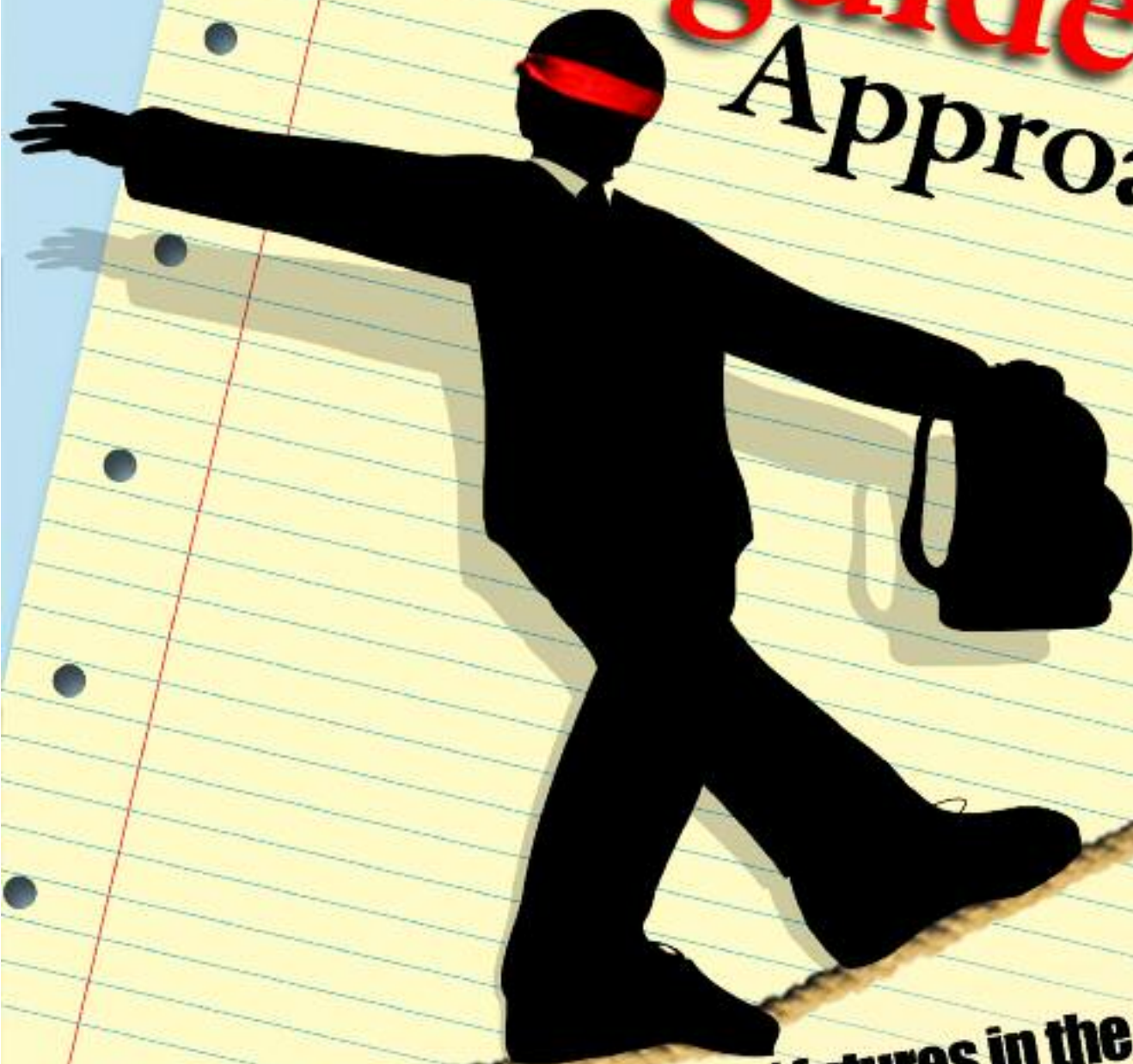


Government's **Misguided** Approach



Cutbacks will leave students' futures in the balance

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Teaching Council elections 2012

Elections to find the TUI preferred candidates for the forthcoming national elections for the Teaching Council took place in January in both the Leinster and Connaught/Munster/ Ulster constituencies. The successful candidate in Leinster was Marie Humphries, Dublin City PP VEC branch and the successful candidate in the Connaught/Munster/ Ulster constituency was Fergal McCarthy, Co Cork VEC branch. Please ensure that you vote for Marie and Fergal in their relevant constituencies and urge your colleagues to do likewise.



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A Word from The President

The new year has brought changes to TUI Head Office. Peter MacMenamin has retired as General Secretary after many years of dedicated and enlightened service. On behalf of the union, I would like to thank him for his hard work and commitment over the years. Peter is now replaced by John MacGabhann. The union faces many challenges in these difficult times. However, TUI has every confidence in John's ability to keep the ship afloat, steer it into calmer waters and make it a safe haven for those who sail on it. We wish him all the best in his new role as General Secretary.

The Budget has once again attacked the education system. The cut to guidance counsellors by bringing them in quota has shown us that this Government seems to be as misguided as the previous one. This axing of the ex quota status is a serious attack on our system. Most schools will no longer be able to offer the one to one guidance and counselling sessions that were provided for so ably by these practitioners. This is a total contradiction of the Government's stated aim of building a smart economy. How can we build a smart economy while cutting essential services to students? Not only will this budgetary decision impact on guidance but will also lead to a loss of subjects in some schools which will mean job losses. It is very likely that our schools will lose some of the optional subjects such as Physics, Chemistry and Music.

Furthermore, this Budget has not addressed or even attempted to address the funding situation at third level. Workloads have increased dramatically for members in third level institutions and they now find themselves in a situation where they have to work harder and longer with more students per class group with less resources available to them. This situation cannot continue. If the Government is serious about competing in the world of enterprise and recovering from this recession they must recognise and build on the fact that investment in education is the way forward.

Penny-pinching has reached a new low. The announcement that there is to be a

cut to allowances has come as a great shock to all members. The fact that the Department chose to issue a circular on this without consultation with the unions is totally unacceptable.

Meanwhile, the Teaching Council has issued new Draft Codes of Conduct. These have been sent to branches. These draft codes need careful review. The codes have legal standing so it is important that these are discussed at branch and workplace level. It is ironic that the Teaching Council is issuing Draft Codes which deal with professional development while at the same time the Budget attacks allowances to those who undertake professional development.

TUI has seen the Heads of Bill for the new Education and Training Boards which will replace the current VEC structure. There is much in these Heads of Bill that requires detailed scrutiny. The union has submitted an initial response to these but will be submitting a more detailed response at a later date. The Bill is expected to be ready by July 2012.

As you are aware, TUI is engaged with the other unions in attempting to form a federated teachers' union. The unions have jointly engaged John O Dowd as a consultant and sessions with members will have taken place throughout the country in recent weeks. It is more important now than ever that all those working as teachers and lecturers stand together and speak with one voice against the constant attacks on our system. There is truth in the saying that there is strength in numbers so we should make every effort to become involved in this consultation process.

Before Christmas the first ever meeting of the Post Primary/Further Education Advisory Forum was held in the Gresham Hotel. Many items of relevance to teachers, such as proposals for the Junior Cycle Reform and the impact of the PSA were discussed in detail and members' queries were answered. This forum is an opportunity for members' voices to be heard and their views taken on board. Each branch is entitled to send one rep to



TUI PRESIDENT, BERNIE RUANE

this forum. Substitution costs and expenses can be claimed from branch funds. The next meeting will be held on February 29th. If your branch was unable to send a rep the last time we hope you can do so on this date.

Finally, let us all get the message across at every possible opportunity this year that investment in education is the only way out of this recession. We have endured three years of austerity and it clearly does not work. Investment in education means investing in our educators as well and that surely means maintaining and improving our conditions of service. The mean spirited attacks being made on the salaries and pensions of young graduates are not the way forward. Members, we are all doing a very good job in very difficult times and we cannot let a Government who know the price of everything and the value of nothing further undermine our system with nonsensical cuts. If they don't stop they will suck the marrow from the bone of the educational system and no bailout will ever repair what we have lost. Education is our only real currency now. It is high time that it was fully embraced by our policy makers.

A handwritten signature in black ink that reads "Bernie Ruane".

The Challenges Ahead

by new TUI General Secretary John MacGabhann

At any given time in history there is probably a strong and rarely resisted temptation to describe that time as one of unprecedented challenge and difficulty. In most cases, such a description is, at least, somewhat exaggerated. However, by common consent, the period since 2008 can objectively be characterised as unprecedented in terms of the challenges and difficulties that have emerged. In Irish terms how we meet those challenges and the decisions that we make in dealing with the difficulties will define us as a community and society for many decades to come.

A confluence of forces over which we have varying degrees of control (and, in some instances, apparently, no control) has mired us in a state of deep and continuing crisis. We are told repeatedly that the country is in receivership, that we have lost our economic sovereignty. However true this may be, it is imperative for the sake of our society, our community and our people that we do not cede or lose control of our intellectual and moral sovereignty. We must make decisions that seek always to protect the welfare of the people of this country and the criteria by which such decisions are judged must prioritise the welfare of the young, the elderly, the sick, the poor and the marginalised.

Unfortunately, public discourse often resorts to terms and concepts that relegate such criteria to a place of little or no importance. Citizens with their myriad concerns and needs are described insultingly as consumers: the sick as consumers of health products and the young, the particular concern of teachers and lecturers, as consumers of education products. State spending on education is decried as if it were a bleed of taxpayers' money providing inadequate returns to the "economy". Educators are portrayed as part of this bleed, this haemorrhage, which various self-styled economic prognosticators would wish to staunch. As trade unionists and educators, as public

servants and active members of the communities we live in, we must insist on restoring an appropriate moral value to language. We must confidently assert that high-quality, publicly funded education is essential to our society's wellbeing and is an intrinsic part of an invaluable social contract. In this context, public money spent on education is an investment that enhances the social, cultural, economic and personal wellbeing of Irish people.

We must also insist that children and young people be placed at the centre of our concerns. The socialisation of private debt recklessly incurred with the fevered encouragement of the banking system must not be allowed to result in the propagation of a national misery to be visited upon the young for years, perhaps decades, to come. The attitude must not be the cynical one that asks what posterity ever did for us. If we as teachers, lecturers and public servants do not espouse the cause of children and young people then who will? If nobody does then what a betrayal there will have been, what an abandonment of the hope that sustains society.

In engaging in this struggle, in taking an option for the young, we already know that we will face the unremitting hostility of elements within the print and broadcast media. It is the manifest agenda of certain newspapers and broadcasters constantly to vilify the public service and public servants. We must not be cowed, distracted or defeated by this cacophony. If we are caricatured as the problem by this dystopian clique we must be doing something right. They would wish to see educators dispirited and disorganised; therefore they attack our professional integrity and our trade union affiliation. They wish to see teaching and lecturing casualised; therefore they attack tenure. They wish to see education privatised and teachers pauperised; therefore they attack conditions of employment. They would like to think that they hold the starting gun for the race to the bottom.



TUI GENERAL SECRETARY
JOHN MACGABHANN

It has been our experience that, sometimes, the editorial policy is to exclude the voice of teachers' representatives. A recent and especially bilious invective about teachers in a Sunday newspaper drew a concise and dignified response by way of a letter co-signed by the presidents of the TUI, ASTI and INTO - or at least would have done had the paper in question published the letter. It did not and one must conclude that it is the paper's policy consciously to ignore and exclude the considered view of the most senior elected representatives of over 60,000 teachers while giving free rein to our detractors. As unions, the challenge is to ensure that the campaign to demoralise teachers and undermine their belief in the value of what they do fails. To this end, we will need to develop more sophisticated strategies for informing and communicating with members.

