular. A teacher who opts out, will not be required to carry out supervision and substitution duties and will have a reduction equivalent to the supervision and substitution allowance (either €1,769 or €1,592, as appropriate) applied to her/his salary, on an ongoing basis, until retirement. Teachers on part-time hours have an annual liability that is pro-rata the permanent whole-time colleague who has a 43-hour annual liability. Following discussions between the management bodies, the Department of Education and Skills and the teacher unions, a formula for pro-rata application of the weekly class periods for which a teacher is to be available for substitution has been determined. It is set out in paragraph 7 of the circular letter.

It should also be noted that a working group, involving the Department, school management bodies and the unions, is

giving further consideration to the issue of rostering of supervision and substitution, with a view to putting a protocol in place for the 2014/15 school year that would have application across all sectors.

A further point of importance for members is the fact that supervision and substitution hours can be used only for the specified purpose, i.e. supervision (of breaktimes) and substitution for absent colleagues. These 43 hours, in part or in whole, may not be used for any other purpose. Although not set out in the circular, this was clarified, unequivocally, by the Department of Education and Skills during the HRA sectoral discussions in May. Members are advised, immediately to contact their branch officers and/or area representative if there is any attempt to apply these hours to purposes other than supervision and substitution.

The union would strongly recommend that each member acquire and retain a copy of these circulars for her/his personal records. They are available from the Department of Education and Skills

website, from the TUI website or from school management.

Third Level – Fixed-Term/Part-Time Employment in Lecturing and HPAL Issue

The Expert Group for 3rd Level is being established and will shortly commence its work.

Separately, discussions regarding the use of Hourly Paid Assistant Lecturer HPAL contracts and the related matter of the term “Associate Lecturer” have commenced. It is the hope of the union that rapid progress can be made on these matters and that the difficulties experienced by many members who were issued with HPAL contracts or who were awarded CIDs on a variable hours basis will be addressed and alleviated.

Grace Period

Following requests by the union, it has been clarified that any person retiring during the “grace period” (i.e. up to and including 31st August, 2013) will have

her/his pension and lump sum based on the salary, inclusive of pensionable allowances, that s/he had on 30th June 2013. TUI and the other teacher unions have, at the Teachers’ Conciliation Council and at the Institute of Technology IR Forum, requested that the grace period be extended until full restoration of the pay cuts applied by the FEMPI 2013 Act has occurred. Otherwise, as the unions have pointed out, those who retire in the period from 1st September, 2014, to the date of full restoration of pay cuts, will suffer anomalously and disproportionately by contrast with their colleagues who retire either before 1st September, 2014, or after full restoration of the pay cuts. The Department of Education and Skills advised that it was beyond the scope of the sectoral fora to address this issue. The unions have therefore, through the Public Services Committee of the Irish Congress of Trade Unions and in conjunction with the other unions represented there, raised the matter with the Department of Public Expenditure and Reform.

Teaching Council – Amendment to Teaching Council Act 2001

Minister proposes an amendment to legislation in early January

In early January, the Minister for Education and Skills announced his intention to amend Part 5 of the Teaching Council Act 2001, in order to allow the Teaching Council to apply three additional sanctions to teachers against whom a disciplinary finding is entered. The three additional sanctions are, in descending order of severity,:

- (a) Written censure;
- (b) Admonishment; and
- (c) Advice.

These are lesser sanctions than those already available to the Teaching Council under part 5 of the Act. The pre-existing sanctions relate, in each case, to the registered status of the teacher and allow de-registration, suspension of registration for a period of time to a maximum of 2-years or retention of registration but on specified conditions.

TUI indicated that it saw some merit in the Minister’s proposal but expressed deep concern that he had chosen to publicise it, in the first instance, by way of press release and had not seen fit to discuss it with the unions representing the teaching profession.

In late January, again by way of leaks to the press (not even a press release this time) the Minister indicated his intention to amend the legislation to allow public hearings of the disciplinary committee. Beyond that rather bald statement, there was little detail. TUI reacted with entirely justified annoyance to the manner of release of this information. It is probably the case that the Minister does not intend that all disciplinary hearing should be in public. It is not difficult to envisage circumstances where public hearings would be deeply injurious to the interests either of the teacher or of a student who had brought an allegation

against a teacher or both. However, the Minister has allowed ambiguity and doubt to envelop this issue.

TUI has been in touch with the Teaching Council and the Department to demand proper, meaningful, structured discussions on matters that are, very obviously, serious and that should be treated by all parties in a serious manner. It should be noted that part 5 of the Teaching Council Act, which sets out the investigating and disciplinary functions of the Council, has not yet been commenced. Its commencement relies upon and could not logically predate commencement of Section 30, which has made registration mandatory (as the Teaching Council Act gives investigating and disciplinary functions to the Council in respect of those teachers who are registered with the Council). It is expected that part 5 will commence during 2014.

Important dates to Congress 2014

This year's event takes place in the Newpark Hotel, Kilkenny between 22nd and 24th April



14th January 2014(R)

Last date for receipt of motions from Branches, Executive Committee and Security Fund Committee to Head Office for submission to Standing Orders Committee.

11th February 2014(R)

Preliminary Agenda will be issued to Branches

18th February 2014

Last date for receipt of nominations for positions of Vice-President, Area Representatives and Security Fund Committee.

25th February 2014

Issue ballot papers for elections

3rd March 2014(R)

Last date for receipt of:

- amendments to Preliminary Agenda
- order of priority for motions in each section
- names of delegates to Congress

18th March 2014

Last date for receipt of annual election ballot papers

31st March 2014(R)

The Final Agenda will be issued; also the General Secretary's Report; Balance Sheet and Financial Statement; names of delegates to Congress and the Branches represented.

15th April 2014(R)

Last date for receipt of questions on the Annual Report and Annual Accounts.

22nd April 2014 CONGRESS OPENS

Note:

Rule 13 (ii) which reads as follows determines the number of delegates:

“One delegate from each Branch of which the members in benefit do not exceed thirty and one delegate for each fraction of thirty, as per the following table:

| Members | Delegates |
|-----------|-----------|
| 1 - 30 | 1 |
| 31 - 60 | 2 |
| 61 - 90 | 3 |
| 91 - 120 | 4 |
| 121 - 150 | 5 |
| 151 - 180 | 6 |

and so on”.

In-benefit members for the purpose of arriving at the number of delegates to the Annual Congress are fully paid-up members for the month of December whose subscriptions have been received by the General Secretary on or before the last Friday in February, **i.e. Friday, 28th February 2014.**

1st May 2014

Last date for receipt of nominations for the position of President.

8th May 2014

Ballot papers for election of President will be issued.

22nd May 2014

Last date for receipt of ballot papers for Presidential election.
(R) – Rule

FREE

HEALTH INSURANCE COMPARISON SERVICE

With Cornmarket's Free Health Insurance Comparison Service you have access to a team of experts who:

- ✓ Will compare all four insurers on the market
- ✓ Offer FREE impartial advice
- ✓ Will find the best plan for you at the best possible price

*Don't renew
until we
review*

We compare all four
health insurance providers



GloHealth



www.cornmarket.ie

**To discuss your health insurance needs,
call us today on (01) 470 8098**

Technological Universities Bill

The Heads of the Technological Universities Bill was published on the 22nd January 2014. In launching the Bill, Minister for Education and Skills Ruairi Quinn stated that he hoped it will be enacted by July 2014.

TUI will be insisting on extensive and meaningful consultation with the institutes concerned in relation to proposed mergers and will be demanding that the union is represented on every key steering body dealing with such proposed mergers.

It is vital that there will continue to be a key focus on serving the needs of the local populations surrounding the institutes. Clearly, it will be TUI's position that there be no diminution of course choices or options currently available to students in any of the institutes.

The union will be further consulting third level members on this major development in the coming weeks and months.

Apprenticeship Review

The Minister for Education and Skills Ruairi Quinn TD published the National Review of Apprenticeship Report on the 21st January 2014. The Minister stated: 'Apprenticeships are essential for the future economy. They should be seen as a partnership between education and enterprise. In order to produce an apprenticeship system fit for the 21st century we need to have the business community on board. Education will fulfil its responsibility with regard to the off the job training while industry needs to fulfil its role in identifying the areas for new apprenticeships and ensuring there are meaningful placements.'

TUI General Secretary John MacGabhann noted: 'Apprenticeship offers an alternative career path for young people who want to engage in paid work while still participating in formal education. Apprenticeship offers progression routes to higher education programmes. The quality of the current system needs to be maintained and the rights of the apprentice need to be strengthened'.

The union will consider the report at the next meeting of the Apprenticeship Working Party. Thereafter, the Minister will be furnished with a detailed account of the union's position. The union would like to acknowledge the contribution made by the members of the Apprenticeship Working Party in compiling the TUI submission to the National Review Group. The union's concerns about the consultation process utilised for the review and the lack of trade union representation on the body remain.



TUI ASSISTANT GENERAL SECRETARY AIDAN KENNY PICTURED WITH MEMBERS FROM THE CENTRE FOR CREATIVE ARTS AND MEDIA AT THE GALWAY CAMPUS OF GMIT

385 fewer lecturers, 11,400 more students in Institutes of Technology

Figures released by TUI in December show a significant drop in lecturer numbers at a time when student numbers have sharply increased. The union is concerned by the effects that cutbacks are having on the quality of experience for students.

The number of students in the Institute of Technology sector rose by over 11,400 (17%) between 2008 and 2012 while the equivalent of 385 whole-time lecturers (a cut of 8%) were lost between 2008 and 2013 as a result of cutbacks.

Funding for the sector decreased by 22% or €121.6m between 2008 and 2012. In a public statement, the union called for appropriate investment in the sector to allow it to meet the diverse needs of students and the future needs of the economy.

Union General Secretary John MacGabhann said that ‘while increased student participation at third level is generally desirable, we are concerned by the severe effects that cutbacks are having on the quality of the educational experience for students.’

‘Academic support has been identified as critical in increasing student retention and completion rates, and this is of particular relevance during a student’s first year in higher education. Class sizes have increased and lectures are often overcrowded. Due to the reduction in academic staff numbers, the workload of lecturers has increased dramatically resulting in reduced time for academic support for students. In addition, the increase in student numbers has led to a greater pressure on facilities such as laboratories where demand far outstrips supply.’

‘Institute lecturers teach 18 to 20 hours per week in contrast with the international norm of ten to twelve. For each hour of teaching, a multiple is spent in preparation, evaluation and reflection. Other academic responsibilities include research, devising and updating syllabi on an on-going basis, course development and planning and extensive continuous and final assessment.’

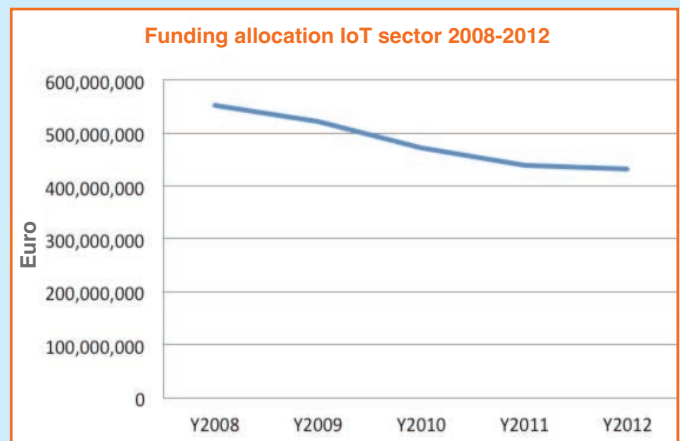
‘Workload of an administrative nature has increased significantly. This is resulting in less time for research, scholarship and other academic duties such as engagement with industry and community.’

