



TEACHERS FIGHT BACK



juniorcyclestrike

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TUI's Annual Congress 2015 takes place in Whites of Wexford between Tuesday, April 7th and Thursday, April 9th. Full details, including important dates, accommodation options and crèche form are available by clicking the link on the homepage of the TUI website.

A Word from The President

Junior Cycle dispute

Teachers have shown a commendable level of determination, discipline and dignity over two days of strikes in defence of educational standards and the teaching profession. The Junior Cycle dispute has the potential to become a watershed in the recent history of austerity-driven damage to the Irish education system. The strikes have secured a resumption of talks on a 'no preconditions' basis, strengthened our negotiation hand and provided a platform to persuade the public of our genuine concerns for the well-being of our students and profession. None of us should be in any doubt about the value of the latter opportunity as some critics of our honourable resistance, including the previous Minister, have sought to dismiss our stance as posturing. Indeed, this attitude to the teaching profession appears to be one of the factors behind the adversarial approach to us by some policy makers. Such approaches by management damage school capacity and teacher morale. We will not tolerate this.

Teachers are supportive of genuine reform emerging from real negotiation because only on that basis can workable and sustainable change for the better occur. It is part of our professional nature to seek to improve school life in ways such as social inclusivity, holistic education, student well-being and attainment. We want Ireland to have the best education system in the world. But as practitioners we have a deep

knowledge and understanding of what are realistic steps towards achieving ambitious educational goals. We also know that we cannot do it on our own and that austerity has pushed schools and teachers far beyond capacity and what are reasonable expectations. Time, resources and support structures have been dangerously depleted. There is a responsibility on the current Minister to address these serious deficits.

Important opportunities have arisen during this dispute to repudiate attempts to justify 'reform' measures on the basis that such measures are used in other successful education systems. Cherry-picking of international educational practices can ignore both the Irish cultural context and the acknowledgement by experts that attempted cross pollination may not work or cause damage. It is also interesting to note that while Finland has been referenced by the Department of Education and Skills with regard to school based assessment, there has been no suggestion by the Department that the absence of a school inspection system in that country should also be adopted here. Furthermore, in attempting to defend the worst aspects of their proposals, the Department constructed a message for the public which appeared to denigrate the excellent changes which have already occurred in Junior Cycle and the professionalism of teachers. TUI and ASTI used every available opportunity to counteract this by using evidence such as



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TEACHERS FIGHT BACK

Ireland's consistently favourable showing in international comparisons.

There are some commentators who say that while we have strong arguments, we should put up with our lot. They argue that teachers should not have a 'veto over educational policy'. However, as a profession we have a duty to inform the public of the implications of misguided policies for society. In addition, recognition and the exercise of trade union rights is as much a part of a functioning democracy as policy development by civil servants.

As this *TUI News* goes to print, both second-level teacher unions are preparing for a resumption of talks. The TUI and ASTI are ready and determined to negotiate robustly to secure our objectives. We want to resolve this dispute and secure a good deal for students and teachers. In order to try and achieve this I will continue to work at both maintaining and strengthening the co-ordinated approach with ASTI. In the meantime it would be helpful if Branches, members on an individual basis and our Staff Representatives on ETBs and Boards of Management continue to argue our case and seek support from representatives at all levels across the political spectrum. We should build on the strong indications of support we are getting from the general public in order to create a political context which will assist in securing an acceptable resolution of the dispute. The alternative is further industrial action.

Third Level

In the last edition of *TUI News* a number of Branches were reported as taking important initiatives in defending the professional and employment concerns of their members. Such local leadership is vital in the face of major challenges, not least of which is the question of IoT mergers and Technological Universities. However, as the process of mergers develops at different paces (or not at all) in different geographical and political contexts, it is important that TUI co-ordinates local Branch activity with overarching concerns about matters such as contracts and rationalisation. We must harness our considerable Branch and Official ability in a cohesive effort to benefit all members and resist the fragmentation of the sector. A TUI policy



TUI PRESIDENT GERRY QUINN AND ASTI PRESIDENT PHILIP IRWIN JOIN THE PICKET AT ROSMINI COMMUNITY SCHOOL IN DECEMBER

document arising from consultation would assist in this regard.

IoT's have served and continue to serve their regions, socially and economically, with distinction. It has been shown that there is a return of between 4 and 5 Euro to the Irish economy from every Euro invested in Higher Education. TUI therefore disputes that the IoT sector is broken and needs fixing. We are deeply concerned about the rationalisation strategy which appears to underpin the proposed mergers. We are also concerned about protecting the regional mission of our IoT's and the broad access to third level courses they provide, especially for those from economically disadvantaged backgrounds.

TUI has challenged the serious shortcomings of draft TU legislation, including the absence of protections for terms and conditions of employment and pension rights. Other threats challenged by TUI include the arbitrary transfer of staff and the weakening of academic freedom. The draft legislation poses a potential threat to nationally agreed contractual conditions. Furthermore, the proposed governance structures do not provide for adequate democratic representation for academic interests. There is also considerable opposition to the requirement that mergers be a prerequisite for TU status. It is vital therefore that TUI continues to press the Minister and the HEA on these matters.