A further factor that is impinging sharply on the capacity of teachers and lecturers to meet the demands of the day and the needs of students, is the slavish adherence by government to the flawed notion that cuts somehow energise schools and colleges, that there is waste to be eliminated, fat to be trimmed. There is no fat. There never was. Our schools and colleges have been chronically underfunded and this is a matter of record both nationally and internationally. Our school and colleges-going cohort has increased steeply in number and has become very diversified culturally within a remarkably short period of time. Legislative underpinning of the integration

of students with special educational needs has been put in place but the necessary resources have not. The transformation of Irish schools and colleges – whom they cater for, what and how they teach – has proceeded apace. The fact that hostile elements of the commentariat purposely refuse to acknowledge this transformation does not mean that it hasn't happened. It merely means that it does not suit their political purpose to acknowledge it.

In the context of a system that was already on short rations, cuts inevitably impede teaching, lecturing and learning. Where the cuts have been cumulative – imposed by and between four successive budgets – the danger is that the damage caused will not heal, that we will move from cuts to amputation. Rather than the well-planned orderly, timely provision of a high quality education for every child according to his/her needs, what threatens to ensue is a disorderly, grotesque scramble where the devil takes the hindmost. While this possibility may appeal to the more brutish devotees of neo-liberalism, it appals educators and it should appal our politicians.

However, quite perversely, precisely as this possibility looms, teachers and lecturers are encountering a flowing tide of new, largely unnecessary and sometimes bizarre bureaucratic demands. Dedicated, accomplished practitioners, young and not so young, are being required to divert their time and energies away doing what they do excellently (teaching and lecturing) in order to explain and describe what they do to those who should already

know. This is not to argue against appropriate accountability, planning for excellence, whole school development or collegial collaboration - far from it. The union fully recognises the need for strategising to ensure quality and adaptability at individual, team, school/college and system levels and advocates the development of robust support structures. However, what we are now witnessing is the unchecked growth of fussy, intrusive and professionally oppressive bureaucracy that colonises more and more of teachers' and lecturers' professional and personal time. It adds nothing of value and robs teachers and lecturers of the sustaining, necessary enjoyment, joy and sheer magic that have animated their professional practice and enriched their students' experience.

It is most regrettable that the inspectorate at second level and the national management bodies at third level should seem to be so beguiled by the conspiratorial notion that unless they have someone looking over their shoulders, teachers and lecturers cannot be trusted to work. Even if the inspectorate and institute management protest that this is not so, teachers and lecturers increasingly believe that it is.

To this strange brew of considerations one must add the ill-considered haste of the Minister in regard to reform of the Junior Certificate and the even more ill-considered proposals of the Teaching Council in respect of entry to the profession (and all of this at a time when the pay and pension terms of new entrants

have been subjected to swingeing reductions).

Notwithstanding this unhappy confluence of forces and influences, we in the TUI, as a teachers' and lecturers' union, must remain coherent and professionally assertive. We must confront and prevent the casualisation of the profession, for the sake not alone of our members but also of our students. If others who should know better are prepared to compromise the quality of our public education system we must oppose them. We must not be complicit in the impoverishment of the educational experience of the young people of our country. Critically, therefore, based on thorough and fair analysis, we must also draw a clear distinction between change that will serve the common good and change that will harm it. The one we must espouse, the other reject.

In the current circumstances the TUI cannot afford or justify complacency in regard to organisational fitness for purpose. Effectiveness in achieving our objectives will require the increased and active involvement of members and we must have in place structures that will facilitate this. Another determinant of effectiveness will be our ability to make common cause with other unions, especially the other teacher and lecturer unions. Measures must be taken to enhance and improve this ability, as appropriate.

The challenges we face, although formidable, are not insurmountable.



EXECUTIVE COMMITTEE MEETING, JANUARY 2012

Students will suffer as a result of Budget cuts, TUI warns

TUI described the effects of the cut in teacher numbers announced as part of the Budget as 'catastrophic' for the life chances of the most vulnerable students. The headline cut will force schools to manage their guidance provision from within the general teaching allocation from the start of the next school year. The inevitability is that subject choice will be badly hit and student drop-out could also rise as a result of the asset-stripping of the guidance service.

"As we have warned time and time again, subjects such as Honours Maths, Physics and Chemistry are the most likely to be culled as a result of any narrowing of options to students," said Peter MacMenamin.

With vacant year head positions not being filled, guidance counsellors are already struggling to offer the required support and care to the most at risk students all over the country. This further cut will have a devastating impact on the life chances most vulnerable young people in schools. Vital guidance offered on career options and choices will also be greatly stripped back at a time when it has never been more important. Despite this retrogressive measure, the Department has stated that schools continue to have



TUI PRESIDENT BERNIE RUANE ADDRESSES TDs AT A LOBBY AHEAD OF DECEMBER'S BUDGET

a statutory obligation in relation to the provision of guidance.

In his address to the nation prior to the Budget, the Taoiseach said that the Government would seek to look after the most vulnerable in our society. These measures fly in the face of this hollow ideal.

This latest swingeing measure must be looked at in the context of prior education cutbacks. Inevitably, student choice will suffer and there is a real risk that student drop-out will rise. Schools are already struggling to offer a skeletal education service from which flesh has long since been hacked away. Now the Department is attacking the bare bones.

In the weeks prior to the Budget, TUI lobbied independently and in conjunction with the other teacher unions. A lobby of teacher TDs was organised along with a public meeting on the dangers of further education cuts. TUI members also took part in the ICTU supported demonstration that took place in Dublin on November 26th. A regional and national media campaign was also conducted to highlight the devastating effects that another worsening of the pupil teacher ratio would have.

Third level funding

The further cut in third level funding will reduce the service and options open to students. In addition, the increase in the student registration fee will act as a deterrent to many potential students.

Cuts to other programmes

TUI is gravely concerned by cuts to a range of vital programmes such as Youthreach, the Back to Education Initiative, Post Leaving Certificate courses and Adult Literacy. Many of these represent yet more direct attacks on the most marginalised.

Qualifications allowances

Subsequent to the Budget, The Department of Education and Skills issued Circular 70/2011 in relation to changes in the application of



PETER MACMENAMIN INTERVIEWED ON RTE NEWS AFTER BUDGET ANNOUNCEMENT

qualification allowances for teachers as announced in Budget 2012. **The union is dissatisfied with the lack of consultation on this circular letter and has sought further clarification from the Department on its vague content.**

TUI has made strong representation in relation to those teachers who have either:

- Recently completed such a course of studies but are not yet in receipt of the applicable allowance and
- Those currently already taking such a course of studies

It is the union's firm position that these teachers have a legitimate expectation that they should be entitled to the allowance on successful completion of their studies.



SOME OF THE TUI DELEGATION IN PROTEST AGAINST AUSTERITY 26/11/11

Summary of education measures under Budget 2012

Schools (Teacher Numbers)

- Post-primary schools to manage guidance provision from within their existing Pupil Teacher Ratio (PTR) allocation of 19:1 from 2012/2013
- 1-point increase in PTR for fee-charging post-primary schools from 2012/2013, from 20:1 to 21:1
- Phased adjustments from 2012/2013 to staffing schedules in 1, 2, 3 and 4 teacher primary schools, by raising the minimum number of pupils required for allocation of teaching posts
- Phased withdrawal from 2012 of supports in some schools from earlier disadvantage programmes/schemes, pre-dating the current DEIS (Delivering Equality of Opportunity in Schools) scheme.

Schools (Funding)

- General reduction in capitation grants by 2% in both 2012 and 2013 and a further 1% in both 2014 and 2015
- Supervision/Substitution scheme – reduction in administration fee payable to schools from 5% to 2% from 2012.

Skills, Further & Adult Education

- Reduction in capitation grants across a range of further and adult education courses (e.g. Post Leaving Certificate, Vocational Training Opportunities Scheme, Youthreach, Back to Education Initiative, Adult Literacy) by 2% in each 2012 and 2013 and a further 1% in both 2014 and 2015
- Reduction to €40 in allowances paid to 16-17 year olds on Youthreach, Community Training Centres and FAS courses from 2012

Higher Education

- 2% reduction in core funding for higher education bodies in both 2012 and 2013, a further 1% reduction in both 2014 and in 2015, in addition to adjustment for increase in student contribution.
- Termination of Technological Sector research programme

Student Support & Access

- Amend grants system for post-graduate studies by paying fees only (no maintenance grant) for special rate students, and providing a €2,000

fee contribution grant to a further 4,000 students. Measures apply to new entrants only, from 2012. Existing grant-holders will be unaffected.

- 3% reduction in rate of student maintenance grant from 2012.
- Introduction from 2013 of capital asset test.
- Reduce allocation to fund for Students with Disabilities by 20% (demand driven)

Other Savings

- A range of savings across a number of other programme areas including savings from impact of earlier policy measures, savings from minor policy adjustments, administration efficiencies, reviewing allowances, savings from rationalisation of VEC structures, reducing the overall number from 33 to 16.

Higher Education

- Increase the current €2,000 student contribution by €250 in 2012 and review progress in cost-recovery in the third level sector in line with EU/IMF commitments

Discussions continue on Junior Cycle reform

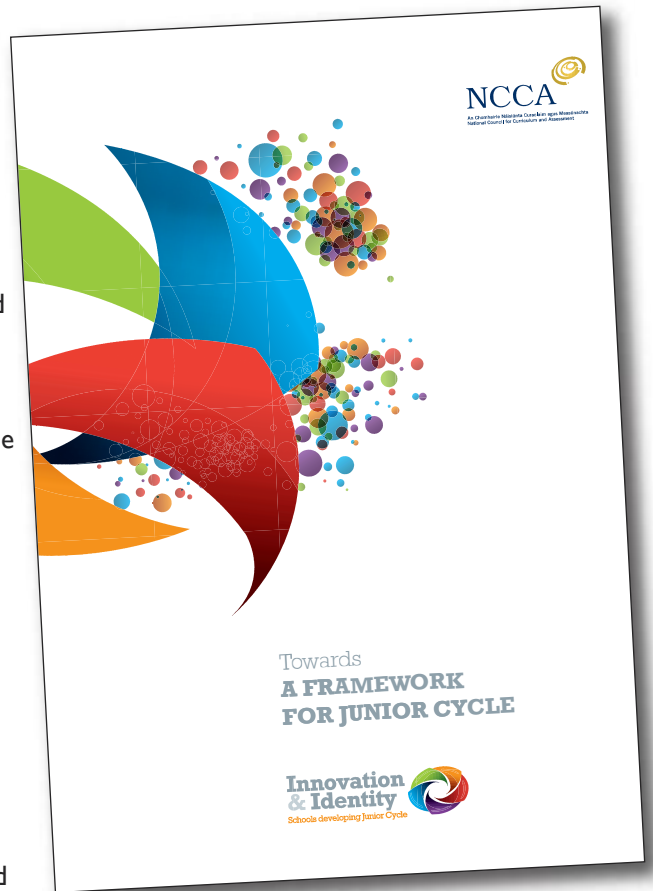
Following on from the decision of the Minister of Education and Skills last November to move ahead with plans to reform the Junior Cycle, the Department has established an Implementation Group. The group will consider how implementation of the reform ideas might be achieved. TUI will participate on this group bringing to the discussions its view on resource needs and support requirements without prejudice to its belief that now is not the right time to expect change of the enormity set out in the NCCA framework document.

In tandem with the Department's Implementation Group, the NCCA will continue to discuss and support the elements that are core to its remit, for example reviewing current curriculum and assessment approaches, researching and designing new curriculum and assessment approaches and advising on professional support

and resource requirements. TUI will participate on the various committees in keeping with its policy positions on the various committees.

The table below provides a summary of the key areas for reform and the primary issues and concerns for TUI. See the TUI website for other TUI briefing documents. Full details of the changes being pursued are available from the NCCA website at www.ncca.ie.

As the discussions progress, TUI will consult with the membership in relation to the implementation arrangements being proposed by the Department and or the NCCA. In the meantime please keep your branch, area representative and the Education and Research Officer in Head Office apprised of your views and concerns.