‘In the country’s current predicament, it is perverse and damaging that lecturers are being prevented by arid, bureaucratic demands from contributing as they would wish to the growth of the knowledge society and economy. Institutes are regional generators of innovation and entrepreneurship and need to be appropriately funded in order to build and maintain capacity to meet the future needs of the economy.’

TUI advocates more substantial and strategic budgets to support the regional mission of the institutes and boost economic recovery at a local level.

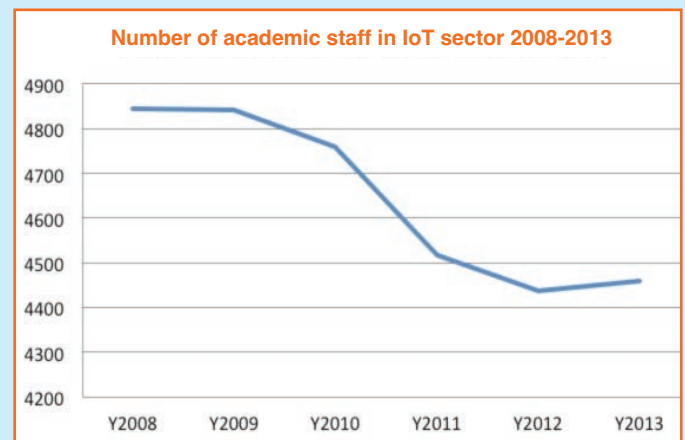
HEA allocations of core grant funding for IoT sector 2008-2012

In the five year period 2008-20012 the funding allocated to the sector decreased by 21.98% (-€121,628,170.00).



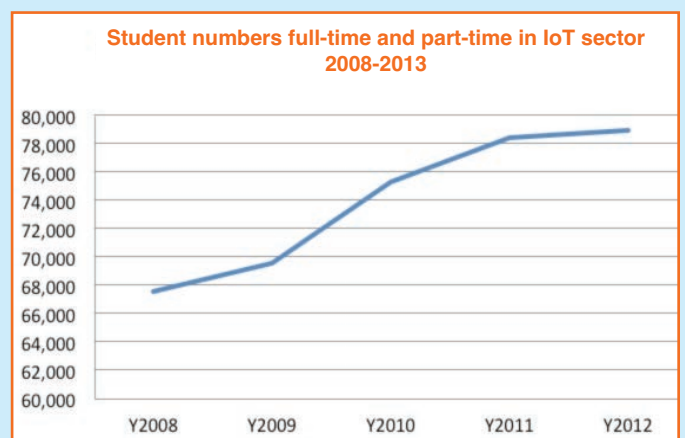
Academic staff numbers IoT sector 2008-2013 (research staff not included)

Decrease of 7.94% (n=385.12 WTE)



Students number in the IoT sector 2008-2012

Increase of 16.9% (n=11,443)



Young Scientist Exhibition celebrates 50 years of innovation in style

Opening the 50th BT Young Scientist Exhibition, President Michael D. Higgins paid tribute to those teachers whose students were taking part. "Not only have they assisted you in bringing your project to the exhibition but on an ongoing basis they have encouraged and nurtured your interest in science and innovation", he said.

Visiting the exhibition, TUI President Gerard Craughwell also praised the hard work and dedication of the TUI members and their students who took part.

Range of projects

A wide range of projects was on display for the duration of the exhibition. They included a project from Tullamore College which aimed to help dialysis patients by developing a quick test to examine the phosphorous levels of different foods. Students from Adamstown Community College focused on perpetual motion as the topic for their project, while students from Davitt College designed a multiple generator that generates its own electricity. A project from Mountmellick Community School focused on a local issue, investigating the quality of air surrounding Portlaoise Dump using lichens. Students from Borrisokane Community College aimed to improve



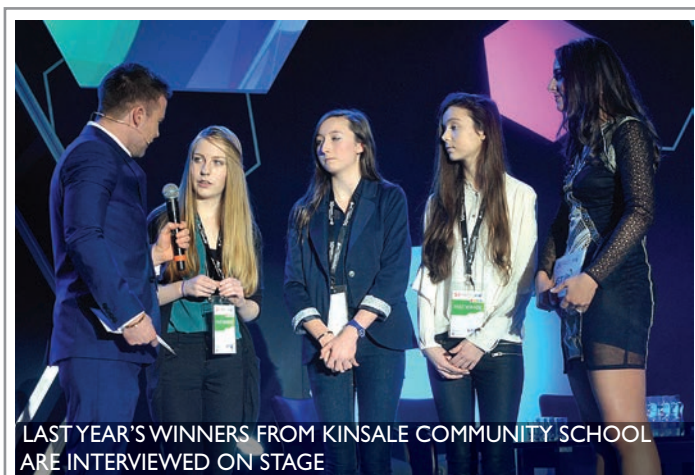
DARAGH FOGARTY AND HIS TEACHER ELAINE HOWLIN FROM TULLAMORE COLLEGE

the lives of people who use crutches through their project.

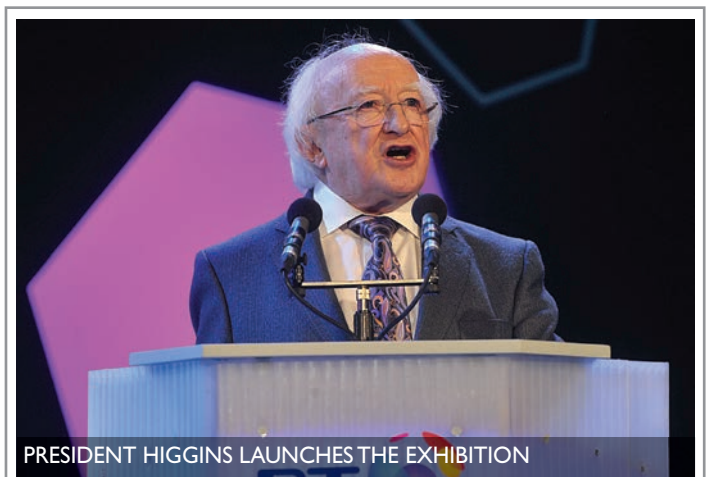
Project examines Junior Cycle

One project by third year students from Kinsale Community School examined the proposed reform of Junior Cycle. They interviewed 400 teachers, parents and students and asked their opinions and attitudes to the proposed reform. They found that 40% of those surveyed disagreed with the decision to abolish the Junior Certificate exam while 36% agreed with the decision. The majority of

teachers surveyed (86%) disagreed with the proposed reforms but 63% of parents agreed with the proposed changes. The opinion of students was evenly split with 38% of students agreeing with the reforms and 37% disagreeing with the reforms. Overall, nearly half (46%) of those questioned were concerned about the introduction of continuous assessment and just over half (52%) were concerned about the loss of student anonymity in the examination process.



LAST YEAR'S WINNERS FROM KINSALE COMMUNITY SCHOOL ARE INTERVIEWED ON STAGE



PRESIDENT HIGGINS LAUNCHES THE EXHIBITION



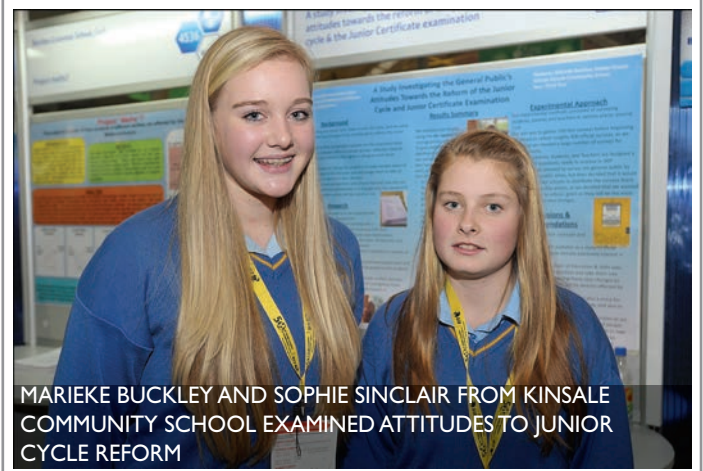
ADAMSTOWN COMMUNITY COLLEGE STUDENTS IMAN ROSTAN AND MOLLY MCGRANE WITH TEACHER JANE HALLORAN



BEN STEDNICKA AND TEACHER AARON TONRY FROM DAVITT COLLEGE



L-R KILLIAN HAUGH, TOM FOX, RACHEL AHERN (TEACHER) AND DECLAN ELDERFIELD FROM BORRISOKANE COMMUNITY COLLEGE



MARIEKE BUCKLEY AND SOPHIE SINCLAIR FROM KINSALE COMMUNITY SCHOOL EXAMINED ATTITUDES TO JUNIOR CYCLE REFORM

Kinsale win Best Group

After winning the overall prize last year, Kinsale Community School won the Best Group prize category this year. First year students Cathy Hynes and Eve Casey won the prize for their project, 'A study using statistical methods of people's attitudes to the aging workforce of the future'. Their survey of 1,147 people found that 63% of respondents felt younger than they were, and 17% felt older, with the remaining 10% feeling their actual age. The average age at which respondents would like to retire was 59.7, but respondents thought they would actually retire at 65.5.



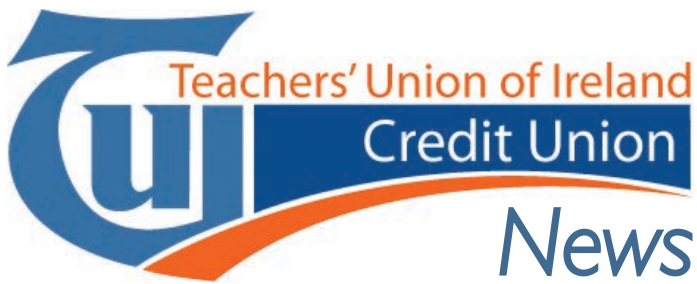
ADAM CULLETON AND TEACHER LOUISE GALLAGHER FROM MOUNTMELICK COMMUNITY SCHOOL



L-R BEARA COMMUNITY COLLEGE STUDENTS JAYDEN MURPHY, SADHBH SULLIVAN AND ORLAITH CARROLL PROJECT ON HOMOPHOBIA



HENRIETTA ANDOH WITH HER TEACHER MARY RICE FROM COLAISTE POBAIL SETANTA



Happy New Year

The TUI Credit Union would like to wish all its members and members of the TUI a very happy and a prosperous New Year 2014.

Special Car Loan at 6.5% APR

Members can avail of a very low interest rate of 6.5% APR for the purchase of a car new or second hand car until the end of February. Terms and conditions will apply.

| Amount Borrowed | Monthly Repayments | Total Cost of Credit |
|-----------------|--------------------|----------------------|
| €5,000 | €97.39 | €806.47 |
| €10,000 | €194.78 | €1,612.94 |
| €15,000 | €292.16 | €2,419.51 |

The 2013 AGM – Dividend of 1.25%

The TUI Credit Union held its 2013 AGM on Friday 6th December 2013 in the Clarion Hotel, Liffey Valley, Dublin 22. The General Secretary of the TUI Mr John MacGabhann attended and addressed the AGM. There was a good attendance of members from around the country and a buffet meal was served afterwards.

The TUI Credit Union had a very good year and its finance is in very good order with a healthy surplus. The **AGM approved a dividend of 1.25%** which equates to €280,582 on members' shares. This represents an excellent return for "on demand" deposits, compared to other financial institutions. We have reserves that exceed the regulatory requirements so that the members' assets are well protected.



MEMBERS ATTENDING TUI CREDIT UNION 2013 AGM



MR ANDREW WHELAN RECEIVING A PRESENTATION FROM THE CHAIRPERSON MR. AUSTIN STEWART ON HIS STEPPING DOWN AS A DIRECTOR AFTER MANY YEARS' SERVICE TO TUI CREDIT UNION.

TUI Credit Union Laser Card facility

TUI Credit Union is delighted to announce that its members can now avail of our new Laser Card facility.