All of this is set in the context of a third level sector which has already suffered as a result of austerity, most significantly

because of the Employment Control Framework (ECF) and the flex hours. It is clear that these hours represent a hugely unfair imposition on lecturers and are not sustainable either professionally or educationally. We need to focus on ways to improve conditions for lecturers.

Further Education

TUI takes issue with the market driven ideology of further education and training which underpins the SOLAS Strategy 2014-2019 and the Implementation Plan. We are opposed to a policy focus on training at the expense of education and a dominance of economic objectives at the expense of a balanced approach between the needs of citizens, society and the economy. We are concerned about the marginalisation of the teaching profession in FE and the need to build resources and support structures in colleges, schools and centres. We are also concerned about the prospect of private providers securing hegemony in the ETB sector. The FE Consultative Conference in June 2014 provided a range of ideas to deal with the challenges facing the sector including the need to build appropriate alliances to champion the value of education in FE.

To advance our ideas and develop TUI strategy, a written response to the SOLAS Strategy 2014-2019 and the Implementation Plan is being developed and meetings with SOLAS, ETBI and the DES are planned. In addition, a meeting of the new FE Advisory Council is being scheduled for early in March.

Gerry Quinn

Junior Cycle dispute – an update

At a meeting on 22nd October, 2014, the TUI, ASTI and the Minister for Education and Skills, Jan O’Sullivan TD, agreed to have discussions over the following weeks to see if a resolution of the dispute could be found. It was agreed that these discussions would be chaired by Dr Pauric Travers, former President of St. Patrick’s College, Drumcondra, and a target date of 12th November was set for concluding them. Terms of reference were agreed as follows:

“To have meaningful negotiation on those aspects of the Framework for Junior Cycle and its implementation which are under dispute.”

The agenda comprehended the issues of central concern for the unions, including retention of state certification based on external, objective assessment (under the auspices of the State Examinations Commission) and capacity at system and school level.

Meetings between the Department and the unions, chaired by Dr Travers, were held on 7th, 10th and 11th November. In the course of the talks, the Department officials, on behalf of the Minister, tabled a proposal which would provide for:

- Final examination in third year, accounting for 60% of Junior Cycle marks, that examination to be set and marked by the State Examinations Commission,
- 40% of Junior Cycle marks being awarded for project or portfolio work to be completed during 2nd and 3rd year, this 40% being assessed/marked by the classroom teacher,
- A combination of internal moderation and some external moderation (undertaken by the SEC) to support school-based assessment, and
- The retention of state certification.

While recognising the proposal as significant, the unions stated clearly that it did not address the fundamental objection of teachers to school-based assessment for certification purposes. On 11th November, the talks reached an impasse and all parties agreed that they should be adjourned, sine die. The issue of school and system capacity was not dealt with in the course of the talks because of the Department’s insistence that it would deal with the issue only in the context of acceptance by the unions of the proposal that had been tabled. Following the adjournment of talks, the unions jointly wrote to the Minister asking that she intervene directly in order to seek a resolution of the matter. In response to the unions’ letter of 11th November, the Minister reiterated the position set out in her proposal but indicated that she would be happy to meet with the unions following the meetings of their respective Executives, which were scheduled for 14th November.

A communication sent to the members by both unions advised that, unless meaningful progress had been registered by that date, the unions would be deciding on implementation of the mandate that each union has for strike action.

A joint meeting of the TUI Executive Committee and the ASTI Standing Committee was convened on November 14th, followed by separate meetings of the two Executives. Each Executive Committee agreed to issue a directive to members to take strike action on December 2nd and agreed that a further day of action, the date to be determined, would also be held if necessary. From a TUI perspective, the members to take action would be those working in schools/colleges/centres that provide the Junior Cycle programme – including any new members based in such schools/colleges/centres – that were

balloted for industrial action in 2014. On 17th November, a strike directive was issued to members of each union. Advice and information on picketing and other arrangements were also circulated.

The unions met with the Minister on 19th November. Each side set out its position. The Minister asked the unions to reconsider the strike. In response, the unions stated that, in the absence of the required developments in respect of external assessment and capacity, there was no basis for cancelling or deferring the strike. In advance of 2nd December, a joint TUI/ASTI bulletin issued to members setting out the key issues and asking that the clearest possible message be conveyed to the general public about teachers’ legitimate concerns regarding elements of the framework proposals.

There was very extensive media interest in and coverage of the strike. At all points the unions were clear in stating that we were open to further engagement with the Minister in an effort to seek a resolution but that the resolution would have to accommodate the fundamental matter of principle that was at the heart of the dispute. The unions also set out their belief that a resolution could be achieved that captures the best elements of the framework and addresses the best interests of the education system and of students. In that regard, the willingness of teachers to lessen reliance on terminal examinations by the inclusion of additional assessment components was clarified.