Junior Cycle Reform Ideas				Key Issues for TUI
SUBJECTS	SHORT COURSES	KEY SKILLS	PRIORITY LEARNING UNITS	
All subjects retained	6 Nationally Designed	Key Skills + Literacy and Numeracy	Priority Learning Units	Workload Demands
National Syllabuses	Others Locally Designed		5 in total	Resources Needs
240 hrs /200 hrs	100 hrs	Focus on Integration	Nationally Designed	Planning Time
Terminal Exam	School Based Portfolio		Focus on Special Needs	Supporting Course Development
School Based Portfolio	No External Moderation		School Based Portfolio	Assessment Related Activity
External Moderation			External Moderation	Professional Development Needs
National Qualification Level 3 (State Examinations)				Maintaining Standards
8 Subjects or 7 Subjects + 2 Short Courses				Monitoring Systems
6 Subjects + 4 Short Courses				Timetabling Capacity
	National Qualification Level 2 (Awarding Body not yet determined)			Managing Integrated Work
	5 Priority Learning Units + 2 Short Courses			

Annual Congress 2012 – Wexford

Annual Congress 2012 takes place in White's Hotel, Wexford from Tuesday 10th to Thursday 12th April.

Check the website (www.tui.ie) for the Preliminary Agenda and other updates.



ANNUAL ELECTIONS 2012

VICE-PRESIDENT

Mr Gerry Quinn, Co Laois Branch has been elected unopposed. No election will be held.

AREA REPRESENTATIVES

Nominations have been received for candidates in each of the following areas:

- Area 1** Wicklow, Kildare, Laois and Carlow
John McDonagh, Co Kildare Branch
- Area 3** Cavan, Monaghan, Louth and Meath
Ciaran O'Donnell, Co. Louth Branch
- Area 5** Tipperary N.R., Clare and Limerick City
Brian Crossan, Co Clare Branch
- Area 7** Kerry, Limerick County
Sean Kennedy, Co. Limerick Branch
- Area 9** Cork City and Cork County
Fergal McCarthy, Co. Cork Branch
- Area 11** Galway City, Galway County and Mayo
Catherine Fahy, Galway City Branch

Area 13 Community and Comprehensive Schools in Counties Dublin, Kildare, Louth, Meath, Wicklow
Mick Glynn, Dublin C&C Branch

Area 15 Third Level Colleges – Dublin (excluding City) Louth, Monaghan, Cavan, Meath, Kildare, Offaly, Laois, Wicklow, Carlow, Kilkenny, Wexford.
Kevin Farrell, IT Blanchardstown Branch

Area 17 Third Level Colleges – Cork and Waterford
No nominations received to date.
Nominations will be further invited.

Area 19 Third Level Colleges – Kerry, Limerick, Clare, Galway, Mayo
Daithi Sims, Limerick IT Branch.

As there is only one candidate for each vacancy, no elections will be held.

SECURITY FUND COMMITTEE:

One nomination has been received for one vacancy.

Jim Buckley, Co Cork Branch

We are notifying our Accountants where candidates were nominated unopposed and these candidates will be declared elected.

Congress Crèche

A Crèche under professional supervision will be provided at Congress 2012 in White's Hotel.

Children up to 12 years of age may avail of the Crèche.

Copies of the Crèche Form are available from:
Emer Lonergan
Email: emerlonergan@yahoo.co.uk
Mobile: 085 1330749

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

Completed forms should be returned to Emer before Friday, 17th February, 2012. Please insert "2012 Congress Crèche" in the subject line of emails.

Please note that there is a late booking fee of €60 per child for children booked into the Crèche after the deadline of 17th February 2012.

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



Institute News

Nursing review

The Department of Health has commenced a national strategic review to examine the effectiveness and efficiency of the nursing and midwifery undergraduate programmes. The current degree programme for nursing which includes general, psychiatric and intellectual disability was introduced in 2002 while the midwifery and integrated children programme commenced in 2006. This review is taking place within the context of substantial legislative changes such as the Medical Practitioners Act 2007, Medical Practitioners (Amendment) Act 2011, the Health and Social Care Act 2005, Health and Social Care Bill 2011 and the final stage of the Nursing and Midwives Bill 2011.

An Bord Altranais is the statutory regulatory body for nursing and midwifery education in Ireland and its function is to promote high standards of professional education, training and professional conduct among nurses and midwives. As such, An Bord Altranais has an important oversight role in terms of the provision of nursing and midwifery degree programmes offered in the Institutes of Technology and the university sector. TUI represents members who work on the nursing and midwifery programmes in the following Institutes of Technology: Athlone, Dundalk, Galway/Mayo, Letterkenny, Tralee, Waterford and St Angela's Sligo which is linked to NUI Galway.

In general, TUI members who work on nursing and midwifery degree programmes welcomed this review. However, members expressed concerns relating to representation issues in terms of the make up of the national review body and in terms of an appropriate balance between academic representation compared to clinical practice and managers. In addition, members were concerned that TUI did not have direct representation on the review body. The trade union representation on the review body was



based on an ICTU nomination process and the Irish Nurses and Midwives Organisation (INMO) was nominated.

In relation to the review, a meeting was held at TUI head office on December 20th. This meeting was chaired by the President of TUI who welcomed Liam Doran, General Secretary of INMO. The General Secretary of INMO informed the meeting that he was the ICTU nominee to the Review Group, and as such, he was committed to engaging in an active consultation process with TUI. This included keeping TUI updated on developments, providing a full copy of minutes, meeting TUI on a regular basis and bringing the issues and concerns expressed by TUI members to the attention of the Review Group.

The meeting was informed that the Review Group had established two sub-committees:

(1) Curriculum Sub-committee, which is chaired by Maura Pidgeon, CEO An Bord Altranais. This sub-committee will examine clinical assessment including internship year and its assessment, standardisation of assessments, student experiences across all the disciplines and changing hospital structures.

It will also examine the curriculum content, particularly risk management, medication management, complete assessment of patient, mental health and ID policy and areas such as Professionalism, Culture, Leadership and the structure of programmes.

(2) Manpower Sub-committee, Chaired by Michael Shannon, Director of Nursing /Midwifery Services HSE. This sub-committee will analyse the workforce needs and the methodology utilised will be based on the approach applied by the Expert Group on Future Skills Needs and FAS for workforce analysis and forecasting. The strategic modelling will cater for the complexity of workforce, demand lead issues and the required number of nurses and midwives.

TUI has requested representation and the meeting nominated the following members to represent TUI on these sub-committees: Mary Fitzgibbon, IT Tralee Branch to the Curriculum Sub-committee and Jim Maguire, AIT Branch to the Manpower Sub-committee. Members working in Nursing Departments who wish to participate in this review consultation process are advised of the following important dates:

ITEM	DATE
TUI consultation meeting, TUI Head Office	20/1/2012
Deadline for submission to Review Group	30/1/2012
Regional focus groups	16/1/2011 - 13/2/2012
Stakeholder meetings	27/2/2012 - 05/3/2012
First draft of report	29/3/2012
Meeting with key stakeholders	14/5/2012
Final report	20/9/2012

Redeployment at Third Level

There is a Government commitment in the Public Service Agreement (PSA) that compulsory redundancy will not apply to lecturers in the Public Service. Discussions have commenced with the Department of Education and Skills and the management of the Institutes of Technology in relation to redeployment for lecturing grades.

The Department of Education and Skills at the meeting held in December 2011 referred to the commitment under the PSA to negotiation of a redeployment protocol and to the subsequent identification of this need in the context of the Labour Relations Commission-facilitated meeting on 5th August 2011 regarding the case of the apprenticeship lecturers in Athlone Institute of Technology (AIT).

The DES also advised that the Education Sector Implementation Group had recently commented on the absence of redeployment schemes in respect of academic grades in the Higher Education area.

The DES have advised that there will be adherences to the principles that underpin the existing, agreed redeployment protocols for other parts of the education sector.

The TUI acknowledged that the PSA commits the parties to negotiation of a redeployment protocol. In regard to the negotiation to date TUI welcomes:

- the adherence to the principles that inform the existing protocols in the education sector

- the clear identification of re-assignment as the preferred and primary option and process that must be utilised before there is recourse to redeployment.

The union have expressed concern about

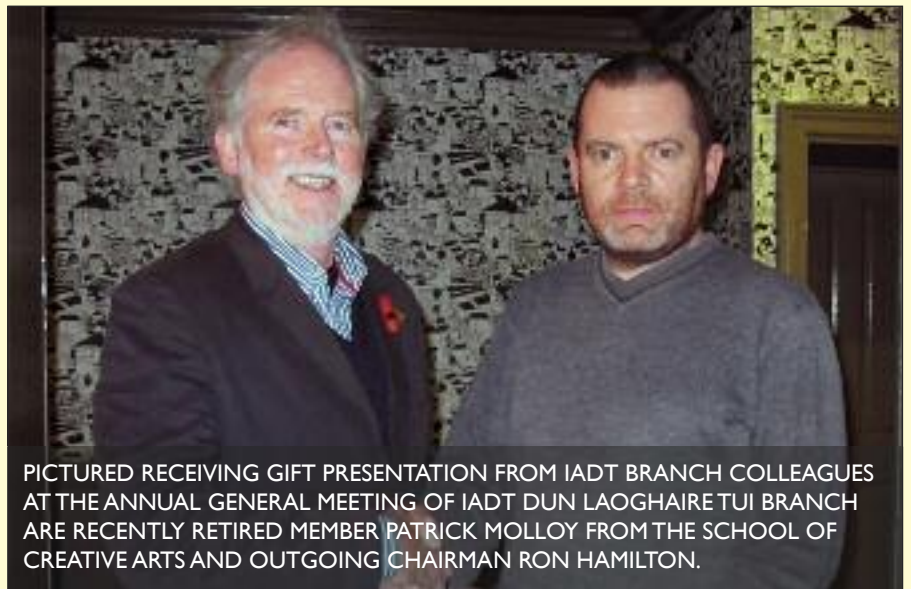
- the reference to the ECF, in that the retrenchments resulting from the ECF may be mischievously applied by Institute management to engineer the redeployment of particular individuals or of particular cohorts of lecturers out of particular generic areas.
- the apparent lack of synchronicity between the development of protocols for the IoT and university sectors.
- the potential for a double bind applying to recruitment in second level (in the event of redeployment into that sector from third level) .

The union also

- identified the need for any protocol to recognise that a significant number of lecturers work across departments and
- stressed that coherent and timely re-training provision must be made available in order to facilitate and optimise the value of re-assignment.

The union stated that the matter of deepest concern and importance concerned the Institutes' internal process for identifying and selecting staff for redeployment. The union will not countenance a tap-on-the-shoulder process that would be open to abuse and facilitate the inappropriate use of redeployment.

TUI will insist on adherence to the principles that underpin the existing, agreed redeployment protocols for other parts of the education sector.



PICTURED RECEIVING GIFT PRESENTATION FROM IADT BRANCH COLLEAGUES AT THE ANNUAL GENERAL MEETING OF IADT DUN LAOGHAIRE TUI BRANCH ARE RECENTLY RETIRED MEMBER PATRICK MOLLOY FROM THE SCHOOL OF CREATIVE ARTS AND OUTGOING CHAIRMAN RON HAMILTON.

Consultation with TUI members on closer working between the four teacher unions

The four teacher unions – ASTI, IFUT, INTO and TUI – are engaged in discussions on closer co-operation with each other. These discussions are following an agreed process or ‘roadmap’. To date each individual union has had its own discussions on closer co-operation at executive committee level. In addition, the four executive committees held a joint workshop on 16th December 2011 where they discussed the outcomes from these individual executive committee discussions.