Members may make payments to their accounts using a bank Debit Card or Laser Card

- in the Credit Union office, during opening hours, five days a week, Monday to Friday inclusive
- by Telephone, by ringing TUI Credit Union (01-4266060 or 1850741600) during office hours. Please ensure that you have your Debit Card or Laser Card to hand, as well as your credit union account number.

CONFIRMED MEMBERS DRAW

December Draw Results!

1st Prize

Ms. Annette McNamara Killarney, Co. Kerry, winner of the car.



Ms. Annette McNamara being presented with the keys of her car from John Reilly from Mooney's Garage, Dublin.

2nd Prize Mr. G. O'Donovan Blessington, Co. Wicklow winner of €1,500.

3rd Prize Ms M. O'Farrell Newbridge Co. Kildare winner of €1,000.

4th Prize Mr J. Doherty Killybegs Co. Donegal winner of €500.

**GREAT
RATES**

**NO APPLICATION
FEES**

**PRE-APPROVAL
AVAILABLE**

**CONVENIENT
TERMS**

DREAMCAR



Everything you always imagined it could be.

SPECIAL CAR LOAN OFFER
6.5% APR

Available from 1st Jan 2014

APR 6.5%. Terms and Conditions apply and proof of purchase of the car may be required otherwise the rate will revert to the standard rate of 8.59%.

‘Grace period’ for retirements up to 31st August 2014

On an ongoing basis, TUI assists members who are contemplating retirement. TUI has organised retirement planning seminars this year in order to provide a service to members who are in the process of making up their minds as to whether or not to retire by the 31st August 2014. The next seminar is being held on Friday 4th April 2014 at a venue in Dublin. If there is sufficient demand the union will organise additional seminars. If you wish to attend the seminar in Dublin on 4th April 2014, please email/phone Liz or Carol at reception@tui.ie or at 01 4922588 to book your place.

Teachers/lecturers are required to give notice to retire in accordance with the provisions set out in their contracts of employment. For most members, apart from senior management grades, the notice period is one month.

Members will be aware that under the provisions of the Haddington Road Agreement (HRA), a pay cut was introduced from 1st July 2013 for members earning over €65,000 per annum. **However, members who retire prior to 31st August 2014 (the “grace period”) will have their pension and lump sum calculated based on their pre-cut salary. A teacher/lecturer who retires on or before the 31st August 2014 will therefore have his or her pension and lump sum calculated by reference to the pay scales applying on 30th June 2013.**

Where a teacher/lecturer retires on or before 31st August 2014 on a pension greater than €32,500, that pension will be subject to the Public Service Pension Reduction (PSPR) as provided for in the Financial Emergency Measures in the Public Interest Act 2013 which is effective on and from 1st July 2013. Further information on the PSPR provisions in the 2013 Act are set out on the website of the Department of Public Expenditure and Reform at <http://per.gov.ie/faqs-on-haddington-road-agreement-2/>

Under the Haddington Road Agreement there is an issue for those who retire after 31st August 2014, but before full restoration of pay (i.e. before 1 January 2018) who as matters stand could see their lump sums reduced because it will be based on their pay rate at the time of retirement. It is open, however, to the Minister for Public Expenditure and Reform to extend the “grace period” (for retiring on pre-pay cut salary) to a later date than 31st August 2014. It is in this context that TUI at the Institutes of Technology Industrial Relations Forum and in conjunction with the other teacher unions at the Teachers’ Conciliation Council has sought that the window be extended to January 2018. In addition, the Public Service Committee of the ICTU, on behalf of all of the Public Service Unions, also made this request to the Minister for Public Expenditure and Reform. To date, no definitive response has been received in respect of the request to extend the period but members will be kept updated on the situation.

Supervision and Substitution – Pension implications

Where a teacher retires on or before 31 August 2014, his/her superannuation benefits will be calculated by reference to the pay scales and pensionable allowances applying to him/her on 30 June 2013. Therefore the withdrawal of the supervision and substitution allowance will be disregarded for superannuation purposes for those retiring on or before 31 August 2014 and the allowance will be taken into account in calculating their pension lump sum.

As reported elsewhere in this issue, a teacher who had not been in receipt of the supervision and substitution allowance on a pensionable basis during the 2012/13 school year may opt-out of the requirement to carry out supervision and substitution duties. A circular letter (CL 06/2014) has just issued permitting such teachers to consider opting out. Such teachers should be aware, however, that while they will not be required to carry out supervision and substitution duties they will have a reduction equivalent to the supervision and substitution allowance (€1,769 per annum for pre-1 January 2011 entrants or €1,592 for post-31 December 2010 entrants) applied to their salary on an ongoing basis until retirement.

Opting for this arrangement will therefore have the effect of reducing the teacher’s retirement lump sum and pension.

TUI Pre-Retirement Seminar Friday 4th April 2014 Dublin – Venue to be announced

Please check our website in early February for full details of this upcoming seminar.

Teaching Council initiatives and updates

School Placement for Student Teachers: A partnership approach by schools and colleges

School placement (teaching practice) is a critical part of initial teacher education (ITE), allowing student teachers to experience teaching and school life in a variety of contexts, and in a structured and supported manner. The term “school placement” replaces the term “teaching practice” in the Guidelines to more accurately reflect the range of teaching and non-teaching activities involved. Since 2012/2013, all undergraduate programmes of primary teacher education are now four years in duration, and from 2014, all postgraduate programmes will be two years long. Typically, a student teacher will spend 18 to 20 weeks in schools, and, in all cases, the second half of the programme must include one 10-week block placement.

Based on existing good practice, the Teaching Council has prepared School Placement Guidelines in partnership with stakeholders, including the TUI. The Guidelines acknowledge the voluntary support provided by principals and teachers to student teachers. They provide a structure for the school placement and are aimed at promoting collaboration and balance of responsibility between colleges of education and schools.

Colleges are expected to consider the timing of the placement in the school calendar as well as the stage the student teacher is at on the ITE programme. The Guidelines advise that they should co-operate with schools to work towards a position where student teachers gain 200-250 hours of direct teaching experience. Non-teaching hours should include classroom observation, collaborative work with experienced staff, and engagement with the day-to-day life of the school.

The Board of Management and principal decide on their school's capacity to facilitate placements. Principal teachers have a pivotal role to play in leading and supporting a whole-school approach to school placement, in accordance with a

policy formulated by the Board of Management. A template policy has been included in the Guidelines, but schools may prefer to devise their own policy.

Participation as a co-operating teacher is on a voluntary basis. As heretofore, the principal assigns student teachers to co-operating teachers, following consultation – a feature the teacher unions insisted on. The unions were also successful in ensuring that the guidelines emphasise that the hours allocated to a student teacher must be aligned to a teacher's timetable i.e. a student teacher should not be assigned hours not already assigned to a teacher. Co-operating teachers are asked to work collaboratively with the student teacher, the placement tutor and the principal. Along with the principal, they provide structured support to student teachers but do not have a role in grading them. Structured support for the student teacher is critical, and colleges will ensure that they are observed, supported and assessed for grading purposes by two or more colleges placement tutors. The Guidelines encourage the placement tutor and co-operating teacher to collaborate in relation to any advice given to student teachers.

Co-operating teachers should introduce the student teacher to the pupils; the classroom; plan of work; rules and procedures; and the roles of other staff involved with the pupils in the class. They are encouraged to allow the student teacher observe their teaching. In turn, they observe the student teacher's practice and provide them with feedback.

As the student teacher's competence develops, the co-operating teacher should allow them to teach more independently and may avail of discretionary time during those times. This facilitates engagement with the student teacher at other times. The unions are adamant that during this discretionary time the co-operating teacher(s) cannot be required to fulfil other functions in the school.

To ensure that student teachers experience a variety of teaching settings, it is desirable that all recognised schools are open to hosting student teachers, though it is acknowledged that this may not always be feasible.

From the school's point of view, the benefits of placement are many. Schools can develop as learning communities. Co-operating teachers can observe and be informed about a variety of approaches to teaching and learning, and can avail of bespoke CPD programmes provided by some colleges in acknowledgement of their role in supporting the student teacher.

The Teaching Council's School Placement Guidelines, along with a Quick Reference Guide for Schools, are available at www.teachingcouncil.ie.

Droichead – a new approach to probation into the profession

Pilot work across a number of schools exploring a workable model of probation into the profession (not probation into employment) is now underway. Over the rest of this year and all of 2014/15 participating schools will explore strategies and approaches to ensure new entrants to the profession are probated in a supportive and meaningful manner drawing on the experience of established teacher and senior personnel in schools. The project is underpinned by guidance from the Teaching Council and support from the National Induction Programme for Teachers

(NIPT – Billy Redmond (billyredmond@teacherinduction.ie or 01 8842315) is the main contact for post-primary schools). The project will be anchored in a research project that will draw on the experience of participating schools and teachers and feedback from others. There will be opportunities for TUI to shape the development and address issues through participation on the Steering Committee and direct liaison with the Teaching Council and the NIPT. There are obvious areas of concern regarding workload, selection of mentors and signing off, to mention just a few.

TUI encourages members in schools that are involved in the above initiatives to be vigilant in providing feedback to the union via your area representative or directly to head office at showard@tui.ie



TUI directive on Post

With effect from August 2014 all members are directed that:

Where a post of responsibility (POR) is vacant, or post duties arise for any reason, and where:

- (i) the post/duties are not filled, as a result of the moratorium, by the appointment of a teacher to a POR in accordance with the normal appointment procedure and*
- (ii) a teacher is not paid the appropriate POR allowance in accordance with normal procedures and not given the appropriate time remission appropriate to the post*

Then the duties of the post vacated will no longer be carried out by any staff member under any circumstances.

Duties will not be carried out:

- ⇒ By an un-promoted teacher or a special duties teacher getting a timetabled remission in order to carry out functions previously held by an assistant principal.
- ⇒ By an un-promoted teacher getting a timetabled remission to carry out duties carried out by an assistant principal or a special duties teacher.
- ⇒ By any teacher carrying out the duties in question in receipt of payment other than appropriate payment for the post in question.
- ⇒ By any teacher carrying out the duties in question outside of having a recognised post of responsibility

Principal teachers, deputy principal teachers and post-holders are directed not to engage in, facilitate or organise any breach of this directive.

Posts of Responsibility



The objective of the directive is to remove the moratorium on the appointment of teachers to posts of responsibility and to promote solidarity among our members. The lifting of the moratorium is essential for the effective and efficient operation of our schools and the provision of transparent and fair promotional opportunities and procedures for teachers. These objectives cannot be achieved if teachers fulfil duties in an irregular capacity.

The directive is intended to ensure that duties associated with a given post of responsibility are carried out only by a recognised post holder who is paid the appropriate post allowance.

The process of identifying and assigning posts of responsibility is a collaborative process which is set out in Circular Letters 20/98 and 43/00. It requires the participation of the whole teaching staff at a meeting in a school or college called for that purpose.

The following is the agreed method for a school to establish its schedule of posts:

- ⇒ Have a schedule of all current post holders and their duties published on a notice board in the staff room.
- ⇒ Carry out an annual review of the management needs of the school and draw up a revised schedule of post of responsibility where required. This must be done in accordance with the process set out in the circular letters.
- ⇒ Prioritise the posts identified in the schedule.

Principal Teachers must:

- ⇒ Not ask a non-post holder to undertake post duties.
- ⇒ Not assign post duties to an un-promoted teacher.
- ⇒ Engage in meaningful consultation with post holders with respect to finding agreement on the assignment of duties identified in the schedule.

In the event that duties are being revised, following the appropriate process set out in the circular letters,

Principal Teachers must

- ⇒ Only assign duties of a similar level and workload to those previously carried out by the post holder.