On December 2nd, 2014, 27,000 teachers who are members of the TUI and ASTI, engaged in strike action that even critics of the unions recognised as a resounding success and that, judged by the reaction to teachers on picket lines, was strongly supported by parents.

The TUI Executive Committee and the ASTI Standing Committee had a joint meeting followed by separate meetings on 12th December. In view of the failure of the Minister to meet the key demands of the unions, the Executives decided that the second strike day would be 22nd January, 2015, with a third day of strike action to be held on a day to be determined, if that proved necessary. It was also agreed that the unions would engage in exploratory talks, without preconditions, with Dr Travers as chair, if and when an invitation to such talks was received.

On Wednesday, 17th December, the unions met with the Oireachtas Joint Committee on Education and Social Protection. This meeting was held in private and had the purpose of providing an update to members of the Committee on issues relating to the Junior Cycle framework. It was agreed that the meeting would not purport to have any negotiating or industrial relations purpose. In spite of a very restricted timeframe, the unions made a joint presentation to the committee. The Department of Education and Skills and the National Parents’ Council Post-Primary, jointly with the Irish Secondary Students Union, also met the committee on the same day, at separate meetings.

On 15th December, the TUI and ASTI had issued a strike directive in respect of Thursday, 22nd January. Strike notice also issued to the relevant management bodies and employers.

The TUI and ASTI met with Dr Travers on 19th December. The unions advised him that the strike on 2nd December had consolidated the position of teachers and that, if a solution is to be found, external assessment would be at the core of it. The unions indicated that they were prepared to enter talks with the Department without preconditions and to seek possibilities for resolution. Dr Travers met separately with the Department.



TUI AND ASTI GENERAL SECRETARIES JOHN MACGABHANN AND PAT KING ON THE PICKET LINE AT ROSMINI COMMUNITY SCHOOL IN DECEMBER.

On January 9th, 2015, the unions jointly wrote to members to advise that Dr Travers had scheduled a meeting between the unions and the Department for Wednesday, 14th January. However, it was the clear view of the unions that the further day of strike action scheduled for 22nd January was necessary and would constitute an influential demonstration of resolve and provide clear public evidence of the determination of teachers to protect standards in and the quality of education at Junior Cycle.

The unions met the Minister and her officials on 14th January. Each side clarified its position, the unions reiterating principled opposition to school-based assessment and their concern regarding capacity at system and school level. It was recognised that a considerable difference remained between the two respective positions. However, both sides agreed to engage in further discussions.

In advance of the strike day on 22nd January, each union issued a bulletin, for distribution to parents' representatives and at the picket lines, setting out the rationale for the strike action. The second strike day on Thursday, 22nd January, was also demonstrably successful and elicited widespread public support. The general thrust of commentary suggested an understanding among the general public that there is a clear linkage between the high level of public trust in the Irish education system and the consistency, objectivity and fairness that is provided by external assessment for the purposes of state certification.

At the time of going to press, a further meeting, chaired by Dr Travers, has been scheduled for Thursday, 29th January, 2015. The intention of the union is to seek a resolution but one based on respect for the core principle that has informed the campaign to date. In continuing to participate in these discussions, the unions are also keenly aware of issues relating to capacity which inevitably have significant resource and workload implications.

Strike day salary deduction

The Department of Education and Skills has informed TUI that the mechanism for applying a cut for one day's salary is as follows:

1. Salary is the full entitlement including increments and allowances payable on the day in question.
2. Annual salary is then divided by 26.09 to obtain fortnightly pay.
3. Fortnightly pay is then divided by 14, which gives the gross pay deduction for one day before tax, PRSI, superannuation, USC etc are deducted.

Pay discussions likely later this year

During the last six months of 2014, there was a growing body of evidence in published data of a change in the economic climate and the resumption of economic growth, albeit that the sustainability of that growth was not regarded as beyond question and might be threatened by the failure of European institutions to take adequate measures to stimulate demand and prevent deflation.

During 2014, there was also growing evidence of unions in parts of the private sector lodging pay claims. The Executive Council of the ICTU expressed the clear view that it is time again for pay increases to workers across the public and private sector. Apart from providing necessary compensation to workers for recent losses, pay increases would serve to stimulate demand and embed growth in the economy. It should be noted that, at Annual Congress 2014, the TUI signalled the need for pay claims once again to be lodged. The ICTU stated that a coherent policy is needed in respect of pay determination, particularly in the context of concern about the differential rate of recovery from recession in the various parts of the economy.

Towards the end of 2014, government spokespersons seemed increasingly to be suggesting that social dialogue in respect of pay determination is needed. Individual unions had also, at that point, begun to offer comment about the order of priority that should attend pay determination with some suggesting that, in the first instance, a restoration of what has been eroded in recent years should be sought. In this regard, there have been calls for the gradual reduction and eventual abolition of the Universal Social Charge (USC) and/or, in the context of the public service, elimination of the so-called Pension Related Deduction/pension levy.