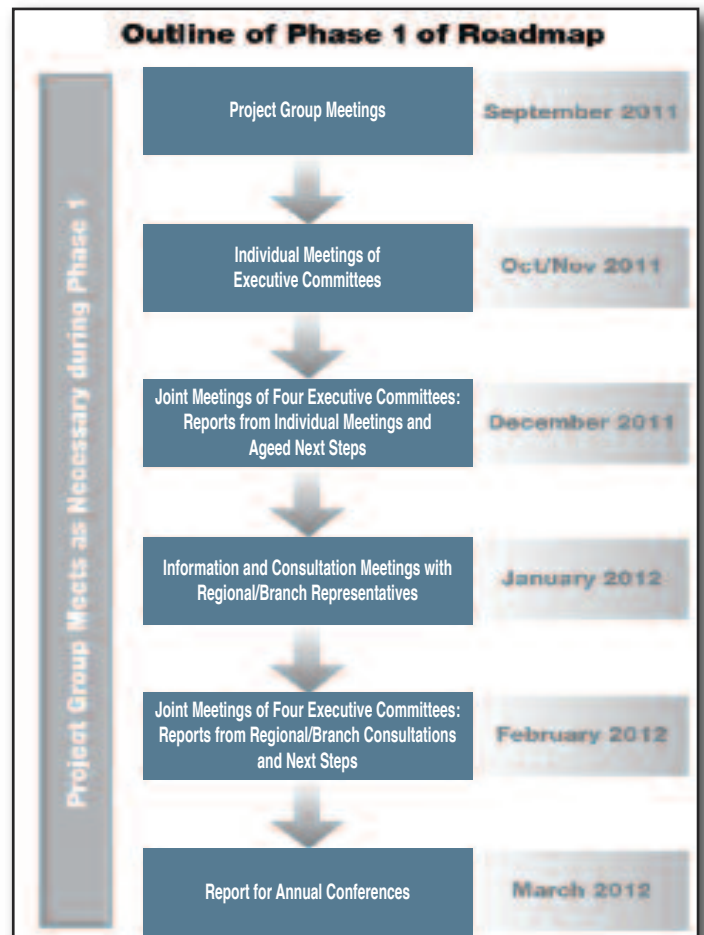
The next step in the ‘roadmap’ was a series of information/consultation meetings involving regional, branch and other representatives and members. These meetings were held on dates between 16th and 30th January inclusive. A vital part of the discussion process, they provided opportunities for representatives and members to have an input to the next round of discussions at executive committee level.

It is important to note that these meetings were a form of research and not official union briefing sessions. Each information/consultation meeting lasted for an hour and was to be attended by 8-12 participants. John O’Dowd, the consultant working with the four unions on this project, gave a short

outline of progress to date. He then facilitated a discussion on the views of the participants on issues relating to closer co-operation between the four unions. Notes were taken so that an accurate report of each meeting can be prepared later.

The outcomes from these meetings will be reported to a further joint workshop of the four Executive committees on 24th February 2012. John O’Dowd will then prepare a report for the annual conferences of each of the unions.

Members who wish to make comments or proposals on the matter of teacher union co-operation may do so directly to John O’Dowd by emailing info@johnodowd.com.



Press Ombudsman upholds complaint about newspaper report on teacher salaries

The Press Ombudsman has decided to uphold a complaint by Ms Maeve Clarke that an article in the Irish Independent on 17 September 2011 about the findings of an OECD Report on teachers' pay and conditions breached Principle 1 (Truth and Accuracy) of the Code of Practice for Newspapers and Magazines because it stated inaccurately that the number of hours worked by Irish secondary teachers was "significantly lower" than the OECD average.

The report concerned is almost 500 pages long and contains detailed

statistical analyses of the trends in teachers' pay and conditions in OECD countries. It records the most recent figures for average teaching hours in those OECD countries which supplied data for all reference years as 684 for lower secondary teachers, and 623 for upper secondary level teachers. It also records the average for Irish teachers in each of these categories as 735 hours. As the statement in the article was therefore a significant inaccuracy, the complaint is upheld.

The Press Ombudsman decided that an offer by the newspaper to publish a



letter from the complainant was a sufficient offer on its part to resolve another complaint about the article, and he decided not to uphold two further complaints about the article.

TUI survey – second assessment component at post-primary

Congress 2012 passed a motion seeking that TUI conduct a study on workload issues associated with second components of assessment. A number of issues affected the timing of an appropriate study, among them the pace of discussions on Junior Cycle reform and consultation on developments at Senior Cycle. Extensive details of the Minister's support for plans for a new Junior Cycle emerged last November and the Senior Cycle consultations (Science, Physical Education, Short Courses) came to a close in December. These developments will underpin the design of the members' survey on assessment which will issue in the next month or six weeks. Your co-operation will be greatly appreciated in completing the survey. The more extensive the response and accurate and recent the information collected, the better use TUI can make of the data so please watch out for the survey in the coming weeks.



Gerry Quinn has been elected unopposed as Vice-President of TUI. Gerry's term of office will begin on July 1st.



TUI Vice-President Denis Magner presents a TUI sponsored award to student Colm McGee who obtained the highest overall grades on the Professional Diploma in Education programme in UCD in 2010/11.



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Senior cycle developments (Science, Physical Education, Short Courses)

The public consultation phase on Senior Cycle developments came to a close in December and the TUI

submission can be accessed at www.tui.ie. The NCCA Boards of Studies and relevant course committees

will now reconvene to deliberate on the outcomes and feedback. Further updates will issue in due course.

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- All module assessment is by project work leading to the eventual completion of a minor dissertation based on students' chosen area of professional research interest
- Holders of certain post-graduate diplomas (in the general education area) are exempt attendance at 60 credits of the taught element of the programme

Further details (including a list of modules on offer in 2012/13) are available from www.ucc.ie/en/study/postgrad/what/acsss/masters/education/

If you require any further information about the programme please contact Claire Dooley (cdooley@education.ucc.ie) or Anita Cronin (a.cronin@ucc.ie) at (021) 4902467

Applications must be made online at <http://www.pac.ie/ucc> (select APPLY - EU TAUGHT).

Closing date: Sunday, April 1, 2012.



Revised TUI Directive re: Junior Certificate Oral Irish

TUI currently has a directive in place prohibiting members of the union from conducting oral Irish tests for the Junior Certificate examinations. In the light of changes in syllabi and assessment and, in particular, the increased emphasis on proficiency in spoken Irish, the Executive Committee has reviewed the directive and has decided that:

The directive prohibiting members of the TUI from conducting oral Irish tests for the Junior Certificate examinations continues to apply unless:

- **the conduct of the oral Irish tests and all associated work are done within a teacher's timetabled hours and adequate cover is provided for the teacher to perform the work**
- and/or**
- **the teacher is remunerated for the work involved on a fee per candidate basis**
- and**
- **the work remains voluntary.**

If you have any queries regarding the directive please contact your Area Representative and/or TUI Head Office (tui@tui.ie).



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Established in 2003, graduates from this programme now work as primary school teachers and principals around the country. The programme includes three blocks of school experience and teaching practice, three weeks in the Gaeltacht and onsite workshops at weekends.



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Importance of further education in current climate highlighted

As guests on Tom Dunne’s show on Newstalk in January, Whitehall College of Further Education deputy principal Carol Bruce and student Harry Garland outlined the value of the further education system in the current economic climate for a wide breadth of learners.

Formerly an aircraft engineer with SR Technics, Harry studied computers in the college but also found the college’s communications course hugely beneficial, describing it as a major confidence booster. “You have to stand up and present things. You can’t just sit there... there are deadlines. You have modules to complete and the pressure’s on. My wife said to me ‘you’re out of your comfort zone’ and I was.”

“You have to be aware that people coming through our door may have had the shock of losing their job,” said Carol. “They may be trying to get into higher education or make more opportunities for themselves and their families but their confidence may be at a low by the time they reach us. Our job as teachers in our college and across the CDVEC as well as teaching subjects is to really bring somebody’s confidence back.”

Harry found the experience challenging but hugely rewarding. “The big fear was



WHITEHALL COLLEGE OF FURTHER EDUCATION

when the teacher dropped a bombshell in week seven or eight – ‘You are now going to do a video presentation’. My heart stopped! But you got the stage where you got over that – it gave me the confidence to move on to a train the trainer course where I had to stand up and do a fifteen minute presentation and then I moved on and got myself attached to NALA and I did a training course and I now volunteer to teach people literacy.”

“I loved it. The teachers in Whitehall College, they bent over backwards and treated you as an adult...there were 550 students and 52 nationalities so you got an integration with different nationalities that you never did before.”

Carol says that there is no typical student among the intake, from school

leavers to people with degrees and those with large amounts of experience in various industries.

“We hope they gain a network of friends and contacts and also a lot of the FETAC courses have a work experience component which means that it gives students a chance to go out and put into practice what they’re learning and they gain contacts through that as well which is vital. Theory is one thing but practice is quite another.”

“I’m not trying to say that further education is the answer to all problems but we have a niche and we have a huge group of committed professional teachers who really have the interest of their students at heart. They are skilled in the area and they want to provide opportunities.”

Solutions to November/December 2011 Crossword

ACROSS

- 1 THE GUARD
- 6 ZABAGLIONE
- 13 OUZEL
- 14 BASTINADO
- 15 LUNET
- 16 ILLEGAL
- 18 AMERICIUM
- 19 AYE
- 20 ERATO
- 22 DAL
- 24 FUR

- 26 ASCII
- 28 OCASEY
- 29 RAMSEY
- 31 ELEANOR
- 32 SEPTIC TANK
- 35 CASSIOPEIA
- 38 BALDRIC
- 39 SPOOFS
- 40 ARTANE
- 43 NEALE
- 44 TIC
- 45 REA

- 47 ELAND
- 48 FLA
- 50 TOLL BOOTH
- 54 RAMEKIN
- 56 CLOWN
- 57 DARK HORSE
- 58 PAULA
- 59 FASSBENDER
- 60 EINSTEIN

DOWN

- 2 HAZEL
- 3 GEL
- 4 ARBALIST
- 5 DASTARD
- 6 ZAIRE
- 7 BHAJI
- 8 GAOMI
- 9 ISLAM
- 10 NINJA
- 11 VOCIFEROUS
- 12 ST HELIER

- 17 GLOVE
- 21 A CAPELLA
- 23 LUSK
- 24 FLY HALF
- 25 REEDS
- 26 ANEHO
- 27 CONNEMARA
- 30 AMNESIC
- 34 TACIT
- 36 ABERDONIAN
- 37 BOER
- 38 BONIFACE

- 41 RHEUM
- 42 ABERDEEN
- 46 ASH TREE
- 49 AVOCA
- 50 TUNIS
- 51 LADLE
- 52 BORED
- 53 OTHER
- 55 KAURI
- 58 PIT

Workplace Committees

Workplace Committees (WPCs) have now been established in many workplaces throughout the country. Workplace Committees are being requested to engage with local management on an ongoing basis, be they principals/deputy principals, adult education officers/coordinators, to discuss issues and problems, to represent members and to consult and negotiate on issues at the earliest possible stage, with a view to reaching agreement on work-related matters.

The operation of Workplace Committees confers a degree of local control in dealing with issues and problems as they arise. This will become even more important into the future as some branches will become larger as a result of the merger of VECs.

A protocol has been jointly agreed between the Principals and Deputy Principals Association (PDA) and TUI on the operation of Workplace Committees, entitled 'TUI/PDA Protocol: Workplace Committees and Management Role'; this document is available on the TUI Website and is also on the Branch Extranet.

If any branches/workplaces would like the organiser to visit them and to

deliver training on Workplace Committees, please contact her at inifhaolain@tui.ie or at showard@tui.ie. It is important that all Workplace Committee members use the generic e-mail address assigned to each workplace, to ensure that all information from TUI Head Office is received and distributed to TUI members in each workplace; if there are difficulties with setting up this e-mail address, please contact msandland@tui.ie.

Recruitment

An active recruitment campaign was organised in late August and September 2011, in which retired members played a major role and TUI would like to extend its appreciation and sincere thanks to all participants in this campaign. An analysis of the campaign will be presented in the Annual Report for 2011.