Teachers should note that

- ⇒ at all stages, there must be full consultation with the teaching staff, as set out in the circular letters
- ⇒ when all posts holders are assigned duties, some identified posts on the schedule may remain unfilled due to the moratorium. Such duties must not be undertaken by non-post holders and must not be added to the duties of existing post holders who have already been assigned duties appropriate to the post

Consultation is defined in legislation as being “consultation with a view to agreement”; being presented with decisions is not consultation. Being told in advance what is about to happen is not consultation.

If members feel that there is a lack of consultation on issues arising in relation to post of responsibility then the grievance procedure can be used to achieve a review of issues involved.

TUI is aware that irregular practices with regard to post duties are being carried out. The purpose of the delayed operational date, August 2014, of this revised and clarified directive is to enable an orderly disengagement from such irregular practices. Branches will, in due course, be issued with guidelines to assist in the implementation of the directive. It is also intended that posters, further clarifying the situation, will be issued for staffrooms before the end of the school year.

Relevant circular letters: 20/98; 21/98; 22/98; 23/98; 25/98; 43/00; 53/11

Consultation on restructuring of TUI

The Organisation and Training sub-committee of the Executive Committee has discussed the need to restructure the union arising from the emergence of the new Education and Training Boards, the potential mergers of Institutes of Technology and Congress motions. The complexity of the issues and the fluidity of the circumstances have led the sub-committee to consider a detailed consultation with members before any proposal is developed. In order to explore the experience of other trade unions which have been through the process of restructuring, the sub-committee met with:

John Douglas, General Secretary Mandate, President ICTU. Mandate emerged from an amalgamation of two smaller unions in 1994. A transition rule book was agreed which enabled the incremental integration of the two union structures into the new union. Since the merger the union has produced three versions of its rule book. The union has a membership of 40,000. A large proportion of the membership is low paid workers on precarious employment contracts. Mandate union operates in a working environment which is actively hostile to trade unions. The union operates a vigorous recruitment campaign; every non-member is considered a threat to the terms and conditions of members. The union has prioritised training and has its own training centre running courses for members.

Chris Rowland, SIPTU, National Organiser. In 2010 the union restructured, into a divisional structure and all staff were reassigned to new positions. The restructuring emerged from a three year consultation process with staff and members. The union has nearly 200,000 members, working in both the private and public sectors. The union wanted to re-engage the base by organising a structure that catered for both individual cases and union activism. The union established a members' advice



(L-R) TUI PRESIDENT GERARD CRAUGHWELL, MANDATE GENERAL SECRETARY AND ICTU PRESIDENT JOHN DOUGLAS, DR MICHELLE O' SULLIVAN, UL, CHRIS ROWLAND, SIPTU AND CHAIR OF ORGANISATION AND TRAINING SUB-COMMITTEE MICK GLYNN

centre opened from 8.30 to 5.30 five days a week. Members can gain direct advice over the phone on employment matters. Members can be directed to their nearest shop steward to provide representation with the employer. The union is still evaluating the new structure and making changes as required. Key to the success of the restructuring was the extensive consultation process and the staff buy-in to the process.

Michelle O'Sullivan, Lecturer, University of Limerick. Michelle outlined that there is a tension between the interest of the individual and the collective. In modern society individualism seems to be on the rise. People are of the impression that they can look after themselves without recourse to trade unions. Trade unions need to recruit members in order to raise union density to protect the terms and conditions of members and have campaign muscle. Workers are still supportive of trade unions whether they are members or not. The main reason workers give when asked why they did not join a union is they were

never asked. Trade unions need to be scientific and systematic in their approach to recruitment. There needs to be analysis of workplaces to identify where potential members are; the category of work they do, their stage of career, the recruitment strategy, then to target specific workers. The recruitment campaigns need to have clear messages and be relevant to the target group. Trade unions need to invest in organising and training members in order to survive in the new world of work.

TUI will engage in an active consultation process with members relating to restructuring. A consultation seminar will be held in Galway on Saturday the 1st March. Guest speakers will provide insights into restructuring and represented organisations. This will be followed by dialogue with Branches to ascertain their opinions, concerns and issues. In addition an audit of branch activities will be carried out by means of an online survey. Branches will be provided with more information on this matter in February.

Survey of branches

The union will shortly carry out a survey of branches exploring the activities of branches, the campaigns that branches get involved with, the training needs of branches and the facilities that branches have at their disposal. This is an online survey and will be distributed in the coming weeks. We would greatly appreciate your participation.

TUI membership card

The union will shortly launch the TUI membership card. Members will be able to use this card to log into a personal page where they can fill in their own details and gain access to the new members' area.

National Forum for the Enhancement of Teaching and Learning

The Forum announced by the Minister for Education and Skills in 2012 and formally launched last year seeks to enhance the quality of the learning experience for all students at third level, be they full-time, part-time or flexible learners.

It intends to mobilise expertise and inputs from across the third level community by bringing together all those involved in shaping third-level teaching and learning - leaders, managers, teachers/lecturer and students. In doing so it will seek to support and further develop excellent practices already underway in many of our Institutes of Technology, Universities and other third level institutions. The forum will engage in a range of activities aimed at championing, inspiring, developing, benchmarking, building, promoting and enabling with a view to shaping innovation and best practice.

The enhancement theme for 2013/14 is **Teaching for Transitions**.

- Benchmarking Professional Development in Higher Education by identifying and reviewing existing national teaching and learning qualifications, determining how they could be mapped and developing a national professional development framework
- Collaborating with the sector to generate a road map for supporting and encouraging the use of technology in teaching and learning.

For more details log on to: www.teachingandlearning.ie

A Board which will be supported by an international advisory panel and chaired by Professor Sarah Moore has been appointed for a three-year term. Dr. Terry Maguire has been appointed as Director. We are fortunate that Dr. Marian Palmer (IADT Dun Laoghaire) is a member.

TUI has sought and got a commitment to collaborative engagement and a first meeting is scheduled later this month.

TUI Concerns?

In many respects TUI supports this initiative as learning from each other is critical to strengthening the sector and teaching and learning practices – which can only be good for students and society. However, the union has concerns about:

- the lack of teacher union involvement on the Board (TUI has raised this issue with the HEA)
- the manner in which individual institutions and lecturers will be supported
- possible additional demands that could lead to further increases in workload
- the emergence of unrealistic demands in respect of professional development and qualifications requirements

A Snapshot of the Work Plan for the Forum 2013/2014



In particular, during 2013/2014 the Forum will focus on:

- National Forum’s Learning Impact Awards in Higher Education which will recognise and support institutional effort to promote and learn from best teachers across all disciplines **(Nominations to be completed by end of April)**

Please bring your views to the attention of your area representative or send to head office (showard@tui.ie) for the attention of Aidan Kenny, Annette Dolan or Bernie Judge.

World Wise Global Schools – funding and support opportunity for post-primary schools

World Wise Global Schools, an initiative under Irish Aid, is the national programme of support for Development Education at post-primary level. It is a one-stop shop of funding, resources and guidance to support engagement by schools. The next funding round for school-year 2014-2015 is coming up in March. To find out more check out www.worldwiseschools.ie or contact 01 – 6852078 or info@worldwiseschools.ie.



By teachers for teachers – Share My Lessons

Share My Lessons is an initiative by the American Federation of Teachers (AFT) and Britain's TES Connect. This digital platform allows educators to collaborate and share teaching resources and innovative ideas. Developed by teachers for teachers it already includes more than 250,000 resources and is available to anyone who works with students from pre-school to college level – **teachers, lecturers, student teachers, school support personnel including retired personnel.**

Some comments from users below reflect its benefits

'Some of our best teachers are sharing great strategies'

'Teachers are in dire need of quality resources and share my lessons goes a long way towards this'

'It brings the best practices right to your fingertips'

'These are absolutely tested and tried resources teachers have used'

Register at: www.sharemylesson.com

Some helpful resources

The Consumer Classroom is a community website formed to bring together an extensive library of consumer resources from across the EU, along with interactive and collaborative tools to help prepare and and share lessons. It has just launched a new campaign to collect online pedagogical resources. It includes materials that is relevant to a number of subjects and programmes offered in the junior cycle and senior cycle. If you are interested in learning from others and sharing your content with a wide European audience:

1. Go to www.consumerclassroom.eu and check if you are currently developing eligible content e.g:
 - ready-to-use pedagogical/educational material suitable for 12-18 year olds;
 - addresses consumer-related issues (sustainable consumption, health & nutrition, Internet safety, etc.);
 - easily reachable online with a direct link;
 - usable by teachers/educators i.e. designed as a lesson plan, exercise, game, eLearning, project work idea, quiz, worksheet, toolkit, games, etc;
 - does not include any commercial advertising;
 - free of rights and/or can be freely reproduced, stored or published.
2. If you are interested in sharing content, as necessary, adapt your content to the above criteria
3. Upload your resource to the Consumer Classroom platform - after logging in, go to the "My Tool" section and then "Upload a resource" or send it to partners@consumerclassroom.eu

The People's College

The People's College (Dublin) was established in 1948 to provide workers' education. It offers a wide range of education and training courses across a number of disciplines e.g. History, Languages, Yoga, Mindfulness, Politics, History, Drama and Performance, ICT and more. It also has very active drama, debating and choir groups. This year it has added some useful and interesting new areas:

- Getting the most from your smartphone
- Trade Unions in a Time of Change (a series of lectures commencing 6th February from which you can self-select)
- The Irish revolution 1913-23 (a series of lectures commencing 5th February from which you can self-select).

Courses are offered at a reasonable cost in a central venue at 31 Parnell Square, Dublin 1.

Check it out at www.peoplescollege.ie.

Dyslexia – some practical supports

Last year as part of its 40th anniversary the Dyslexia Association of Ireland published a series of relevant and practical fact sheets on dyslexia at second-level for schools, teachers and parents. The fact sheets address classroom strategies, downloadable worksheets, vocabulary lists in different subjects etc. and are designed for use across all subjects as all teachers can play a role in supporting literacy and numeracy development which is a top priority for students. To access the worksheets go to www.dyslexia.ie.

Quality and Qualifications Ireland (QQI) – some quick updates

QQI Consultation on White Papers

The QQI continues to launch white papers for discussion. Two recent white papers are of special interest to TUI members and can be accessed at www.qqi.ie. These are:

- Policy and Criteria for the Delegation of Authority to the Institutes of Technology to make Higher Education and Training Awards (including joint awards)
- Policy and Criteria for Aligning Professional Awards with the National Framework of Qualifications at Levels 7, 8 and 9.

While the closing date for web based feedback has passed, TUI will be happy to communicate any observations you have in relation to these in the coming weeks. Please bring your concerns to the notice of relevant officials through your area representative or by email to Sandra Howard (showard@tui.ie).

See the QQI website for its strategy statement and policy decisions arising from consultations last year.

Quality Assurance and Qualifications Frameworks - Report on Conference Proceeding

In 2013 the QQI hosted a conference on Quality Assurance in Qualifications Frameworks. It deliberated on a range of themes which led to a number of conclusions that addressed the need for:

- greater dialogue between VET and HE
- more intelligible quality assurance arrangements
- implementation of a learning outcomes approach
- better communication on quality assurance and qualifications instruments

- competence development among educators
- better articulation by business about their skills needs
- feedback from all partners and stakeholders and empowerment in framework development and implementation
- coherent alignment of international qualifications
- further debate on rethinking education and increasing synergies.

Co-operation in VET and HE continues to be fostered at European level by the EQF Advisory Group and the Bologna Structural Reforms Working Group. The conference report which is available at www.qqi.ie should stimulate further discussion and support continued feedback from practitioners on quality assurance, qualifications and associated issues which is critical to further development and implementation of conference conclusions among member states.

Please keep TUI apprised of your views and concerns about QQI initiatives in respect of policy development, quality assurance, awards and qualifications via your area representative or directly to the relevant officials.