The Executive Committee of the TUI has considered and is continuing to consider the various options and priorities in this regard. It is informed by existing TUI policy as determined by Annual Congress. For example, a clear priority is the elimination of the discriminatory disparity between the salary structure for those who entered teaching and lecturing from 2011 on and those who were in the profession before 2011. The best estimate, at the moment, is that discussion between government and the trade union movement in regard to pay will probably commence in mid-summer with the possibility that there will be discussion regarding the structure and scope of such talks in advance of that time.

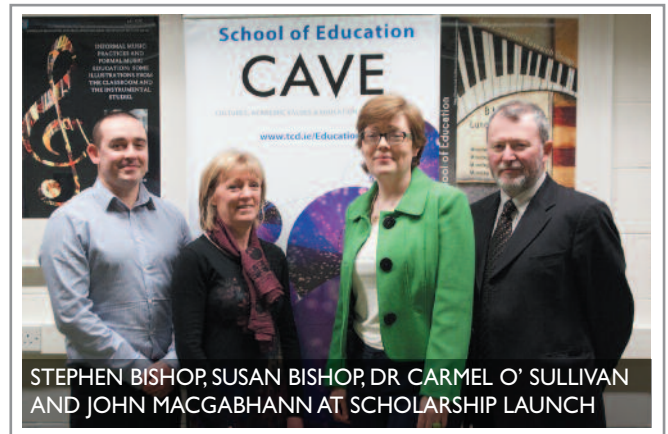
TUI Ben Bishop PhD Scholarship launched

TUI, in conjunction with the School of Education, Trinity College Dublin, launched the TUI Ben Bishop PhD Scholarship on the 12th of January 2015. At the launch, Ben's wife Susan Bishop thanked the union for the tribute and wished the PhD candidate every success in their research. Stephen Bishop said that his father would be proud of this initiative by his union.

TUI General Secretary John MacGabhann thanked Ben's family for attending and supporting the initiative. Through this scholarship the union is both celebrating the life of a very dear colleague and investing in the future of education in Ireland. Dr Carmel O'Sullivan, Head of the School of Education, welcomed this strategic initiative by TUI. She said that that trade unions in Ireland, particularly those representing teachers and lecturers, have always valued the importance of education and the contribution it makes to the social good of society.

'This is a three year PhD scholarship paying for the tuition fees and maintenance grant of the successful candidate,' said Dr John Walsh from the Cultures, Academic Values and Education (CAVE) research centre, Trinity College. 'The scope of the scholarship will be the shifting boundaries of academic work in higher education institutes in Ireland'.

In particular, the research will take account of the proposals concerning the mergers of institutes of technology and/or the establishment of technological universities. It is expected that the research will provide an international review of similar restructuring in higher education institutes.



STEPHEN BISHOP, SUSAN BISHOP, DR CARMEL O' SULLIVAN AND JOHN MACGABHANN AT SCHOLARSHIP LAUNCH

Applications for the PhD should be made through:

www.tcd.ie/Education/research/degrees/structured-phd/

Please indicate on your proposal that you are applying for the 'TUI Ben Bishop Scholarship'. For further enquiries please contact either Dr Andrew Loxley (loxleya@tcd.ie) or Dr John Walsh (walshj8@tcd.ie).

Proactive engagement delivers results for Apprenticeship Working Party

Members of the TUI Apprenticeship Working Party (AWP) engaged in a lengthy process of deliberation in respect of the Department of Education and Skills Implementation Plan arising from the National Review of Apprenticeship. While the AWP welcomed most of the actions in the Implementation Plan, concerns were expressed relating to provision of both Phase 4 and Phase 6 programmes and funding of the Standard Based system. The AWP met the Department of Education and Skills with a view to supporting areas of common interest and highlighting areas of concern.

The AWP supports the promotion of apprenticeship as a valid and necessary alternative education and training process for young people. Registered apprenticeships enable young people to engage in formal education and training whilst working and earning a wage. Apprenticeships are key to progression opportunities for young people to access further and higher education options. The partnership approach between employers, training centres and institutes of technology is fundamental to the success of the apprenticeship system in Ireland. The AWP expressed concern relating to

the new funding approach for apprenticeship which is administered by Solas.

The AWP noted with concern there was no TUI representation on the board of Solas and questioned the consultation process utilised by this new agency. The AWP also formally notified the Department of concerns relating to the proposal by Education and Training Boards (ETBs) of delivery of both Phase 4 and Phase 6 programmes.

The AWP stated that this would be a red line issue and could lead to industrial action. The institutes are the providers of Phase 4 and Phase 6 and there is sufficient capacity within the IoT sector to meet the current growing demands.

ETBs should not seek to duplicate and compete with the IoT sector but rather direct their resources to other areas of training and educational needs.