The Workplace Committees can play a vital role in the ongoing recruitment of new members, as the members of those committees are in the best position to identify who the new members of staff and who the non-union members of existing teaching staff are who should again be approached and encouraged to



join TUI. An active recruitment effort by Workplace Committees at local level will be necessary again in the current academic year, since it is expected that a significant number of existing teaching staff will retire by the 29th February 2012.

Online application for membership of TUI is now available at www.tui.ie. The online application form is simultaneously received by Head Office and by the Secretary/Treasurer of the Branch; a DAS form is also sent to the applicant from Head Office. The application is then processed, as heretofore, through the Branch. An application form may also be completed in the traditional way and submitted to the Workplace Committee members or to Branch Officers. Please encourage and persuade all members in your work place to join TUI now.

CONGRESS ORGANISING COMMITTEE 2012

Back (l-r) Padraig Kirwin, Gillian Quinlan, Michael O'Brien, Cara Shanahan, Seamus Lahart, Margaret O'Neill, Tom Creedon, Kate Moran, Tim Corcoran

Front row (l-r) Eleanor Parks, Michael Gillespie, Cathy Glavey, Richard Walsh





The AGM of the TUI Credit Union took place on Friday the 9th December 2011 in the Clarion Hotel, Liffey Valley, Dublin and was very well attended by members.

Extract from Treasurer's Report

"All financial institutions currently operate in a difficult and unstable financial environment. **However, despite this, TUI Credit Union continues to perform well: our loan book stands at €12.5m, our investments at €12.3m, we have total assets of €28m and we have also recorded a substantial surplus for 2011.**"

Dividend of 1.5%

Having regard to our year end surplus and with the approval of the Financial Regulator the board recommended a dividend of 1.5% which has now been added to members share accounts.

Two New Year Resolutions

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2. If you are a member of the Teachers' Union of Ireland and not in the TUI Credit Union contact us today.

RESULTS FOR CONFINED MEMBERS MONTHLY DRAW

October 2011

1st Sonja Krzyzanowski Dublin	€1500
2nd Eoghan O Murchadha Dublin	€1000
3rd Michael Flatley Co Dublin	€500

November 2011

1st Brendan Winston Co Galway	€1500
2nd Liam Lenihan Co Limerick	€1000
3rd Eileen Mullaney Co Tipperary	€500

December 2011

1st Michael O'Beirne Cavan	Car
2nd Cyril McLoughlin Co Tipperary	€1500
3rd John Doherty Co Donegal	€1000
4th Sarah Anne Murphy Dublin	€500

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The TUI Golf Society has offered great benefits to members since 2003. Since its inaugural outing, there have been many successful trips both at home and abroad. In October each year the society has travelled to Portugal or Spain where members and friends have enjoyed great weather and fantastic golf.

In February each year, two or three day trips around Ireland have been organised. These trips to Athlone, Tipperary, Kerry, Dungarvan and Galway have included great hotel accommodation and great golf courses. The society also organises a number of day trips during the year. On these days we have played courses such as Mount Juliet, The Heritage, Druids Glen, Tullamore, Esker Hills, Glasson and other top class courses.

Outings for 2012 include a two-day trip to Galway in February where we will stay in the Oranmore Lodge Hotel and play golf



in the Galway Bay Golf Resort and Athenry Golf Club. Other outings for the year include Kilkenny Golf Club in April, Mallow Golf Club in June and Thurles Golf Club in September for Captain's Day.

The Captain for 2011 – 2012 is Finola Butler, City of Dublin Post Primary Branch and the committee includes Past President Don Ryan and Vice President Denis Magner.

If you wish to join the society, you can download an application form from the TUI website www.tui.ie under 'Benefits and Services' section. Please click on TUI Benefits and you will see the TUI Golf Society Link. The application form with the €20 annual subscription can be sent to Mr Tommy Glynn (Treasurer), TUI Golf Society, 9 Beach Drive, Renmore, Galway.

Public Service Agreement: Redeployment scheme- Members' questions answered

VECs and Community and Comprehensive schools will soon be advised by the Department of Education and Skills in relation to whether or not, on current numbers and including the changes to be introduced following Budget 2012, they will be in an over-quota position for the school year 2012/13 by virtue of their number of teachers.

If, when all the allocations and circumstances (including retirements at the end of February) are taken into account this remains the case for the 2012/2013 school year, the particular VEC school or C&C school will be subject to redeployment.

The Government has given a commitment in the Public Service Agreement (Croke Park Agreement) that compulsory redundancy will not apply to permanent/CID teachers.

In the event of proposed redeployment/s arising in your school, the most important document that a school will need is an up-to-date seniority list of teachers.

It is therefore good practice for all schools to generate a redeployment seniority list.

When the list is drawn up it should be displayed and/or made available to every staff member with an opportunity provided to clarify any questions/issues arising. If disputes arise, changes in placement should only be done in accordance with evidence provided. The final list should be agreed by all teachers before it becomes effective.

In addition, it will also be necessary for those schools who find themselves in a redeployment situation to also provide the qualified subject areas for each teacher, subjects obtained in final degree year and indication of other areas of teaching in which the teacher is experienced.

Questions in respect of Appendix 2 – Redeployment Scheme

Q. To whom does the proposed Redeployment Scheme apply?

A. It applies to all permanent/CID teachers in post-primary schools surplus to requirements in situations other than school closures. School closures are dealt with in a document agreed some years ago (available on TUI website). It also applies to other persons employed as teachers in centres and other education services.

It applies equally to teachers who hold CIDs under Circular Letters 34/09 and 35/09.

Q. Does the Redeployment Scheme apply to teachers who hold a Post of Responsibility?

A. Yes. The Scheme applies to all permanent/CID teachers regardless of their promotional status.

Q. Who will operate the scheme?

A. The Minister for Education and Skills will appoint Directors/Assistant Directors charged with implementing the scheme. Both the TUI and ASTI have each appointed an Advisor to the Directors/Assistant Directors whose role will be to assist in the identification of issues of a practical or logistical nature.

Q. What constitutes a surplus teacher situation?

A. A surplus situation arises in a school where the school has one or more teachers in excess of its allocation and such excess represents more than 1% of the allocation to the school.

A surplus situation arises where a VEC has one or more teachers in excess of its allocation and such excess represents more than 1% of the allocation to the VEC.

Q. Does this determination of a surplus teacher situation differ between voluntary secondary and C&C schools as opposed to VECs?

A. Yes. Secondary and C&C schools would be in a surplus situation where they have one or more teachers in excess of the allocation to the individual school provided that excess represents more than 1% of the allocation to the school.

VECs would be in a surplus situation where they have one or more teachers in excess of the allocation to the VEC Scheme, provided that excess represents more than 1% of the allocation to the VEC.

Q. How would vacancies for the purposes of potential redeployment be identified?

A. Applicable vacancies are all permanent and temporary vacancies in whole or part-time posts, save where such posts cannot be deemed a vacancy by operation of law. All schools/VECs must notify all applicable vacancies in the school/VEC, as soon as they arise, to the Director of the Scheme. Schools/VECs will inform the Director of the reason for a proposed appointment and indicate the subject/programme preferences for the filling of the post. No appointment shall be made without the express written authority of the Director.

Q. How would the redeployment of a permanent/CID teacher affect non-permanent teachers?

A. The redeployment of a permanent/CID teacher into a school/VEC could lead to the non-renewal of the teaching contract of a fixed-term teacher. However, permanent/CID teachers may be transferred only into whole or part-time posts which are deemed vacant and to which teachers already in the school or scheme do not have an entitlement by operation of law. It is the view of TUI that some fixed term teachers will, based on their specific contract(s) have a legal entitlement to have their contracts renewed.

Q. Would a teacher redeployed into a short-term vacancy lose his/her permanent status as a permanent teacher?

A. No. The permanent whole-time status of teachers is not in any way affected. In addition, in the operation of the scheme, the Director will have regard to the practicalities of filling short-term vacancies by redeployment.

Q. Would the eligibility for a CID of a fixed-term/PRPT teacher in the fourth consecutive year of employment be negated or otherwise set aside by any necessity to redeploy permanent/CID staff from other schools/centres?

A. The first option which must be exercised by the employer is offering a CID where an existing fixed-term teacher qualifies for such in accordance with the terms of CL 34/09. (However, in order to qualify for a CID there must be no objective grounds set out in the fourth year of the contract, which would prevent such a teacher from being awarded a CID.) This option must be exercised before an employer would submit the vacancy for filling by redeployment.

Q. What is the method for determining the teacher(s) to be redeployed?

A. A school/VEC would ascertain if an existing member of staff wishes to apply for redeployment on a voluntary basis. A school/VEC would, at the same time, identify a teacher(s) for compulsory redeployment; such a teacher(s) would be redeployed in the event that it does not prove possible to redeploy the teacher(s) who applied on a voluntary basis.

Teachers would be identified for compulsory redeployment on the basis of seniority in the first instance, and the curricular needs of the school. A seniority list of teachers in the school must be drawn up for redeployment purposes. This list must be agreed by management and staff and must be made available to all teaching staff. The school/VEC would form a view as to whether the school/VEC could cope with the loss of the most junior teacher on the list.

In the event that the school/VEC concludes that it is not possible to cope without the most junior teacher, it will review the position of the second most junior teacher and so forth, in reverse order of seniority, until a nominee whose

redeployment can be coped with is identified.

In the event of the nomination for redeployment of a teacher(s) who is not the most junior teacher, the teacher nominated in lieu of such a teacher(s) would be provided with a statement from the school/VEC setting out why, given the curricular needs of the school, s/he was nominated.

It will be open to a nominee for redeployment to write to the Director of the Redeployment Scheme setting out the reasons why s/he considers that the process and procedures of the scheme were not complied with. The Director will then consider these concerns and ascertain whether or not the process and procedures were followed in a correct manner.

Q. To which types of school may teachers be redeployed?

A. The Redeployment Scheme is a cross-sectoral scheme. However, the Director will, in the first instance and where practicable, assign a teacher in a VEC scheme to a post in the VEC sector and a teacher in a voluntary secondary school will be assigned, in the first instance and where practicable, to a post in that sector.

In the event that, in the opinion of the Director, no post exists in the VEC Sector, the Director will assign the teacher to a post in the Voluntary Secondary School or C&C sector.

Similarly, where in the opinion of the Director, no post exists in the Voluntary Secondary School sector, a secondary school teacher will be assigned to a post in either the C&C or VEC sector.

Teachers in C&C schools could be assigned to a post in another C&C school, a voluntary secondary school or a VEC school.

Q. Does the Redeployment Scheme set aside the TUI/IVEA Teacher Transfer Agreement, 1999?

A. No. The Redeployment Scheme provides for the redeployment of a teacher to a new employer. The Teacher Transfer Agreement provides for the internal transfer of a VEC teacher within that VEC, without change of employer.

Q. Under which circumstances may a redeployment be deferred?

A. Where, on the basis of evidence submitted to the Director to support the

opinion of a school/VEC that its surplus position is strictly short-term or transient, the Director may, at his/her discretion, defer a decision in relation to redeployment.

Q. May a teacher in a school which is not in a surplus position apply to be redeployed to a school outside the 50 kilometre limit from his/her existing school or from his/her place of residence?

A. It is recognised that teachers may wish to transfer on a voluntary basis to another part of the country. It is agreed that discussions will take place with a view to putting a pilot scheme in place to facilitate such requests.

Q. Does a teacher who is redeployed lose his/her seniority for promotional purposes?

A. No. Reckonable teaching service for promotional purposes in the previous school is transferred to the receiving school and will be reckonable for promotional purposes in the receiving school.

This is subject to one exception, that a teacher being redeployed from a voluntary secondary school to a receiving voluntary secondary school will not transfer reckonable teaching service for promotion purposes.

Q. What recourse is available to a teacher who has been redeployed to have his/her placement reviewed?

A. The teacher may request the Director to review the redeployment decision by the 31st of March a year after redeployment took place. The Director by 31 March of the year after redeployment took place. In conducting the review, the Director will consider the extent to which the terms of the redeployment scheme were met and will also consider any other relevant factors which are raised. At his/her discretion, the Director may either confirm the original redeployment or put in place a revised redeployment within the terms of the scheme.