Europass

QQI hosts the National Europass Centre. Europass is an initiative which supports people to make their skills, qualifications and experience clearly understood across Europe. It created the European Skills Passport (ESP) - five electronic documents can be accessed at www.europass.ie - which helps keep a record of skills, qualifications and achievements safely up-to-date, online.

We all know how difficult it can be to draft a good CV and find all the relevant documents to quickly claim an opportunity. The ESP gives the opportunity to 'de-clutter' thinking, focus reflections, sort those records and clarify what exactly individuals can do and have done! So if you are:

- working with senior cycle students e.g. whole-school guidance team, professional guidance counsellor, work experience co-ordinator
- preparing Diploma Supplements for students in Higher Education
- looking at Mobility opportunities under Erasmus+
- looking for Certificate Supplements for students in Further Education and Training

The Europass and the European Skills Passport (ESP) Competition will provide you the opportunity to:

- make sure your students prepare a CV that will really take them places, help them develop good career management skills, and enter a competition with great prizes for you and your class group to boot!
- clarify what a Diploma Supplement and Certificate Supplement will do for your students and how to get the best from transnational participation in EU wide programmes under Erasmus+.

Great Prizes: A Samsung Galaxy Tablet for your school or iTunes vouchers for everyone in a class group! Get a senior cycle class group (16 students or more) to complete the Europass CV and create their own ESP, and enter our draw. Closing date: 5pm, 14th March.

Follow us on Facebook-Europass Ireland and check out www.europass.ie

Teach... Learn.... Share - an Australian initiative

Teach Learn Share is an Australian website helping educators and education systems to share their most effective approaches to literacy and numeracy teaching and learning. The site contains reports of successful literacy and numeracy strategies implemented in a range of school settings and provides links to research. The strategies are submitted by teachers, academics and education systems and are then assessed by experienced educators against standards of evidence. Each report uploaded documents the key features of the strategy being applied as well as results, lessons learned and next steps. Reports can be searched under a number of topics and filtered according to level etc. See www.teachlearnshare.gov.au for more details.

Industrial action in Louth and Meath ETB

The Executive Committee of TUI has conducted a ballot of all members in the Louth and Meath Education and Training Board and has secured a 96% endorsement for a mandate to issue a directive in relation to non-co-operation with any un-agreed probationary procedure that may be used by Meath and Louth ETB.

This decision to ballot was in response to the termination of the contract of a member of TUI who had been employed on a fixed-term pro-rata basis. Our member was compelled to co-operate with the VEC's/ETB's "Induction and Continuing Professional Support Programme (ICPSP) for Newly Recruited Teachers" – a probationary procedure – although the procedure had not been agreed with TUI. The principal teacher and deputy principal teacher alleged that our member had not met a required competency standard. Subsequently, the CEO informed our member that her contract would be terminated.

It is the union's contention that the decision of the CEO ignores the right of a teacher on a fixed term pro-rata contract to renewal of her/his fixed term contract if same service is to be provided in the following year and if the teacher has provided satisfactory service. Same service is being provided in the school /scheme in the school year 2013/14 and the teacher's service was not shown, by any acceptable process, to have been anything other than satisfactory.

Issues of major concern for TUI include the following:

- The Teachers' Conciliation Council (TCC) – the national industrial relations forum for teachers – had agreed that any new un-agreed probationary procedures should not be put in place in advance of further national negotiations on the issue of probation. The procedure devised by Co. Meath VEC was not the subject of consultation or agreement, was unilaterally imposed, and is an unacceptable breach of the position determined at the TCC, which is representative of all the relevant unions and management bodies, including the ETBI (formerly IVEA). It is the clear view of TUI that use of this un-agreed probationary procedure is a breach of an agreement at the Teachers' Conciliation Council. Discussions are on-going at the Council regarding the development of a nationally agreed probation procedure that is robust, fair, consistent and transparent. It is



TUI MEMBERS PROTESTING OUTSIDE A MEETING OF LMETB

unacceptable that locally devised, un-agreed procedures be put in place in the interim.

- There was no external moderation of the probation procedure. TUI has attempted to engage with the Chief Executive Officer on this matter. To date his response has been unsatisfactory. As a result, the union's attempts to secure a reasonable resolution to the issue of use of a probationary procedure have been frustrated by management.
- This un-agreed procedure, deployed unilaterally by Co. Meath VEC, is inherently flawed – as the injustice done to this teacher illustrates. It is mechanistic and bureaucratic and purports to apply standards that are scarcely identified or explained.
- In its application of this un-agreed, unacceptable procedure to the teacher in question, school management also failed to follow the procedure's own requirements, resulting in a denial of due and fair process. We state this without prejudice to the union's objection to the use of the procedure per se.
- The use of the un-agreed, unilaterally imposed, probationary procedure in this manner puts all members who are in their probationary year at risk. This imposition of unilateral changes to the terms and conditions of all of our members' is absolutely unacceptable to TUI.

TUI is demanding that all un-agreed probationary procedures be stood down; that the ETB should await the finalisation of a national, agreed probationary process and should support TUI in demanding that work on this be completed promptly; that, in the interim and if necessary the ETB should use the appropriate procedures for establishing competence ie inspection by the Inspectorate of the Department of Education and Skills.

The following directive was approved by the Executive Committee of the TUI on Friday the 11th of January, 2014 and was subsequently issued to members and management in LMETB:

Members of TUI are directed not to participate, in any way, with any probationary process that has not been agreed with the TUI and principal teachers and deputy principal teachers in membership of the TUI are directed not to facilitate the use of any probationary procedure that has not been agreed with the TUI.

If un-agreed probationary procedures are in use in your school please contact your branch as soon as possible TUI will intercede.

With the assistance of TUI, the member that had their contract terminated by LMETB secured employment in another ETB.

New Sick Leave arrangements from 1st September 2014

Under the provisions of the Public Service Agreement (Croke Park Agreement 2010-14) changes were sought to both certified and uncertified sick leave by Government/management. The changes were opposed by the unions. In the absence of agreement between the union and management side, the Labour Court made recommendations on the matter in 2012 and 2013.

The Labour Court confirmed the broad thrust of the changes in its recommendation of July 2012 (LRC 20335). The details of the implementation of the changes to certified sick leave have been under negotiation between unions and management since then. Final outstanding issues were adjudicated by the Labour Court, which issued a binding recommendation on the matter in December 2013 (LCR20667).

Therefore from 1st September 2014 sick leave entitlements for teachers and lecturers will change from 365 days of sick leave on full pay in a four year period to: three months on full pay and



three months on half pay in a four year period in respect of non-critical illness.

What are the new arrangements for critical illness?

The Labour Court determination LRC 20335 issued in 2012 made provision in the case of critical illness for an extended period of sick leave of six months on full pay and six months on half pay.

This Labour Court binding recommendation also provided that

this period may be followed by Temporary Rehabilitation Pay (similar to pensionable rate of pay).

A critical illness protocol (see TUI website) sets out how critical illness is to be distinguished from non-critical illness.

A set of frequently asked questions, prepared by the Public Services Committee in respect of the revised sick leave scheme are also available on the TUI website www.tui.ie

Are you protecting your salary?

TUI's Income Continuance Plan

TUI changed the provider for its income continuance scheme to New Ireland last year, although Cornmarket are still the brokers for the scheme. The cost of income continuance is 1.64% of salary and 1.26% after tax for someone on the higher tax rate.

There is no deferred pay period, so when the new sick leave arrangements start in September 2014, and a member of the scheme loses salary due to previous sick leave taken, the income continuance will apply immediately.

The income continuance is a members' product and is only available (and payable) to current members of TUI. If a teacher is not a member, they can avail of private schemes with similar benefits, but

these would cost up to three times the cost of the TUI approved scheme.

If a member is on income protection, then 10% of their salary is paid into a pension PRSA to help make up any shortfall in pension.

As it is a percentage of pay, teachers who are pro-rata can join and pay pro-rata for their income protection.

Job-sharers can protect their full salary by choosing to do so before going on reduced hours and making a double-payment, i.e. 2x1.64% of job-sharing salary.

A member who is on a career break cannot retain cover, but may retain the life assurance portion of the scheme for a maximum of a five years at a premium of 0.33% of salary. A person who is on a career break and working could take out private income protection.

Disability benefit stops for teachers/lecturers employed before 2004 at the age of 60, as they would have reached retirement age. For members employed after 2004, disability benefit stops at the age of 62.

The life assurance of double your salary can be carried on until the age of 65, at which stage a retired member's life cover scheme is available for a TUI retiree to join with no underwriting.

PISA findings endorse high quality work of Irish teachers

TUI described December's findings of the PISA 2012 Results in Focus as endorsement of the high quality work of Irish teachers and students at a time of hugely damaging cuts to education. Irish students' mean score in Mathematics was 501 which exceeds the OECD average of 494. Ireland's score was higher than the UK, the US, France, Sweden, Denmark, Norway and New Zealand and rose from 487 in the previous assessment three years earlier.

Ireland also scored above average in reading and science. The score in science of 522 compared to an OECD average of 501 while score of 523 in reading compared to an OECD average of 496.

The findings endorse the very high levels of quality in the Irish education system in spite of deep and damaging cuts in teacher numbers and attacks on programmes that help the most vulnerable students. The scores represent significant achievements by students and teachers and are a tribute to their resilience at a time when the austerity agenda has sidelined the irrefutable, clear case for progressive and appropriate investment in education.

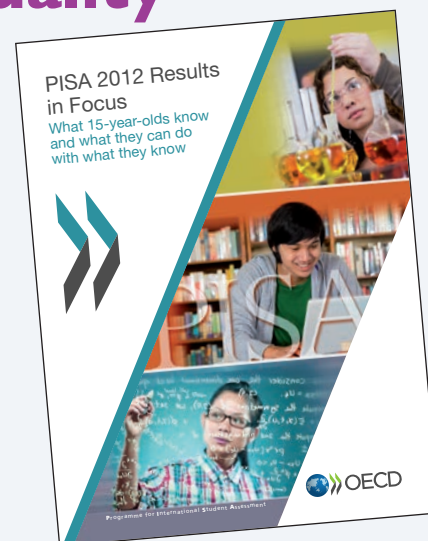
Speaking on RTE News, TUI General Secretary John MacGabhann described the findings as 'good news' and said that they 'affirm the excellent work that's

being done in schools by teachers and also affirm the inventiveness of Irish students.'

The findings in mathematics lend further credence to TUI's view that the findings in the PISA 2009 indicators are open to serious doubt. The union had described those results as an aberration, as Irish students had scored above average in all previous rounds. Mitigating factors for the lower score on that occasion may have been related to acknowledged difficulties in the mechanics of delivering the test, the inclusion of a greater number of students who do not speak English as their first language, those with special educational needs and the chance inclusion of a number of schools not previously included in the study.

TUI fully endorses one of PISA's key policy solutions which recommends that children from disadvantaged backgrounds should be targeted with additional resources or economic assistance. It is vital that the Government fully embrace this principle in order to give every student a fair chance.

The report also affirms that high performing countries pay teachers well.



The PISA indicators follow other recent positive international and national findings for Irish teachers and their schools. The OECD's recent Government at a Glance 2013 report shows that out of 34 countries surveyed, Ireland enjoys the highest level of public satisfaction with the education system and schools - 82% compared to the OECD average of 66%. These findings are echoed by the recent Chief Inspector's Report which shows that 87% of parents are happy with the teaching standards in second level schools. Such trust and confidence is the cornerstone of effective public education and these findings further endorse the achievements of Irish students and teachers.

Global Solidarity Network

The ICTU has a Global Solidarity Committee to which all affiliated unions send delegates and I represent the TUI. Several unions have very active solidarity committees. Some unions have created on-going connections with similar trade unions in the developing world. Others support campaigns relating to specific worker and human rights issues in developing countries and most include articles on their activities in the union's regular newsletters.