The AWP continues to develop a close working relationship with the TEEU and other trade unions involved with apprenticeship education and training. Eamon Devoy, General Secretary of the

TEEU, met with the AWP to brief members on the new National Apprenticeship Council and its work plan for 2015. Both the AWP and the TEEU have committed to strengthening their relationship with a view to promoting apprenticeship, protecting the rights of apprentices, maintaining the quality and standards of the system and seeking additional funds for the area. The two unions have agreed to the establishment of an ad-hoc advisory council comprised of representatives of trade unions with a specific interest in apprenticeship.

The AWP submitted a proposal to the QQI relating to the proposed reclassification of Level 5 and Level 6 Descriptors. At a meeting with the QQI, the AWP expressed serious concerns relating to the proposal to classify Level 5 and 6 Descriptors as 'Occupational' compared to the Levels 7 to 9 which are classified as 'Professional'. The AWP argued that the classification of 'Professional' should apply to both Level 5 and 6 as this would enhance progression routes and provide equity of recognition. The AWP position was acknowledged. The QQI have since classified Level 5 and 6 Descriptors as 'Professional'.

Work related stress in the Institute of Technology sector

The Colleges Advisory Council (CAC) identified the need to carry out a study of work related stress (WRS) in the third level sector. The CAC considered that members in third level were experiencing increased levels of WRS as a result of the productivity measures contained in both the Public Service Agreement 2010-2014 and the subsequent Haddington Road Agreement 2014-2016. The Council was specifically concerned about the impact of the 'flex hours'. The flex hours are two additional hours lecturing per week given free of charge by members for the duration of the agreement. The purpose of the flex hours is to cater for additional student throughput. The use of the flex hours is at the discretion of institute management. Members have complained that this productivity measure is completely disproportionate compared to other grades. The delivery of two additional hours lecturing requires an additional six hours to include subject/curriculum development, research, preparation work and the development of assessment and examinations materials. The matter is further compounded by the increase in student numbers. Larger class sizes significantly increase the workload of lecturers in terms of continuous assessment of students' work, providing

feedback to students, advising students on their studies and pastoral support to students. Members have also stated that WRS was becoming a health and safety issue.

In order to assess the extent of WRS, the union carried out a national survey of members in the institute of technology sector. The survey instrument was developed from the Health and Safety Executive (UK) Management Standards Toolkit for measuring WRS. The survey also contained a section on factors specific to the Irish third level system. The survey was carried out in December 2014. The response rate was 30% (n=1,126). The full findings of the analysed survey will be available in February 2015 and will be reported to the Department of Education and Skills and institutes of technology.

The union will engage with the sector with a view to getting employers to put strategies in place to reduce the damaging effects of WRS.

A preliminary descriptive analysis of five third level items is presented in the table below. From this data it is evident that a significant percentage of respondents have indicated that they are experiencing high levels of WRS.

Respondents indicated the 'flex hours' are causing high levels of WRS with 38% indicating 'Very High' and 24% 'High' compared to 10% 'Very Low' and 12% 'Low'. The increase in the number of students also scored high on the WRS level with respondents indicating 33% 'Very High' and 28% 'High'.

'Consultation on change' seemed to cause significantly high levels of WRS with respondent's indication 37% 'Very High' and 24% 'High'. Similarly, contribution to decision making also registered high levels of WRS at 31% 'Very High' and 23% 'High'.

Finally, the lack of funding to the sector is a cause of WRS with 32% indicating 'Very High' and 27% stating 'High'.

These are just preliminary headline figures. The full report will be prepared for the next meeting of the Colleges Advisory Council. Further work on gathering data on WRS on all sectors of the union will commence in the near future. The union is considering the best mechanism to begin a campaign against WRS and particularly excessive workloads.



To be or not to be a Technological University?

Uncertainty relating to the technological university proposals continues. The TUI previously (April 2014) raised concerns at the Joint Committee on Education and Social Protection relating to the Technological University Bill. The union highlighted a number of issues including the lack of consultation and engagement, the maintenance of security of tenure, protection of academic freedom, the continued remit to regional provision and access and the lack of provision within the Bill to the transfer of undertakings.

The union also informed the Minister and the Department of Education and Skills in May 2014 of the results of a survey of third level members relating to technological universities. The survey had a 30% response rate (n=1,107). Members' unease with the proposal for technological universities was demonstrated by 51% indicating disagreement (29% indicating agreement) with the statement: 'The institute I work in should legally merge with another IoT(s) and apply for Technological University status'. The union notified each institute of the concerns members were reporting relating to lack of information and consultation. The union warned that the approach adopted by the HEA and managements would lead to predictable outcomes, including lack of commitment, lack of co-operation and even industrial unrest.

To date, most of the union's predictions have emerged. The South East Technology University (SETU) proposal which consisted of Carlow IT and Waterford IT is in very public difficulty. The union lodged a dispute with the Labour Relations Commission relating to a lack of consultation. The Minister then appointed a consultant to engage with management, staff and students in the two institutes with a view to regenerating the SETU project. The two branches have agreed a joint position and intend to proactively pursue it.