For further information please refer to the document on TUI Website "Public Service Agreement 2010-2014 Outcome of Discussions", contact your school representative or Branch Officers or email tui@tui.ie



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*** Example assumes tax relief at marginal rate.

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Literacy project of huge relevance in era of education cutbacks

Forty eight years on, this year's BT Young Scientist and Technology Exhibition at the RDS in Dublin was the biggest and busiest on record. Thousands of students exhibited their ideas and inventions to build a better future at over 500 stands. Among them was first year Lanesboro Community College student Mark Lyons, who displayed his project, entitled: "The benefits of regular reading...being a bookworm isn't a bad thing!" It looked at the impact of a simple reading programme, run over ten weeks, on the reading age of a group of 1st year students. Parents, teachers and students were all actively involved and the results were excellent. 75% of the students recorded a substantial increase in their reading age, and all this in the space of 10 weeks. Mary O'Brien, the Home school liaison (HSCL) teacher who worked with the parents during the project pointed out that involving the home was essential if the reading programme was to succeed. Another aspect that was vital was the extra support that students received as part of the Junior Cert Schools Programme (JCSP) and extra classes for those who need to improve their reading age.

Without such supports many students will just be lost in school. The reason became apparent to Mark as he reflected on the implications of his research. During his project he discovered that the recommendations are that the reading age of their text books should be around two years less than their own reading age which after the programme was 12.8 years. Imagine his dismay when he ran tests on a selection of his school books to find that they ranged from 14.3 to over 16.4 years. These books are beyond the understanding of most 1st years and probably tough for even 2nd and 3rd years to follow.

His recommendations in his report include a "readability certificate" with all text books stating the reading age that they are suited to. He also proposed that there would be a national literacy test that would measure the reading age of all 1st year students countrywide.

The role of the HSCL teacher as the person who works with and supports these parents is essential. Improving



MARK LYONS PICTURED WITH HIS PROJECT AT THE RDS.

literacy is a key objective of the Minister of Education and Skills. This can only happen if the supports and structures are there to make it happen. The result of cuts to this area will be further failure in literacy and hence in education opportunities for the students.

During his four days in the RDS Mark continually stressed the vital importance of reading in improving literacy. His passion and belief in the principle behind his project was very evident and was certainly one of the reasons that he was awarded 2nd place in the junior category of Social and Behavioural Sciences. Among those teachers Mark thanked were Mary O'Brien and Michael Lyons for their support and guidance throughout the project.



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The National Book Exchange –

*an interesting initiative by young people to cut costs -
article supplied by the National Parents' Council*

There has been much talk in the media recently regarding the recession and the effect it is having on education. Of course one of the major problems that parents are facing when sending children to school is trying to find schoolbooks at reasonable prices. They don't seem to exist! Of course the obvious alternative is second-hand books, but again it is actually difficult to find them easily, especially when looking for ones in good condition. In the last year, a group of second level students have themselves launched a project to help ease the pinch that many are now feeling, called the National Book Exchange. The students themselves were shocked when they saw how much their parents were being asked to fork up for their Leaving Cert books, and decided something had to be done. The project now offers parents the chance to buy good quality second-hand school books online at very reasonable prices. There is also the added bonus of being able to trade in your old books in exchange for money.

On the website itself, books are divided into categories depending on the quality of their condition, ranging from excellent down to usable, and are priced accordingly. In this way, parents can be sure that they aren't paying for books that have all the answers already filled in for their child! The purchased books are then posted directly to your door. The project also purchases old school books. This offers many the chance to collect money for their old books, rather than just dust. Parents can simply post the books to the National Book Exchange, and will be offered a price for them. These books are then listed on the website and sellers are paid as each book sells. This service creates an

essential bridge between buyer and seller of second hand school books. The organisers will also be visiting a number of second level schools in Leinster during the Junior and Leaving Cert exams, giving students an even more convenient method to sell their books.

The National Book Exchange not only offers a more economical alternative, but is also very environmentally friendly, encouraging people to purchase second-hand school books, and to sell on their old ones rather than casting them to the bin. The project is run and funded entirely by a group second level school students, who saw a major contradiction between supposedly "free" education, and the high prices that parents are being forced to pay for their children's

books. They are now aiming to eventually force the large publishing companies to reduce the prices of their books and make a major step towards an education system that is truly free or more cost effective for everyone. As well as providing parents with an invaluable service, the National Book Exchange is an excellent opportunity for all those involved to learn about the running of a project of this scale and nature.

For more information about the National Book Exchange, visit the website at www.nationalbookexchange.ie or email support@nationalbookexchange.com.



**Only
50 Places
Available**

**Niall Mellon
Township
Trust**



Niall Mellon Township Trust Teachers Building Blitz

Combined Union Support Programme (CUSP)

Date: July 2013 **Cost:** €4,000

The Niall Mellon Township Trust is very pleased to announce a 3 year programme with a dedicated teachers led Building Blitz to fit around the school calendar. This initiative is being launched with the support of the four teachers unions of Ireland. The first **Teachers Building Blitz** will be limited to 50 places.



**Brendan Ryan (Seven Year Veteran volunteer)
Cashel Community School Teacher:**

It is an amazing experience which is of immeasurable value to everyone who goes on it. I am pleased to now have a date that fits in much better with the school programme. I advise every school to experience it.



**The Niall Mellon Township Trust has built
18,300 homes to date.**

To find out about how you can get involved:

Contact Eimear or Linda on (01) 494 8200 or email: info@nmtownshiptrust.com

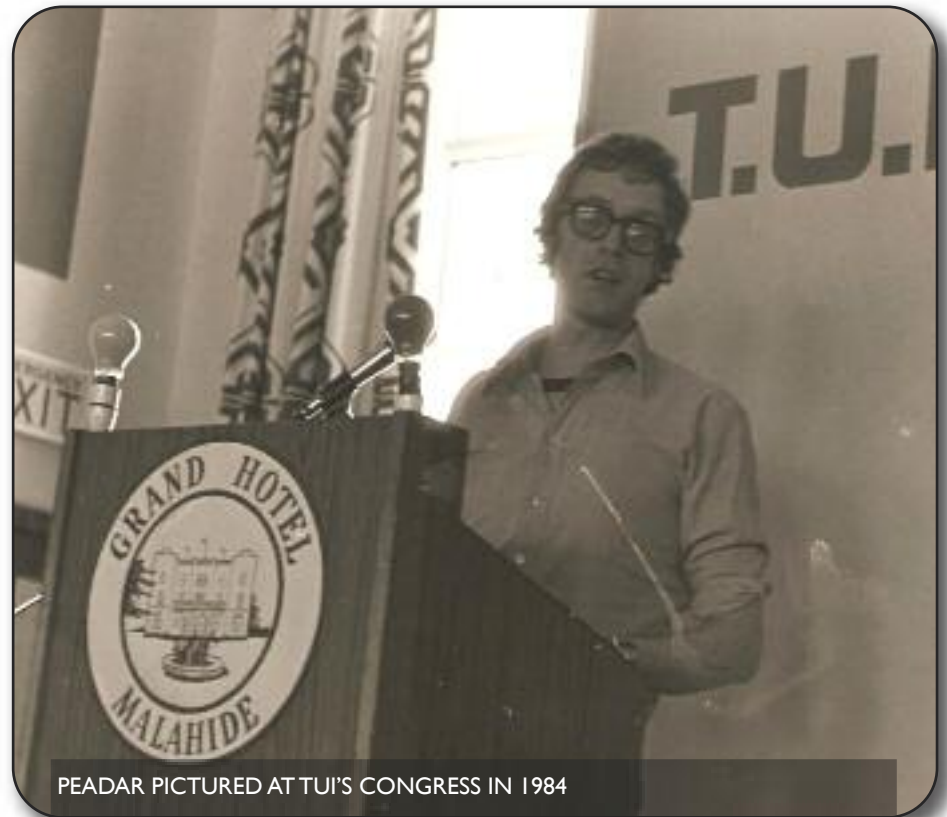
www.nmtownshiptrust.com

Peadar McNamara - an appreciation

Artist, art teacher, trade unionist, campaigner, singer, TUI Area Rep and friend – Peadar McNamara will be sadly missed by a host of people across a very wide spectrum. Many of these attended a rather unusual event late in November 2011. Peadar had a farewell party that was attended by amongst others a retired Catholic bishop, at least two parish priests, our own Union President, General Secretary and General Secretary Designate., Labour Party TD for Clare (Michael McNamara), Joe Carey Fine Gael TD who had acted as secretary to one of Peadar’s great campaigns, the Ennis Hospital Committee, a host of traditional musicians and singers and of course, fellow activists and other friends. Speeches were all brief but heartfelt. Music and song was the main theme of the evening. Peadar’s was, as always, the best voice in the house. To be frank, in Peadar’s tradition, a great night was had by all.

We were all shocked nevertheless when we heard within a few more weeks that the inevitable had occurred, and that Peadar had died. Our sympathy goes to his widow, Mary, and to his large family, both children and grandchildren.

In September 1971, I found myself transferred for two days a week from Ennistymon to Ennis Vocational School. I was surprised to meet an old friend in the staff room, a newly appointed art teacher, with whom I had actually grown up in that town, one Peadar McNamara,



PEADAR PICTURED AT TUI’S CONGRESS IN 1984

recently returned after a number of years in London. As before, Peadar was an activist supreme, and the two of us became involved in many a campaign, both in the Labour Party and in the TUI. In January 1973, Peadar was elected chair of the County Clare Branch of TUI, with myself as secretary. Our ways parted however when I moved to Dublin. Peadar went on to serve the branch’s members for many years and acted as a delegate at

first, eventually as President, of the Clare Trades Council. He went on to serve as Area Rep on the TUI national executive, where of course he continued to remind those in high office, that they must ‘never forget the proletariat’.

Peadar was a great art teacher who never stinted on helping his students. In one sense at least he was absolutely fearless, even in organising entries regularly to the



PEADAR McNAMARA 25-2-84

A CARTOON ON LEAVING CERT REFORM PRODUCED BY PEADAR FOR THE 1984 CONGRESS JOURNAL

Young Scientist competition. He built up a considerable following also for his art classes, both day and evening. His own art practice was enormously wide; his culminating work perhaps was a huge bas relief of the history of his local parish of Kilmaley. We all witnessed this piece when attending his funeral mass. But the piece I remember best was an early, typically large oil painting of the Fair of Spencil Hill, that still hangs in Brogan's Pub in Ennis. That was about the time that Peadar first attended formal classes in Limerick College of Art. He went on to study in London and to teach there before he returned to his home town

Peadar was not merely a political activist. Part of the activism led him to organise the McNamara clan reunion, of which he was very proud. Other activity included organising a very well researched exhibition on Clare soldiers in the Great War. This was exhibited in the Clare County Museum. In later years he travelled not only to France and Flanders



THE ARTIST AT WORK

to pay his respects to those who died there, but also to Turkey, Gallipoli and the Dardanelles.

When one considers that Peadar suffered almost a lifetime of fairly severe physical disablement, his busy life contains lessons

for all of us. He bore his pain with great courage and fortitude and went to achieve outstandingly in a lifetime of compassion and care for others.

Frank Buckley

Remembering Mr Terry Maddock

The staff and students of Riversdale Community College were deeply saddened by the death of one of our longest serving and popular teachers, Mr Terry Maddock. Mr Maddock died on Sunday 27 February, 2011, after a hard fought battle with illness. He taught in Riversdale for almost 25 years, and was a much respected year head, tutor and subject co-ordinator. He was a brilliant and inspirational teacher who injected humour and warmth into his teaching, always interacting with his students, whom he loved, talked fondly about, and treated with great respect.

He will be remembered as an inspiration to colleagues and students alike. He was a wise mentor to younger teachers.