I'm trying to get similar activity going amongst TUI members. Different unions have different structures and most of us are very busy and reluctant to attend meetings. However, the INTO has a network structure and perhaps this might work for TUI.

What I would envision is a few members in a TUI branch taking on one campaign which would involve raising awareness in their branch and seeing where it goes after that. To get an idea what type of campaigns are running, you could take a look at the websites listed below, or simply google "Global Solidarity". I would be happy to act as a link person.

So if you are interested, talk to other people in your TUI branch and recruit a few to make a commitment to take up some solidarity work. Select a campaign that interests you. And when all that is done, email me to let me know and I'll try and coordinate efforts. Put "TUI Global Solidarity" in the subject line of the email.

The ICTU also runs training courses to bring up awareness of global issues and I'd be happy to put member in touch.

In solidarity

Tom O'Connor

DIT Aungier St.

Email: tom.oconnor@dit.ie

<http://www.ictu.ie/globalsolidarity/campaigns/>

<http://www.asti.ie/news/campaigns/global-solidarity-campaigns/>

<http://www.into.ie/ROI/INTOSolidarity/Campaigns/>

TUI national seminar on eLearning at third level

A number of third level branches had raised growing concerns about trends and developments in eLearning with Head Office during 2013. On foot of representations from branches and consideration by the Colleges Advisory Committee and the Colleges Sub-Committee, Head Office, with support from the Cork and Sligo IT branches, organised a national seminar on eLearning last November.

The seminar was designed to explore eLearning developments and initiatives in third level colleges and support a robust discussion on current practices with a view to establishing the issues that the union needs to address with special reference to protecting jobs, working conditions and quality education. Each branch was invited to nominate a number of participants and close to 100 people attended, reflecting keen interest among members in this issue.

Dr. Anne Murphy (HEPRU, DIT) opened the seminar with some remarks on the European and international context. This was followed by keynotes addresses by Dr. Iain MacLaren, Director, Centre for Excellence in Learning and Teaching, NUIG (His paper was entitled Mass Hysteria – Making sense of MOOCs and online learning) and Dr. Kevin C. O'Rourke, Head of eLearning, Support and Development, DIT ('Flipped Hybrids' – Misconceptions of eLearning). Both have considerable experience in the field and are held in high esteem for their engagement with and critique of eLearning. They addressed a blend of the macro practice, policy, political, pedagogical



BACK (L-R) ANNETTE DOLAN (TUI DGS), MAIREAD MCCANN (TUI BRANCH SECRETARY, IT SLIGO), DR. IAIN MACLAREN (DIRECTOR, CENTRE FOR EXCELLENCE IN LEARNING & TEACHING, NUIG), AENGUS DALY (LECTURER, MATHS DEPT. CIT), AIDAN KENNY (TUI, AGS), BERNIE JUDGE (TUI, ERO), AIDEN BELL (TUI BRANCH CHAIR, IT SLIGO)
FRONT (L-R) DR. KEVIN C. O'ROURKE (HEAD OF ELEARNING, SUPPORT & DEVELOPMENT, DIT), DR. ANNE MURPHY (HEPRU, DIT), PAUL ROTHWELL (LECTURER IN THE COMPUTING DEPT IN CIT)

and professional identity issues and posed some challenging and practical questions to the audience.

Highly valuable practice inputs were provided by lecturers from Cork and Sligo Institutes of Technology (Aengus Daly and Paul Rothwell, CIT and Brian Mulligan, Programme Manager, Online Learning whose input was delivered online). Their inputs focused on exploring practical implications for lecturers, programme delivery and TUI as a representative's organisation.

The afternoon round table discussions provided welcome opportunity for members to reflect on the issues raised by the speakers, learn from each other's experience and knowledge and synthesise

their concerns and viewpoints, culminating in the identification of priorities issues and concerns that the union should progress. The seminar was closed by a sharp and focussed summary of the day's deliberation by Dr. Anne Murphy who has kindly agreed to prepare a summary report of the seminar which will be available shortly. This will be further considered by the Colleges Advisory Committee, Colleges Sub-Committee and Executive with a view to clarify a TUI policy position and action to be taken.

Thanks to all who attended and especially to the Sligo and Cork IoT Branches for their support throughout the planning stage and during the event.



Consultations on education policy developments

The following consultations on education policy developments are coming to an end – please respond:

New Digital Strategy for Schools (notified pre-Christmas) and STEM:

Following the completion of a comprehensive ICT infrastructure survey in schools last year the Minister for Education and Skills launched a public consultation to support the development of a new digital strategy under the direction of a Strategy Development Group. This will address Department objectives, priorities and challenges, external activities and trends, including international developments, and new challenges and opportunities arising from developments in education generally e.g. junior cycle reform. A background consultative paper Building Towards A Learning Society: A National Digital Strategy For Schools is available at www.education.ie under the 'what's on' section on the home page.

The STEM Education Review (Science, Technology, Engineering and Mathematics): This was launched late last year by the Minister for Research and Innovation to consider: the preparation of teachers (at 1st and 2nd Level) for STEM education in Ireland; means of supporting/enhancing the current cohort of STEM Teachers within the system; the use of inquiry-based and problem-based learning approaches and the impact of different assessment

modalities for STEM subjects in the context of, but not limited to, junior cycle reforms and the use of technology to enhance learning (especially on-line approaches) and links with the private sector increasing the engagement in and understanding of STEM subjects for students.

Short Courses at Junior Cycle:

Public consultation on NCCA designed short courses has come to an end but TUI will have further opportunities to comment as part of its involvement in NCCA Council and committees e.g. development groups and NCCA Junior Cycle Board. Draft short courses for SPHE, PE, CSPE, Digital Literacy, Programme Coding and Artistic Performance are available at www.ncca.ie. Thanks to the members who attended the TUI consultation event on the 18th January. It provided very useful feedback and ideas.

One Child Team One Plan

(OCOTOP) initiative: A number of schools have been involved in pilot work under the One Child One Team One Plan (OCOTOP) initiative. Schools involved are invited to send feedback as soon as possible as a meeting with the NEWB (now integrated into the Child and Family

Agency) is planned for the middle of February. Thanks to the small number of people who attended the TUI meeting on the 17th January.

Guide for Follow-Through

Inspections: The Inspectorate is currently preparing a guide to support follow - through inspections which are conducted after earlier inspection visits to provide support and evaluate progress on recommendations. TUI has met with the Department to provide initial feedback and will be preparing a written response shortly. The guide will draw on the experience of visits to a number of schools across the sectors during 2013. Members' feedback on the experience would be very helpful.

The above initiatives represent important developments. In order that TUI can make comments informed by members' experience and perspectives members are encouraged to raise these matters at workplace meetings/ branch committees or branch meetings and provide feedback to the Education and Research Officer (email to bjudge@tui.ie or showard@tui.ie) as soon as possible.

Haddington Road and H22 entitlement on receipt of a Contract of Indefinite Duration

According to the Haddington Road Agreement, teachers who are in their fourth year under a fixed-term contract are entitled to a Contract of Indefinite Duration (CID) based on their contracted hours in the third year of that fixed term contract (see p.6).

If a CID has not been offered, then the

ETB, board of management or HR department should be contacted immediately and the CID sought.

If the hours exceeded 18 hours in the third year, then, as per Circular Letter 11/09, there is an entitlement to a CID of 22 hours when an H22 form is completed. The H22 form is

available as an appendix to Circular Letter 11/09.

The Department of Education and Skills confirmed at the most recent meeting of the TCC that once a teacher applies for a CID of 22 hours using the H22 form, that entitlement must be honoured by management.

TUI recognises excellence in teaching and learning

Each year TUI, in conjunction with some colleges involved in teacher education, promotes and recognises excellence in teaching and learning.

In November, TUI presented its annual award to the most outstanding student on the Professional Diploma in Education (PDE) programme at DCU – Kathy Mullen. A mother of two, Kathy returned to study to be a teacher as a mature student having worked for many years in banking. The award reflects her outstanding motivation and creativity in teaching and learning and her willingness to contribute to pastoral care while on school placement in St. Fintan's High School, Sutton, Co. Dublin. It is envisaged that the PDE at DCU will be reconceptualised as a Professional Masters in Education from September 2014.

Pictured are Dr. James O'Higgins Norman (Chair of PDE Programme), Bernie Judge (TUI Education/Research Officer), Kathy Mullen (St. Fintan's High School Sutton) and Prof. Joe O'Hara (Head of Education Studies DCU).



DR. JAMES O'HIGGINS NORMAN, BERNIE JUDGE, KATHY MULLEN, PROF JOE O' HARA

In December, TUI presented an annual award to another outstanding student who had completed the PDE programme in University College Dublin (UCD) - Aileen Bradley. Her subjects were English and History and she completed her teaching practice in St Michael's College, Ballsbridge. Aileen's ability and outstanding achievements are further reflected in the fact that she received other awards such as the Women's' Graduate Association Award and a UCD scholarship award.

Pictured are Dr Judith Harford (School of Education, University College Dublin), Aileen Bradley and Bernie Judge (TUI Education/Research Officer).

Note: Arising from a number of developments, in particular the extension of the PDE programmes to two-years many colleges will reconceptualise it as a Professional Masters in Education from September 2014.



DR. JUDITH HARFORD, AILEEN BRADLEY AND BERNIE JUDGE

TUI Golf Society

TUI Captain Finola Butler held her Captain's Prize in Tullamore Golf Club on Saturday 21st September. It was a very enjoyable outing and the scoring was very hot. The winner of the Captain's Prize was Paddy Hogan. The category winners were:
 Ladies': Yvonne Bane
 Men's Category 1: Jim Halpin
 Men's Category 2: Pat McNamara
 Visitors: Denis O'Donovan

The Golfer of the Year for 2013 was also decided at this event with Paddy Hogan (again) just getting home from Pat McNamara and Tommy Glynn. Paddy was presented with the Golfer of the Year Perpetual Trophy sponsored by TUI Credit Union.

Following the Captain's Prize the AGM was held with the following elected for the coming year.

- Captain – Denis Magner
- Hon. Treasurer – Tommy Glynn
- Sub. Sec.- Tom Buckley
- Time Sheet Organiser – Don Ryan

At the end of October the Society headed to Cambrills (South of Barcelona) for our annual mid term break outing. We stayed at the Monica Hotel who looked after us extremely well.

Our first outing was in the lovely Lumine Lakes Course on the Monday where Kieran Walsh could not miss with the putter and he was seen taking money from the O'Dwyer (Mullinari) Brothers from Kenmare. Another Kerryman Humphrey Curran won us all champagne when he had a hole in one on this course.

Some members organised an extra day's golf at Golf Aiguesverds on Tuesday. On day 3 we headed for the beautiful Lumine Hills and the standard of golf noticeably dropped – possibly due to late nights and some light refreshments.

Day 4 was a rest day for most people – some went to Barcelona, some visited other local towns while a former principal from Rice College Ennis and his wife were seen trying to relive their youth by trying to cycle to Barcelona.

Then it was on to Bonmont. This was a real gem – a magnificent course. Here we had a team event – champagne scramble which was won by Paul Fox, Matt Power, Humphrey Curran and Josephine Fitzpatrick. The evening finished with a beautiful meal hosted by our Tour



CAPTAIN FINOLA BUTLER PRESENTS HER CAPTAIN'S PRIZE TO PADDY HOGAN IN TULLAMORE GOLF CLUB



TUI GOLF SOCIETY MEMBERS ON MID TERM BREAK TOUR TO SPAIN

Organiser Lorraine Cunningham. This was our 9th trip and everyone agreed it was probably our best and most enjoyable yet.

Next year we hope to make an extra special effort as it will be our 10th anniversary.

Our first outing in 2014 will be to Wooden Bridge and Coolatin in Co. Wicklow in February. These are two beautiful courses.

The approximate cost of two nights B&B in Woodenbridge, two rounds of Golf and one evening meal is 150 Euro. We will send more details nearer the time.