BRANCH OFFICERS PICTURES BEFORE THE LAST MTU MEETING WITH THE TWO INSTITUTES. BACK ROW: (L-R) GILLIAN QUINLAN (CIT), AIDAN KENNY (ASSISTANT GENERAL SECRETARY, TUI), JOAN CLEARY (IT TRALEE), JOE KEHOE (CIT), JUNE O' REILLY (CIT), CYRIL GAVAGHAN (IT TRALEE) FRONT ROW: SHANE O' ROURKE (CIT), ANNE-MARIE COURTNEY (IT TRALEE), MARIA CULLINANE (CIT), URSALA BARRETT (IT TRALEE)

The two branches in the Munster Technological University (MTU) project, Cork IT and Tralee IT, have engaged in direct discussions with the institutes during 2014. Although the MTU stage 3 submission received a conditional approval from the International Panel's report, the two branches have issued an agreed statement of no confidence in the process to date, in the recommendations of the International Panel's Report and the HEA approach. The Minister's lack of funding for the sector is also a cause for grave concern. The branches noted that if their concerns are not addressed, they will commence balloting members for industrial action.

The three branches involved in the Dublin Technological University (DTU) (Dublin IT, Tallaght IT and Blanchardstown IT) have engaged in a discussion process facilitated by the Labour Relations Commission. The DTU stage 3 application was approved by the International Panel, with conditions. The branches are currently in exploratory discussion in relation to thematic areas.

The Connacht Ulster Alliance (CUA) which includes Galway/Mayo IT, Sligo IT

and Donegal IT, has indicated that it intends to process a joint position with a view to eventually working towards a technological university application. The remaining institutes (Dun Laoghaire, Dundalk, Limerick and Athlone) have not put forward merger proposals.

The union is not opposed to the concept of technological universities but is unimpressed by the rationale and the model currently on offer. The TUI is willing to work towards the development of a more inclusive conceptualisation of technological universities. TUI demands full consultation, an assurance of the maintenance of existing conditions of service including employment conditions, remuneration, and pension rights. The union expects collective agreements to be fully respected. In cases where the established industrial relations procedures and mechanisms are not followed, TUI will respond in an assertive and purposeful manner. The union is opposed to forced mergers of institutes. Mergers could be avoided if a structure similar to the National University of Ireland was put in place for the technological university sector.



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Posts of responsibility

- an overview

Posts of responsibility enable the pastoral, curricular and administrative needs of a school to be met. Since the imposition of the moratorium on recruitment and promotion in 2009, the number of post holders has been radically reduced in most schools. The effect of the moratorium has varied in accordance with school profile. Many schools have seen a severe loss of both special duties and assistant principal posts, while others have lost relatively few posts. The TUI continues to demand that the moratorium should be immediately lifted as it severely undermines the educational experience of students and restricts career opportunities for teachers and the capacity of schools to provide necessary supports (such as a year head structure).

Number of Assistant Principal Posts in a school

A limited alleviation to the moratorium in respect of assistant principal positions was introduced in 2011 before being temporarily withdrawn. It was re-introduced under the terms of the Haddington Road Agreement. Over

recent months, schools have been filling positions at assistant principal level up to the following threshold provided for under the alleviation circular (CL 4/2014).

Pupil enrolment	No. of AP posts which can be filled as per alleviation
<100	0
100-199	1
200-299	2
300-399	3
400-499	4
500-599	5
700-899	6
900-1099	7
>1,100	8

Programme Co-ordinator

The alleviation allows for the filling of programme co-ordinator posts at assistant principal level if:

- (i) a school has 100 or more students in programmes such as TY, LCVP or LCA and

- (ii) the school's overall number of assistant principal posts is at or below the thresholds shown in the table.

Schools that meet both of these requirements may fill a programme co-ordinator vacancy at assistant principal level.

Appointments to posts of responsibility

The appointment procedures, common to all sectors, are set out in Circular Letter 0042/2010. The procedures provide for the use of the pre-existing criteria in respect of some posts and revised criteria in respect of others. The circular also provides for the phasing in of the revised procedures. It should be noted that the revised procedures will apply to all posts from September 2015. Until then, (that is, in the current school year 2014/15), half the posts are to be filled under the pre-existing arrangement and half are filled under the revised arrangement.

The first post appointed during the period, (i.e. since 2012/2013) should be under the pre-existing arrangement and the next under the revised arrangement alternating until September 2015.

All interviews, no matter which marking scheme is used, are carried out according to the system set out in Circular Letter 0042/2010.

Under the revised arrangement, 20 out of 100 marks are awarded to the most senior candidate and then each other candidate, depending on service, is placed in the appropriate quartile and awarded 15, 10 or 5 marks. The other four criteria are then marked at interview out of 20 marks per criterion. Under the pre-existing marking scheme, the most senior candidate is awarded 30 marks and all the other candidates are awarded marks pro-rata, based on service. The four other criteria are then marked at interview out of 17.5 marks per criterion.