Mr Maddock involved himself in every aspect of school life. As a year head he was responsible for the well-being of students in his care. He endeavoured to ensure that students felt comfortable when they came to the 'big' school at first, and throughout their six years he looked after a student's every educational need, saying goodbye on graduation night to several generations who came through the school.

He was also a committed teacher and knew his subject (Maths) with authority. He had an easy way about him that didn't underlie his in-depth knowledge and intelligence. He expected the best of his students, getting the best out of each and every one.

He was technologically gifted and threw himself tirelessly into all forms of new ideas and innovations in the classroom. It was hard to imagine him without 'some gadget' in the staffroom, the latest technology that even the 'whiz kids' were trying to figure out.

He was a colleague who was 'always there' for others, whether chatting in the staffroom, giving advice in corridors, infecting the school with his wit, humour and dedication in the classroom.

He was also a gifted musician, and played in Music For All in the school concerts and later when the music for all went to the big stage in the National Concert Hall. He was often heard to play during Friday lunchtime in room 2, a consummate player of the fiddle and tin whistle and guitar, either solo or with Mr. Egan. He was one of a team of staff who visited Dallas, Texas, in 1999, at the

invitation of the late John Higgins and his wife Sheila, who donated musical instruments to the school.

He was a connoisseur of music, deeply knowledgeable on bands, old and contemporary, a lover of mathematics, literature, people, and an ipod whose memory was full with songs.

Mr Maddock will be deeply missed by his many friends and colleagues on the staff of Riversdale Community College, his students, alongside friends and colleagues in the wider educational and social community.

The school extends its heartfelt sympathy to Mr Maddock's family, especially to his wife Eileen, sons John (who has joined the staff of Riversdale Community College), Conall, Donal and Diarmuid, his mother Mary, sisters and extended family. Suaimhneas síoraí dá anam uasal.



TUI in the media

– a small sample of issues recently addressed by the union in the national media

Education overhaul proposed by Quinn

– *Irish Daily Mail 23/12/11*

The Education Minister has backed a radical shake-up of the Leaving Cert and college entry system. John MacGabhann of the Teachers' Union of Ireland said: "A move to a broader based system of grading for Leaving Certificate should relieve some of the pressures that many students and parents around the country feel in putting themselves at the mercy of the grinds school industry. If implemented correctly, it could help counter criticism of elements of the examination's integrity."

Subject choices 'hit by third-level funding crisis'

– *Irish Examiner 16/12/11*

One option presented by the HEA is a limit on college intake to prevent further reductions in quality but the Teachers' Union of Ireland said curbing numbers would make no economic sense.

"Any imposition of quotas would severely damage equity of access to higher education while directly benefiting those students from higher socio-economic backgrounds who use grind school businesses to finesse knowledge and skills already attained in mainstream second level schools," said TUI general secretary designate John MacGabhann.

Ireland at joint top of EU third-level attainment league

– *Irish Times 15/12/11*

The Central Statistics Office also found 9 per cent of those between 18-24 in Ireland left school after the Junior Cert. Unemployment among this group is much higher when compared to those who completed the Leaving Cert and/or third level.

Last night TUI president Bernie Ruane said: "These findings illustrate starkly just how important it is for all students to stay on in school after the Junior Certificate . . . it is short-sighted in the extreme that alternative programmes such as the Leaving Certificate Applied have been specifically targeted by swingeing cutbacks, despite their proven record in retaining students".

Quinn sorry over U-turn but outraged teachers say he's hacking at bare bones

– *Irish Daily Mail 6/12/11*

Although an increase in the pupil teacher ratio across all schools – which had been rumoured – was not implemented,



teachers are extremely concerned about the cuts to guidance counsellors. The TUI described this as 'catastrophic', claiming subject choice will be reduced and the drop-out level could rise. General Secretary Peter MacMenamin said: "Schools are already struggling to offer a skeletal education service from which flesh has long since been hacked away. Now the Department is attacking the bare bones."

RTE television news bulletins – Monday 5th December 2011

Speaking on the removal of the ex-quota guidance provision for schools on RTE1's Six and Nine news bulletins which will see the removal of around 700 posts from second level schools, TUI General Secretary Peter MacMenamin said: "This is a devastating cut. We heard the Taoiseach say last night that there is a need to protect the most marginalised and disadvantaged in society and we aspire to that as well, but unfortunately this is actually going to directly affect the most marginalised and disadvantaged."

Guidance cuts will see bigger classes and more drop outs

– *Evening Echo 6/12/11*

The TUI described the effects of the cut in teacher numbers as 'catastrophic' for the life chances of the most vulnerable. Subject choice will be badly hit and student drop-out could also rise as a result of the cuts, the union stated.

Guidance service cuts criticised

– *Irish Times 2/12/11*

The Teachers' Union of Ireland also warned that the most vulnerable students would suffer as a result of any cut to guidance service provision.

"Any curtailment of the service will inevitably have a most adverse effect on those at risk students in schools who benefit most from the support framework

offered," TUI general secretary Peter MacMenamin said.

200 teachers at risk as classes get bigger

– *Evening Herald 1/12/11*

But the Teachers' Union of Ireland warned today that the increasing pupil-teacher ratio will result in the loss of 200 jobs in second level schools in Dublin.

TUI president Bernie Ruane told the Herald: "Put simply, it would mean a drastic cut in the number of teachers in schools. In Dublin alone, it could result in a loss the equivalent of around 200 full-time teachers at second level."

90% in fear of pupil rise

– *Irish Daily Mirror 1/12/11*

A survey of principals and deputy principals has revealed 90% fear an increase in the pupil-teacher ratio would seriously limit subject choice for students. The survey - carried out by the Teachers' Union of Ireland - shows such a move would have serious repercussions for both Junior Cert and Leaving Cert pupils. TUI General Secretary Peter MacMenamin said: "An increase in the ratio means less teachers in a school and the depth of the educational experience of students would be greatly diminished."

Ringfence education says the TUI

– *The Star 25/11/11*

The Teachers' Union of Ireland has claimed the public is against education cuts. It said yesterday that a survey it commissioned found that 'just four per cent believe education should not be insulated from cutbacks.'

A spokesman added: 'It shows that more than three out of four people believe that there should be little or no cutback in education in December's Budget. The results also show that a majority wish to

see State subsidy to fee-paying schools eliminated,' the spokesman claimed.

Fee paying schools face rise in pupil teacher ratio in Budget
- *Irish Times 19/11/11*

The Government is to target fee-paying schools in the forthcoming budget, with changes to the pupil teacher ratio that will result in much larger class sizes next year....The move comes amid continuing controversy around the €100m State subsidy paid to 56 private schools...The minister has been under pressure from Labour grassroots and the Teachers' Union of Ireland to end support for private education.

Wealthier schools benefit from tax breaks

- *Six One News, RTE 1 15/11/11*

The State spent €2.25m last year on a scheme that favours the country's wealthier schools, according to data released to RTÉ by the Revenue Commissioners. The Teachers' Union of Ireland (TUI) says that affluent schools are benefiting at the expense of all taxpayers.

A new leaf: All you need to know about the new Junior Cert

- *Irish Times 15/11/11*

Interestingly, many union reps are still referring to it as the 'proposed new system', rather than the new system. Teaching unions have been involved in consultation around this reform, and are represented on the NCCA.

However, both TUI and ASTI have red-line issues that could hamper progress. For the TUI, most of whose members work in State schools, the problem is resourcing. They say that with pupil-teacher ratios on the rise there are fewer teachers in schools to implement and manage the new system.

TUI General Secretary Designate John MacGabhann debates the continued €100m annual subvention of fee paying schools with presenters Ivan Yates and Ian Guider and Gerry Foley, principal of Belvedere College on Newstalk's Breakfast programme
10/11/11

No decision on cutting student numbers

- *Irish Times 10/11/11*

Independent TD Finian McGrath said the Dáil's Technical Group had discussed the issue with the Teachers' Union of Ireland on Tuesday. He asked why Mr Kenny was targeting the less well-off schools by comparisons with the more advantaged ones.



"For example, over €100 million is being spent on private schools," Mr McGrath added. "Is it because the mindset of the Cabinet is informed by the fact that 40 per cent of its members went to private schools?"

'Up to 2,000 teachers face axe in €2.2bn cuts'

- *Sunday Times 6/11/11*

Annette Dolan, the deputy general secretary of the TUI, said the proposals were almost double those being considered by the Department of Education in August.

"This is not just one more pupil per class. What it means is that you have less subject choice in second level. There are other options, including the €100m a year going into fee paying schools. If cuts are to be made, that is one that won't impact on the least well-off."

Junior Cert reform must be properly resourced

- *3/11/11*

TUI Education and Research Officer Bernie Judge warned of the need for appropriate resources on RTE 1's Six and Nine news bulletins.

"What we've experienced in the last number of years is constant cutbacks and there's a possibility that we also face more

in the coming Budget, so we're not at all confident that notwithstanding the new, fresh ideas emerging that there will be the capacity there to enable teachers to embrace them in a manner that retains the integrity of the process."

General Secretary Peter MacMenamin warns that Junior Cert reform must be properly resourced on Today FM's Last Word programme
3/11/11

Education cuts put recovery out of reach - Opinion editorial by TUI President Bernie Ruane
- *Irish Examiner 2/11/11*

"More than at any other time in our history, and despite our economic predicament, we need to revise our thinking on education and look on it as capital investment in our young people's future rather than current expenditure. Such a move would send out an unequivocally positive message to the international community while giving all students every possible chance to realise their educational potential. In addition, the long term economic and social dividends would be immeasurable. The question is not whether we can afford to invest in education, but rather can we afford not to."

Regional media campaign

With the threat of a further worsening of the pupil teacher ratio (PTR) being rumoured in countless media reports, TUI conducted a regional media campaign in the weeks before the Budget highlighting the potential loss of teachers in each county with comments by an area representative. Coverage included radio interviews and articles in various regional newspapers including Tullamore Tribune, Bray People, Connaught Tribune, Meath Chronicle, Westmeath Examiner, Tipperary Star, Kerry's Eye, Roscommon Herald, Offaly Independent, Westmeath Independent, Clare Champion, Galway City Tribune, Connacht Tribune, Galway Independent, Enniscorthy Echo, New Ross Echo, Gorey Echo, Wexford Echo, Waterford News & Star, Dundalk Democrat, Cork Independent and East Cork Journal.

Equality News

Workplace Equality in the Recession?

The Incidence and Impact of Equality Policies and Flexible Working

The ESRI and the Equality Authority have published a study which examines equality policies and flexible working arrangements in Irish workplaces.

Key Findings

Equality Policies

In 2009 some 84 per cent of employees worked in an organisation with a formal equality policy, compared to 75 per cent of employees in 2003.

- Employees who work in organisations with a formal equality policy are much more likely to consider that opportunities for recruitment, pay and promotion are fair in their organisation, taking account of other factors.
- The presence of an equality policy is associated with somewhat lower levels of work pressure and work-life conflict, taking all other factors into account.
- Equality policies are associated with higher job satisfaction and higher employee commitment to their organisation.
- Employees who work in organisations with a formal equality policy are also more likely to report that the organisation has recently introduced new products or services.
- The presence of an equality policy has no impact, either positive or negative

on job quality, measured as earnings and autonomy.

The overall conclusion is that formal equality policies are associated with benefits for both employees and the organisations they work for.

Flexible Working Arrangements

The study looks at four flexible working arrangements: flexible working hours, including flexitime; part-time work; working from home and job-sharing. In 2009, 30 per cent of employees worked flexible hours, including flexitime, and 25 per cent worked part-time. Some 12 per cent regularly worked from home during normal working hours, and 9 per cent were job-sharing. This represents a marked increase since 2003. Flexible working arrangements have mixed effects, for example:

- Part-time work reduces work-life conflict and work pressure significantly, even accounting for other factors.
- However, part-time workers and job sharers tend to have lower earnings and lower autonomy compared to others with the same education and work experience.
- Those who work from home during normal working hours have higher work-life conflict and work pressure, though they also have higher job autonomy and earnings.