The Annual Subscription fee €20 is now due and should be sent to our Treasurer

Mr Tommy Glynn, Treasurer TUI Golf Society, 3 Beech Drive, Renmore, Galway. Further information regarding the Society and its outings can be got from any of the Committee or from the Captain Denis Magner – 087 981 1777



A tribute to Eileen Buckley



Eileen started working in Greenhills College in 1973 and retired twenty nine years later in 2002. She was a teacher of English and History and became involved in school management progressing from her 'B' post to 'A' post as examinations secretary, changing to the post of Year Head some years later and finally becoming Vice Principal in 1997. Eileen broke the glass ceiling in relation to education and management in Greenhills. She was the first and only woman to act as Vice Principal. I've spoken to a number of her colleagues in the last two days and will now share with you some of their reflections:

The cleaning staff and caretaker spoke of her generosity. Eileen included them in everything that was going on. She 'always looked after us', they commented.

When Eileen became Vice Principal she took on a huge challenge in terms of ensuring a secure future for the college. This she did with great determination and vision working alongside Michael Flatley, the principal at this time. She introduced the VTOS 'Return to Work Programme', and today the very successful adult education school we have is testament to her work and strategic planning.

In Eileen's time as Vice Principal there was no supervision and substitution scheme. She often looked after multiple classes in our famous "Room 7". Once again she rose to the challenge and stocked her famous steel press with resources that were used during these classes.

Eileen had a stressful job and made the most of any opportunity to de-stress, particularly in The Orchard Pub after school on a Friday. Eileen had a code to get the message out when the gathering

was taking place at the Orchard. She entered the classroom and asked the teacher: 'An bhfuil tú ag ithe úll inniu?' - A code for The Orchard Pub!

Eileen decided to learn to drive when she became vice principal to facilitate the irregular hours she knew she would work. She was a slow learner when it came to driving. On one occasion she offered the school secretary a lift home. However, she panicked when she entered her estate. Eileen could only drive straight. She couldn't park or go around roundabouts. Andrea jumped out as Eileen drove on! Previous to this she had her own personal chauffeur in Frank.

There was no beating Eileen and her 'A' team when it came to the pub quizzes organised by the parents association. Her team was always the first one to form. These were important nights that brought parents, teachers and past pupils together socially.

As a teacher of English I shared a close contact with Eileen but it was when I introduced and coordinated the Leaving Certificate programme that I experienced first hand her endless support and encouragement. She had a fantastic empathy with the students, often dropping in to the class to ask "how's it going?" talking to and encouraging the students in their project work.

With her colleagues Mary Kilgannon and Pat Cassidy of the History Department a local history project was undertaken to mark Dublin's Millennium Year in 1988. This was a fantastic project. They researched the local history of the Greenhills, Walkinstown and Crumlin areas. Some excellent teaching resources were developed which are still in use in the school today.

Eileen's job in Greenhills became a family affair. She roped Catherine her daughter into modeling in one of our fundraising fashion shows and Frank we knew was always behind the scene supporting and encouraging her, sharing new ideas and skills with her. Indeed Frank was the great man behind this great woman.

Her past pupils remember her with fondness. They hold her in very high esteem. They have described her as fair and always reasonable. One past pupil has commented: 'I was certainly the better for having known her and believe that her deep involvement in education, her interest in working with those from backgrounds of disadvantage and her long struggle for a better world have helped and guided me'.

We will remember Eileen as a wonderful friend and colleague. She was great fun to work with, hard to beat in a political discussion, a committed member of the TUI and always supported us in times of personal crisis. When handing on the baton of school management to JJ and John she went to the trouble of writing a note to them on the 'Do's and Don't's of School Management', a gesture that was typical of this quiet spoken and humble woman. Thank you for everything Eileen, rest in peace.

Mary Farrell,
Greenhills College
22nd May 2013

Joe Morrin – An appreciation



Joseph Morrin, who passed away after a short illness on May 2nd 2013, was an active member of the staff of Greenhills College since 1978. He was a full-time teacher of religion in the college until 1995, caring for his students in a pastoral capacity and then becoming Home School Community Liaison Co-ordinator. Here Joseph's help was inestimable in rehabilitating some of the more troubled students, visiting homes and organising vital courses for parents themselves in parenting, support and partnership. He was a member of many groups in this regard: STAY Project, NBSS etc.

While in Greenhills College Joseph held many posts of responsibility from co-ordinating transition year courses and LCA, to school development co-ordination, adult education, Deis facilitator and Core Team membership.

He will be remembered especially for his role as TUI rep from 2002 until 2009 during which time he was highly regarded as a trustworthy, fair-minded and effective mediator. He was, at all times, actively engaged in the college, being a valued member of many of the following committees: home school liaison, staff development, discipline, anti-bullying, school completion programme and many more.

Joseph's wife Eileen and children, Aoife, Joseph and Paul, were all members of the Summer Project in their home parish of Orwell. Joseph himself served as chairperson and co-ordinator of the Summer Project from 1978 until 2012. He served his community impeccably as a facilitator of parish development and renewal, and was a team member in St Judes GAA club and of the parents association in the local primary schools.

Joseph sang with the Rathmines Folk Group over many years and it was my privilege to liaise with him every Christmas since 1985 in organising the music for the Concern Fast. We played at

the Concern Christmas Mass in the Church of the Holy Spirit, Greenhills and many students, to this day, have precious memories of being choir members over those long years. Joseph's fine tenor voice was the hallmark of these occasions as well as countless nights after end of term when he sang into the small hours. His support of Concern was phenomenal and he facilitated the collection of over €210,000 since 1984.

Joseph was a true professional in every area in which he participated. He was a qualified psychological counsellor and

held an honours MEd. He was always punctual, immaculately dressed and groomed and had an infectious smile and sense of humour. He was a very fit man all his life and I can still recall weight training with him in the small college gym on the first floor. Joseph swam, jogged and hiked regularly, as a mountain skills leader, taking students from first year to sixth year. All our students looked up to him as a positive role model. As a young man he trained for the priesthood and retained a deep spirituality and compassion for the less well off, although never judgemental.

The students and staff of Greenhills College, the VEC members, BOM and ancillary staff were all deeply saddened and shocked at Joseph's passing and we extend our sincerest sympathy to his widow Eileen, daughter Aoife and sons Joseph and Paul. Solas na bhFlaitheas chuige agus ar dheis Dé go raibh a anam dílis.

Declan Collinge



Doctorate in Education

Applications are invited for the Doctorate in Education programme in the School of Education, Trinity College Dublin. The D.Ed. has been running since 2005 and is designed to offer students a different route to undertaking doctoral work which allows students to study in a structured manner, and which has informed professional practice as its primary focus. Currently we are offering the D.Ed. in three areas:

- **Higher Education Studies** (For further details contact Dr Andrew Loxley loxleya@tcd.ie)
- **Learning Theory and Inclusion** (For further details contact Dr. Colette Murphy colette.murphy@tcd.ie and/or Dr. Michael Shevlin mshevlin@tcd.ie)
- **Educational Guidance & Counselling** (For further details contact Dr. Conor Mc Guckin meguckic@tcd.ie)

Students are required to take two modules in their chosen area and three modules in the area of Research Methodology in the first three years of the programme. As the D.Ed is a research degree, all students are assigned a thesis supervisor on entry to the D.Ed. and are expected to complete a thesis of between 60,000-80,000 words. The duration of the programme is normally not longer than four-years taken on a part-time basis

All applicants are advised to contact the School of Education prior to submitting an online application.

Course Fee – (E.U.) €3,700 pa. (International) €6,000 pa

For further details and applications please see: www.tcd.ie/Education/research/degrees/d-ed/

Closing date for applications is 30th of April 2014

Contact Details: Ph: 01 896 3583 (mornings) or email lmcguire@tcd.ie or phdrschr@tcd.ie



RMA News

I am sad to have to report that Dora Weafer passed away on the 17th of December 2013. Dora was, as you know, one of the stalwarts of the RMA and the organiser of many of our AGMs and spring and autumn outings. Dora had a stroke three years ago and bore her illness over that time with great dignity. Many of you have been asking about her ever since her illness began and she was so well regarded and remembered by all who knew her. Unfortunately, I was away when she died but Moya and several RMA members were able to attend her funeral and express our sympathy to her family. May she rest in peace.

I hope you are keeping up to date with our website at www.rmatui.ie. Just to remind you and maybe to prompt those of you who have not yet visited, full details of all upcoming branch meetings can be found on the website. Those who are looking for the sun will find details for trips to Benalmadena Costa del Sol, 16th to 23rd March costing €493 per person sharing, Lanzarote 2nd to 9th March costing €715 per person sharing and Turkey also on the website. We do not have the details for the spring break at this time but keep an eye on the website for breaking news. The development of the website has been a great achievement for the RMA and is due mainly to the work of our Chairman Jim McCarthy and Mark Jordan.

A number of Branches held Christmas lunches (Dublin, Cork, Carlow, Kildare, Mayo and Navan) these proved a great success. I attended one in Navan with the Meath Branch and it was a great occasion with everyone in a relaxed and cheerful mood.

We continue to make progress with the development of the Alliance. On Monday the 9th December the officers of the Alliance met with Shay Cody and Tom Geraghty of the Public Services Committee of the Irish Congress of Trade Unions. This meeting was at their request and was to foster a working relationship between the Alliance and the PSC. The PSC is to formally invite the Alliance as observers at their AGM in May and further meetings will be held between now and then. This is a huge development for the Alliance and we have achieved this in a very short space of time. The growth of the Alliance and its cohesion has contributed to this progress.

The Alliance will hold its first AGM on 30th Jan at which the Constitution will be passed and a new Council installed. This fulfils the main condition of the Minister for recognition of the Alliance as the voice of the retired public servants.

Don't forget - to keep in touch, check the website.

Christy Conville



RETIRED MEMBERS ENJOYING THEIR AUTUMN BREAK IN KELLY'S HOTEL ROSSLARE

TUI in the media

A small sample of issues recently addressed by the union in the media



RTE News covers TUI and ASTI disappointment with Junior Cycle working group outcome and TUI's decision to ballot members on non-cooperation. 17/1/14

TUI general secretary John MacGabhann discusses teachers' Junior Cycle change concerns on RTE's Morning Ireland 16/1/14



TUI President Gerard Craughwell interviewed on RTE News television bulletin regarding concerns over system readiness for Junior Cycle change on day that Minister announces name for proposed new programme. Also interviewed on TV3 News and on Today FM's Last Word and Newstalk's Right Hook programmes regarding potential ballot of members 15/1/14

Doubts over TUI's role in Junior Cycle reforms - Irish Examiner 9/1/14

There is still uncertainty over whether teachers at almost 400 second-level schools will take part in junior cycle reforms as their union awaits assurances on issues of concern from the Department of Education. The Teachers' Union of Ireland (TUI) set a deadline three weeks ago for Education Minister Ruairi Quinn's officials to address concerns about the changes by the end of next week.....

TUI warns that under amended legislation to increase powers available to Teaching Council, any new measures must give due process to teachers. Also highlighted that robust system to deal with incompetence or professional misconduct at local level has been long available under Education Act. TUI General Secretary John MacGabhann interviewed on Newstalk's Breakfast Show, Today FM, Tipp FM, 98FM, SE Radio, WLR FM and East Coast Radio 3/1/14

TUI Education & Research Officer Bernie Judge discusses TUI's position on Junior Cycle changes on Newstalk's Pat Kenny Show 19/12/13

TUI position on Junior Cycle reported on and representatives interviewed on various media including RTE Radio 1, TV3, 2FM, FM104, Cork96FM, RedFM, FM104, Q102, Today FM, UTV Radio Network. 18/12/13

Irish Times report on TUI deadline over Junior Cycle reform details - Irish Times 18/12/13

The union had "repeatedly sought concrete practical details" of the proposed Junior Cert reform but the department had not provided this, TUI president Gerard Craughwell said yesterday. "The department has scheduled a meeting of the Working Group on Junior Cycle for 17th January 2014," he said. "If the

department has still not addressed our concerns after the meeting of this working group, TUI will without delay ballot members to secure agreement not to co-operate with the implementation of the proposed Junior Cycle programme."