Appeals to the appointment to a post of responsibility

A common appeal process has been established across all sectors. Nine grounds for appeal are set out. Use of the appeals process should test that the correct procedures have been adhered to in terms of advertising the post, interviewing for the post and appointing the successful candidate to the vacant post. The appeals process and copies of the relevant appeals form should be made available to all unsuccessful candidates upon notification of the results of the appointment process. There is a standard form for outlining the rationale for the appeal which must be received by the ETB/board of management/school manager within seven school days of receipt of the notification of the outcome of the appointment process.

The appeal is heard by an independent appeal board consisting of a nominee of the appellant's trade union, a nominee of the relevant management body and an agreed independent chairperson. There are strict timelines applied to the appeals process and these are outlined in an appendix to the circular letter. TUI will advise on the procedure but the appellant must complete the appeal documents themselves.

Temporary Posts

Any temporary posts that arise will be filled based on the revised arrangements

in circular letter 0042/2010. If, on the basis of interview, a panel is created to fill subsequent vacant temporary posts that arise, then this must be agreed with teaching staff.

Schedule of posts

Under circular letter all schools must have a schedule of posts that is available to staff members. The schedule comprises two lists. One is of the existing post-holders, the grade of the post and the duties held and the other is a list of additional duties/responsibilities not currently discharged which would be assigned to new appointees to posts of responsibility. That list should be based on the agreed needs of the school. The teaching staff must be consulted in a meaningful way when assessing the needs of the school and drawing up the schedule of posts or if it is being reviewed and revised. The duties attached to the posts of assistant principal and special duties teachers should have a responsibility and workload commensurate with the type of post and allowance paid for carrying out the duties. Once the schedule of posts is agreed by the staff and management it must be ratified by the school's board of management.

Review of post duties

Circular letters allow that a review of post duties may periodically take place. Under such a review, duties carried out by a post-holder who has retired or been promoted to a different grade may be reassigned, but only to other post-holders.

However, where this occurs other duties must be dropped by the school. Under directive, TUI members must not undertake on an unpaid, non-pensionable basis, any duty that was previously undertaken by a post-holder or that is on the schedule referred to above.

The total duties of a post-holder following a review should be no more onerous than the previous set of duties discharged by that post-holder.

When a schedule is being drawn up or a review is taking place, there should be

- Open and transparent consultation with all teaching staff
- Real participation by teachers

- Consensus among staff
- Inclusive definition of posts
- Equity in the division of duties and workload

TUI continues to demand the lifting of the moratorium as the loss of posts of responsibility is undermining the operation of schools and career opportunities for all teachers.

TUI directive on posts of responsibility

Members are reminded of the union's directive on posts of responsibility. With effect from August 2014 all members are directed that:

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

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

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

Duties will not be carried out:

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

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

Young Scientist Exhibition 2015

a resounding success

The Young Scientist Exhibition again demonstrated the exciting work happening in Irish schools, and the event is an unforgettable experience for the students who take part. The exhibition itself is the final stage in the competition which is open to all second level students from Ireland, both North and South. As well as the 550 student projects on display, there were a further four exhibition halls filled with science and technology based exhibits and entertainment, making it a thrilling event for those who enter and for general visitors too.

Visiting the 51st exhibition, TUI president Gerry Quinn praised the ingenuity and dedication of the students and teachers who took part.

An example of some of the projects are set out below.



Teacher Tom Dixon and student Aisling Doherty, Maynooth Post-Primary School, Co Kildare

This project examined the hygiene hypothesis which suggests that exposure to microbes may lead to reduced allergies. The findings did not support this area of the hygiene hypothesis i.e. there was not much difference in susceptibility to allergies between those exposed to microbes from animals and those who were not exposed.



Teacher Michael Lyons (Chair Longford branch) and student Matt Lyons, Lanesboro Community College, Co Longford pictured with TUI President Gerry Quinn

This project examined the impact of the application of the €2.50 GMS fee to prescriptions. The project studied whether the fee stopped patients from taking their medication. The study found that the number of medications not taken by patients from the pharmacy skyrocketed in the months immediately after the imposition of the fee. The number affected had quadrupled twelve months later. The diseases most affected were asthma, heart disease and blood pressure. Similar findings emerged from research conducted by the World Health Organisation in the USA. The study found a 'penny wise but pound foolish' phenomenon in that a €43m saving on drugs was found in the short-term but that hospital admissions for heart disease rose 6% as a result.



Ruaidhrí Kennedy, Ardgillan Community College, Balbriggan, Co Dublin explains his findings to TUI President Gerry Quinn

This was an examination of the natural degradation of fruit to ascertain whether there was an optimal time for the prevention of decay. The study has significant implications for people suffering from diabetes as it found that significant changes happen to fruit left at room temperature. These changes include a rise in glucose, a fall in pH and a rise in acidity. No such change or decay happens over a five day period in fruit stored in a fridge. Ruaidhrí's teacher is Teresa Gannon (not pictured).