Thus not all flexible working arrangements promote work-life balance, and those that do may be associated with trade-offs in terms of rewards and autonomy.

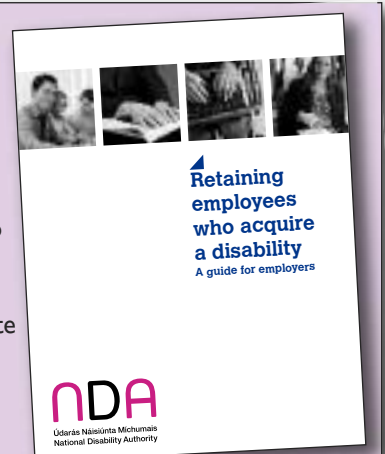
Commenting on the findings, Dr Frances McGinnity concludes that "While the recession has created many challenges for employers in Ireland, we find no evidence in the period up to the end of 2009 that employers have responded by reducing formal equality policies, or limiting the availability of flexible working options. This is likely to be good for employees, given their generally positive link to employee well-being, and for the organisations for which they work."

Welcoming the report, Renee Dempsey, CEO of the Equality Authority, said: "The positive outcomes for enterprises identified in the 2003 survey have been confirmed in 2009 - despite the very different situation in the Irish economy and labour market. Companies that capture these benefits through proactive equality and diversity strategies are strengthening their prospects for recovery and future growth."

Workplace Equality in the Recession? The Incidence and Impact of Equality Policies and Flexible Working, by Helen Russell and Frances McGinnity (ESRI), is published online on the ESRI website at www.esri.ie, and The Equality Authority website at www.equality.ie

Guidance on retaining employees who acquire a disability

The National Disability Authority recently launched a guide in relation to retaining employees who acquire a disability. It provides employers with the simple, key steps to help employees who have acquired a disability to stay in work and should also prove useful to unions seeking to represent members in such a position. The guidance is based on research evidence and good practice. It has been reviewed by an external consultation panel which included public and private sector employers, trade unions, disability organisations and relevant state agencies. The guide can be downloaded from www.nda.ie



RMA News

Happy New Year to all our members. Yes, despite all the difficulties we have faced and will face we must maintain our happiness. It would be very sad if as well as losing part of our pensions we were also to lose our peace and contentment - that would be a price too far.

Many members have contacted me regarding the transfer of pension payment from the Local Councils to the Paymaster General. The complaints are that they have lost some pay as a result and are anxious to have the deduction restored. The problem seems to be that the Councils had one day for payment and the Paymaster another resulting in some days' payment being lost in the transfer. That this could have happened now is an indication of the current state of our national finances - who talks to who? This matter has been referred to the Executive Committee of TUI and is being dealt with. Hopefully more positive news in the next issue. Apart from this hiccup this arrangement should be to the betterment of all our members in the long run. For years many members complained that they had to wait for several months before they received any increase due to them.

'Who talks to who' also arose in the matter of the joint pension debacle. Did you receive a Black Thursday letter? If so you may consider yourself privileged because some people who did not receive one were contacting me with disappointment.

You will be pleased to know that we have arranged a great Spring Break in the Mulranny Park Hotel, on the sea coast just outside Westport. The Mulranny Park Hotel is a four star hotel and was once one of the great railway hotels. The cost for three nights' dinner with bed and breakfast is €179 and no single supplement. However, there are few single rooms available. The dates are Tuesday 20th, Wednesday 21st and Thursday 22nd March. The booking form is available on the TUI website by clicking on the RMA link. Alternatively, contact me and I will send you one. Details regarding tours etc will be available later, keep an eye on the website.

The RMA have decided to try and organise holidays abroad. If you are interested in heading to the sun in Spain contact Paddy Byrne at 01 298 5111 or at retapaddy@gmail.com.

Christy Conville.



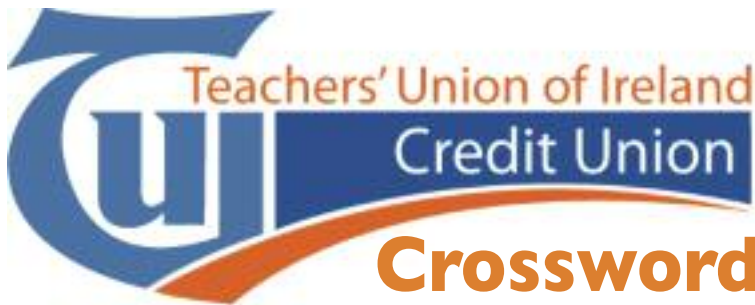
RMA MEMBERS PICTURED AT AUTUMN BREAK IN KELLY'S HOTEL, ROSSLARE



RMA MEMBERS PICTURED AT AUTUMN BREAK IN KELLY'S HOTEL, ROSSLARE



RMA MEMBERS PICTURED AT AUTUMN BREAK IN KELLY'S HOTEL, ROSSLARE



Crossword

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

Congratulations to

**VIVIENNE KEENAN,
VTOS BIRR,
CO OFFALY**

November/December 2011 edition winner

Only one entry per member.
Photocopies can be submitted.

Name _____

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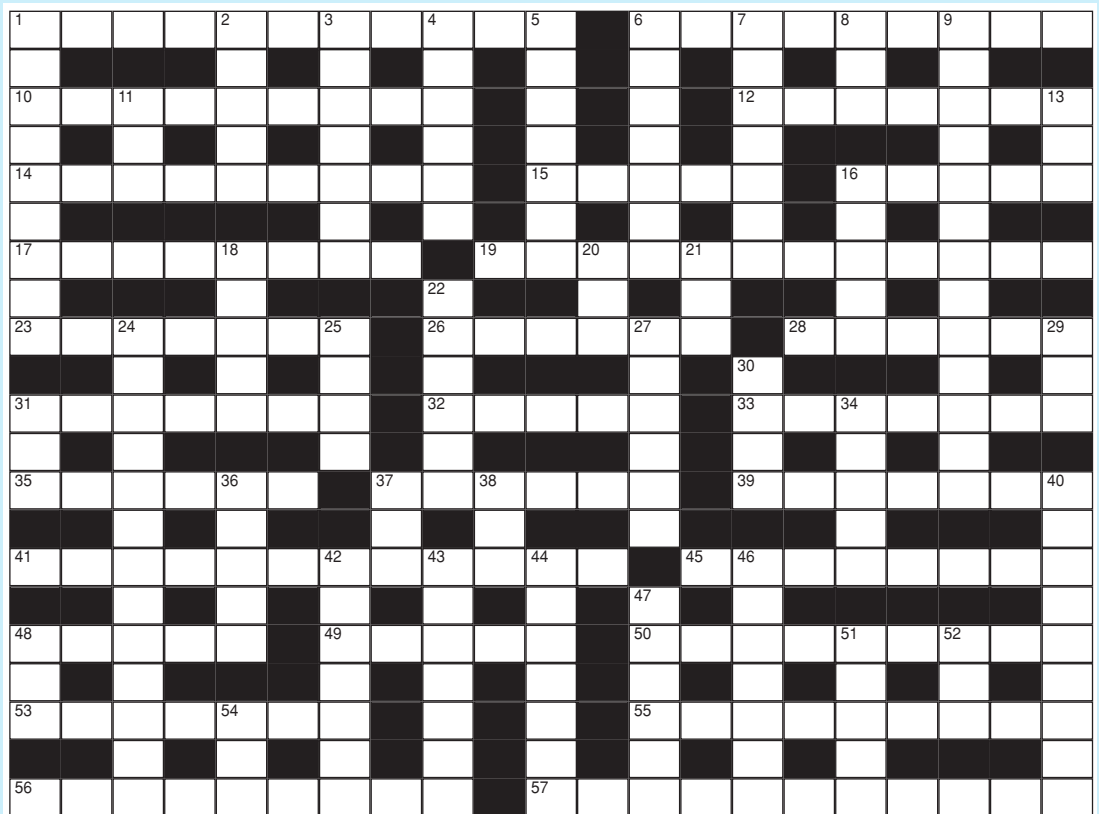
Address _____

Contact number _____

TUI Branch _____

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

Closing date for entries:
Friday 16th March 2012.



- Across**
- 1 Coastal town in Co. Louth (11)
 - 6 A variety of red grape (9)
 - 10 Preoccupied to the exclusion of everything else (9)
 - 12 Villain from the X-Men comics and films (7)
 - 14 A village in Herefordshire, England, known for Dore Abbey (5,4)
 - 15 The name of the motel in Hitchcock's Psycho (5)
 - 16 ---- Park, home ground of Dundalk FC (5)
 - 17 Legendary lost city of gold (2,6)
 - 19 Doggedly (12)
 - 23 Furthest planet from the sun (7)
 - 26 Town in Meath famous for holiday camp (6)
 - 28 The -----, 2000 film starring Nicole Kidman (6)
 - 31 Novel by Virginia Woolfe (7)
 - 32 Used for woodturning (5)
 - 33 State in New England (7)
 - 35 Suffer patiently (6)
 - 37 English pope (6)
 - 39 To make visible (7)
 - 41 People who have an aversion to technology, especially computers (12)
 - 45 Town in Co. Westmeath (8)
 - 48 Orangutan star of Any Which Way But Loose (5)
 - 49 Composer of Enigma Variations (5)
 - 50 Used as an adjective, but having the same function as an adverb (9)
 - 53 Republic at the crossroads of Central Europe, the Balkans, and the Mediterranean (7)
 - 55 The common people, from the Greek for "the many" (3,6)
 - 56 She predicted the downfall of Troy. (9)
 - 57 Behaving badly or improperly (11)
- Down**
- 1 Surgical procedure to deliver babies. (9)
 - 2 The use of words to convey a meaning that is the opposite of its literal meaning (5)
 - 3 ----- Park, 2001 film about the inhabitants of an English country house (7)
 - 4 A large quantity (6)
 - 5 To advance a ball by giving it a series of short kicks (7)
 - 6 The cells produced by the union of gametes (7)
 - 7 Agatha Christie novel first published in 1971 (7)
 - 8 --- Lee, Oscar-winning Taiwanese film director (3)
 - 9 Refers to a state of steadfastness, especially with respect to one's political, religious or social beliefs. (4,2,3,4)
 - 11 Slang for mouth (3)
 - 13 Solitary, nocturnal birds of prey (3)
 - 16 Open and observable; not hidden, concealed, or secret. (5)
 - 18 City where Joan of Arc was martyred. (5)
 - 20 1985 film by Akira Kurosawa (3)
 - 21 Blue ---, Beyonce and Jay Z's daughter (3)
 - 22 Formed features into a pleased, kind, or amused expression. (6)
 - 24 Having more than the normal number of digits (13)
 - 25 Greek god of love (4)
 - 27 Used as a stage direction in a printed play to indicate that a group of characters leave the stage (6)
 - 29 A drunkard (3)
 - 30 Roman poet (4)
 - 31 A type of rock that contains minerals with important elements including metals. (3)
 - 34 A hydrocarbon secretion of plants. (5)
 - 36 The set of allowed values for a variable (5)
 - 37 The --- Tree, a ghost story by M.R. James (3)
 - 38 --- C Nesbitt - fictional Glaswegian drunk (3)
 - 40 Form of singing an extended note which rapidly and repeatedly changes in pitch (9)
 - 42 Animal with a spotting pattern of large unpigmented, usually white, areas of hair. (7)
 - 43 Thin, plain weave, sheer fabric traditionally made from silk (7)
 - 44 A piece of music that sticks in the mind and won't leave (7)
 - 46 A commercial document issued by a seller to the buyer, indicating the products, quantities, and agreed prices (7)
 - 47 Denmark's second city (6)
 - 48 Common acronym of chlorofluorocarbon (3)
 - 51 Spanish wine (5)
 - 52 Licenced to ---, Beastie Boys debut album (3)
 - 54 A drink made from leaves (3)