TUI warns of resistance to Junior Certificate reforms - Irish Examiner 18/12/13

The Teachers' Union of Ireland (TUI) has warned Education Minister Ruairi Quinn its members could refuse to co-operate with the replacement of the Junior Certificate if he does not give a commitment for the necessary supports and funding in the next month.....

Letter from TUI President Gerard Craughwell in Irish Times 13/12/13

'The system's capacity for change has been largely removed by austerity cuts and schools are considerably less well equipped now than five years ago to deal with new initiatives including the proposed reform of the Junior Cycle...'

TUI figures on fall in lecturer numbers, increase in student numbers - Irish Examiner 13/12/13

Teachers' Union of Ireland has said lecturers at institutes of technology have less time to provide academic support because of an 8% cut in their numbers in the past five years, while student numbers have gone up by 17%.

General secretary John MacGabhann said having 385 fewer lecturers to teach 11,400 more students means lectures are often overcrowded and the issues will particularly impact on college completion rates.

"While increase student participation at third-level is always a positive, we are concerned by the severe effects that cutbacks are having on the quality of educational experience for students," he said.

TUI President Gerard Craughwell interviewed on Newstalk and Galway Bay FM radio news bulletins on fall in Institute lecturer numbers 12/12/13



Irish students doing better in science, study reveals – Irish Times 4/12/13

'The Teachers' Union of Ireland believed the scores represented signification achievements in spite of the austerity agenda, said general secretary John MacGabhann.'

TUI General Secretary John MacGabhann describes **PISA study results as endorsing the excellent work being done in schools** by teachers on **RTE televisions Six and Nine news bulletins. 3/12/13**



Change One Thing: TUI president Gerard Craughwell says the timeframe for Junior Cert reform should be changed - Irish Times Opinion Editorial 3/12/13

"Teachers, including principal and deputy principal teachers, have never been more stretched, with workloads already dramatically increased as a consequence of larger class groups, reduced staffing and a plethora of new bureaucratic demands and initiatives. Furthermore, the capacity of schools to raise any private funds has diminished significantly."

TUI President Gerard Craughwell interviewed by Daily Telegraph for profile on Irish education system 3/12/12

"One of the things that worries us, looking at our British friends, is the amount of paperwork and administration they have to do. We hear all the stories and are worried that the same is going to come over here – where as we still place great emphasis on the pastoral care within schools, and time spent with pupils. That can only be a good thing. If there is

anything that Britain can learn from the Irish system, it's to fight back against ticking boxes."

John MacGabhann outlines that school league tables do not show the reality of a school's work - 'Tables completely omit those students who do not progress to third level...there is a huge variety of entirely valid reasons why many students will not progress.' **TV3 News 26/11/13**

TUI General Secretary John MacGabhann says that Feeder School lists do not fairly represent the true work of schools and the achievements of all students – **RTE's Morning Ireland 26/11/13**

Unions still unhappy at planned Junior Cert reform – Irish Times 26/11/13

The Teachers' Union of Ireland and the Association of Secondary Teachers, Ireland held separate meetings yesterday, with both emerging afterwards to express their dissatisfaction.

Its general secretary John MacGabhann challenged what it called "the false assumption that such significant and far-reaching reform can be implemented in circumstances where schools are denied the teaching and time resources that would be absolutely necessary".

TUI regional media campaign on damage done to Institute of Technology sector by cutbacks - October/ November 2013

TUI engaged in a regional media campaign to highlight the damage done to the Institute of Technology sector by cutbacks. The union has outlined the net loss of lecturers, the net increase in student numbers and cut in funding for each institute. Full coverage across a wide range of print and broadcast media is itemised on TUI's website.

Fee paying pupils more likely to attend college – Irish Independent 26/11/13

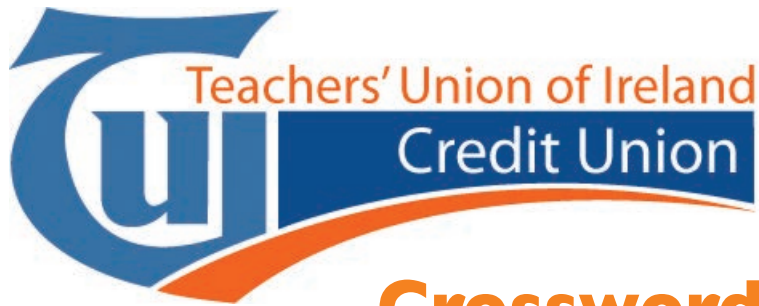
As the table is published, a teachers' union has warned that such lists are hugely damaging to the inclusive school that admits all the children of the community....The struggles and hugely impressive personal achievements of such students cannot be translated into cold, tabulated data," he said. Mr MacGabhann noted that the lists did not provide information on whether individual schools offered programmes such as the Leaving Certificate Applied or Leaving Certificate Vocational Programme. Nor did they provide information on students who had successfully progressed to apprenticeships, or to further education, such as Post Leaving Certificate (PLC) courses, he said.

RTE's Education Correspondent Emma O' Kelly reports on RTE News at One that talks have taken place between TUI and Department of Education and Skills officials **25/11/13**

TUI President Gerard Craughwell outlines TUI's concerns with Junior Cert reform in Irish Independent opinion editorial 20/11/13

'Reform should provide certainty and confidence for the future. It should improve upon the status quo for all and not risk diminishing quality. Regrettably, the Junior Cycle proposals pose more questions than they answer. It is, we believe, a case of too much, too soon.'

RTE's Industrial and Employment correspondent Ingrid Miley reports that TUI has welcomed the clarifications provided to the union on the implementation of the Haddington Road Agreement by the Department of Education and Skills that the union had sought for a number of weeks – RTE's Six One and Nine news bulletins 12/11/13



Congratulations to
**BRIAN KENEALY, DUBLIN CITY
 POST PRIMARY BRANCH**
*winner of Vol 36 No 3 Crossword
 Competition*

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 '14,
 TUI, 73 Orwell Rd, Rathgar,
 Dublin 6

Closing date for entries:
 Friday March 7th 2014

| | | | | | | | | | | | | | | | | | |
|----|----|---|----|----|--|----|--|----|--|----|----|----|----|----|----|----|----|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | 7 | | 8 | | 9 | | 10 |
| | | | | | | | | | | 11 | | | | | | | |
| 12 | | | | | | | | 13 | | | | 14 | | 15 | | | |
| | | | | | | | | | | | | | | | | | |
| 16 | | | | | | | | | | 17 | | | | | | | |
| | | | | | | | | | | 18 | | | | | | | |
| 19 | 20 | | | | | 21 | | | | | | | 22 | | | | 23 |
| | | | | | | | | | | | | | | | | | |
| 24 | | | | | | 25 | | | | | | 26 | 27 | | | | |
| | | | | | | | | | | | | | | | | | |
| 28 | | | | | | | | 29 | | 30 | | | | | 31 | 32 | 33 |
| | | | | | | | | | | 34 | | | | 35 | | | |
| 36 | | | 37 | | | | | 38 | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| 39 | 40 | | | | | 41 | | | | 42 | | 43 | | | | | 44 |
| | | | | | | | | | | | | | | | | | |
| 45 | | | | 46 | | | | 47 | | | 48 | | | | | 49 | 50 |
| | | | | | | | | 51 | | | 52 | | | | | | |
| 53 | | | | | | | | | | | | | 54 | | | | |
| | | | | | | | | | | | | | | | | | |
| 55 | | | | | | | | | | | | | | | 56 | | 57 |

- Across**
- 1 Acts of taking men into a navy by force and with or without notice (5,5)
 - 6 It's at 1600 Pennsylvania Avenue (5,5)
 - 12 A sealed cover over the nose and mouth and eyes to protect from toxins (7)
 - 13 An anthology of articles on a related subject or an anthology of the works of a single author (7)
 - 15 Sitcom written by and starring US comedian Louis CK (5)
 - 16 A substance for cleaning the teeth (10)
 - 17 Perennial herb of northeastern United States having a thick knotted yellow rootstock and large rounded leaves (6,4)
 - 19 Ungenerous (6)
 - 21 Prolific and influential Spanish artist who lived in France (1881-1973) (7)
 - 22 Sea-faring uncle from Only Fools and Horses (6)
 - 24 TV3 newsanchor Colette ----- (11)
 - 26 From the ancient Greek for 'the many', usually used to mean 'the common people'. (3,6)
 - 28 Also known as the Black Friars (10)
 - 30 An industrial city in eastern France to the north of Lyons - famous for its mustard (5)
 - 31 ---- Ó Briain - comedian and television presenter (4)
 - 36 Very thinly sliced raw fish (7)
 - 38 Inducing people to convert to one's own religious faith. (13)
 - 39 A king of the fairies in medieval and Renaissance literature (6)
 - 41 One whose startlingly unconventional behavior, work, or thought embarrasses or disturbs others (6,8)
 - 45 Cymbals that are operated by a foot pedal (2-4)
 - 47 Norway's biggest musical export (1-2)
 - 48 Imprisoning without trial (10)
 - 53 The supply officer in armies (13)
 - 54 He wrote the opera The Barber of Seville (7)
 - 55 Irish statesman, remembered for his support of the American Revolution and for his later opposition to the French Revolution. (6,5)
 - 56 The sound made by corvine birds (3)
 - 57 A Buddhist who has attained nirvana (5)
 - Down**
 - 1 Asian temples (7)
 - 2 Large German city located on the River Ruhr (5)
 - 3 Moderate; economical (7)
 - 4 Capital of Turkey (6)
 - 5 Italian potato dumpling (7)
 - 7 A free choice in which only one option is offered (7,6)
 - 8 A wrestling hold in which the holder puts an arm under the opponent's arm and exerts pressure on the back of the neck (4,6)
 - 9 A small guitar having four strings (7)
 - 10 A normal unit of trading for securities or bonds. (4,3)
 - 11 An American card game which is played with a specially printed deck (3)
 - 14 A surface forming part of the outside of an object (4)
 - 18 1979 WWII film starring Richard Gere (5)
 - 20 A narrow strip of land connecting two larger land areas (7)
 - 21 The standard number of strokes set for each hole on a golf course (3)
 - 23 1982 Duran Duran album (3)
 - 25 A plan for attaining a particular goal (6)
 - 27 Incongruity between what might be expected and what actually occurs (5)
 - 28 The lead single from U2's 1997 album, Pop (11)
 - 29 informal phrase to denote cold weather (3,2,3,3)
 - 32 A sub-division of the Dinka people of South Sudan (5)
 - 33 A very large and diverse group of simple, typically autotrophic organisms, (5)
 - 34 A yellow quartz (5)
 - 35 The islands in the northwestern part of Oceania (10)
 - 37 2013 Spike Jonze film about a man who develops a relationship with a female voice produced by an intelligent computer operating system. (3)
 - 40 In the Book of Genesis, the second son of Joseph and Asenath (7)
 - 42 A style of meditation and ritual which arose in India no later than the fifth century AD (7)
 - 43 The arch of hair above each eye (7)
 - 44 Canadian rock band, had a hit in 1999 with Steal My Sunshine (3)
 - 46 The Sirens of ----- second novel of Kurt Vonnegut (5)
 - 49 The First Lady of Theodore Roosevelt (5)
 - 50 The ----- 1959 Chubby Checker song (5)
 - 51 Of a dull light brown colour. (4)
 - 52 An infection of the sebaceous glands of Zeis at the base of the eyelashes (4)