Teacher Leanne Moore and students Aoife Woods (left) and Amy Allard (right), Mullingar Community College, Co Westmeath

The students examined whether sphagnum peat moss (SPM) could be used as an alternative to commercial flower foods such as the sachets often attached to bunches of flowers purchased in a shop. SPM grows in large quantities in areas close to Mullingar. When flowers are cut they lose ph, their water source and their food source. SPM is hydroponic which means that it can hold up to ten times its own weight in water. The sachet of food provided by florists contains 4% sucrose so the students added 4% sucrose to SPM. Lillies were used for the tests and those that were put in water survived 18 days. Lillies which had access to a commercial food source lasted 20. However, lillies which had access to SPM (supplemented with sucrose) lasted 26 days and did not suffer from discoloration of the stems unlike the others.



Teacher Sinead Mulcahy and students Kaitlyn Baxter (left) and Aiden Donohoe (right), Ballymahon Vocational School, Co Longford

This project examined the type of exercise which has the greatest effect on mental health. Three hundred students took part in the project. The first phase was a basic fitness test for all students who were then grouped by fitness level. Each group took a different activity and their mood was measured after each activity. The study found that mood improved after activity and that students with the highest fitness levels enjoyed the most hard-hitting exercises most. Group exercises were found to be the most beneficial.



TUI President Gerry Quinn and students (from left to right) Maciek Smyk, Meadbh Murphy and John Naik and teacher Helen Corbett, Arklow Community College, Co Wicklow

The students were interested in examining positive psychology. For the month of September they ensured that all students took six positive actions:

- Meditation – all students participated in meditating whilst listening to Gregorian chant
- Gratitude journals
- Positive posters – new ones were put up every week
- ‘What I like about you’ statements
- Mindfulness workshops – 72% of females and 37% of males felt that this should be part of the curriculum
- Random acts of kindness – four months later students are still carrying these out

Students and teachers all got involved and there was a noticeable reduction in stress prior to recent exams as a consequence.

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6.50% APR
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You won't get a better offer than our Special Rate Car Loan at **6.31% variable, APR* 6.50%**, meaning that **we are one of the cheapest car loan around.**

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Representative Example

A typical €10,000 five year variable loan will have 60 monthly repayments of €194.78, Interest **6.31% variable, APR* 6.50%**. If the APR does not vary during the term of the loan the total cost of credit of this loan (i.e. total amount repayable less the amount of the loan) would be €1,724.81. The total amount payable is €11,724.81.

WINNERS, WINNERS AND WINNERS

Confined monthly members draw

December

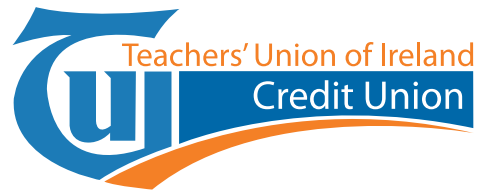
First Prize:	Car	Caroline Mohan, Co. Donegal
Second Prize:	€ 1,500	Brian Goulding, Dublin 6
Third Prize:	€ 1,000	Patrick Gaynor, Co. Roscommon
Fourth Prize:	€500	Martin Hayes, Co. Cork

November

First Prize:	€ 1,500	Donnchadha O H-Aodha, Co. Cork
Second Prize:	€ 1,000	Brid O'Neill, Dublin 6
Third Prize:	€ 500	David Mc Grath, Co. Galway

Online Survey

A special thank you to all who completed our online survey in November. The lucky winner of a weekend away in a 5 star resort was **Brid Delahunty** from Dundalk IT.



SHARE SECURED LOAN 3.99% APR



A Share Secured Loan allows you to borrow up to the value of your savings at the special low rate of **3.92% (3.99% APR)**. A Share-Secured Loan is a cost-effective way to access funds while leaving your savings untouched and available for future needs.

Representative Example

A typical €5,000 five year variable loan will have 60 monthly repayments of €91.77, Interest **3.83%** variable, **APR* 3.99%**. If the APR does not vary during the term of the loan the total cost of credit of this loan (i.e. total amount repayable less the amount of the loan) would be €512.62. The total amount payable is €5,512.62.

IMMEDIATE APPROVAL AND FUNDS IN YOUR ACCOUNT WITHIN 24 HOURS!

Logon to www.tuicu.ie for details on how to avail of these fantastic offers.

Very competitive loan rates • No hidden charges

AGM 2014 – DIVIDEND 1% AND INTEREST REBATE 5%

The TUI Credit Union held its 2014 AGM on Friday 5th December in the Clarion Hotel, Liffey Valley, Dublin 22.

The President of the TUI Mr Gerry Quinn and General Secretary of the TUI Mr John Mac Gabhann were in attendance and addressed the AGM. There was a good attendance of members from around the country which was great to see. The TUI Credit Union had another successful financial year. The TUI Credit Union issued over € 4.3m in loans significantly up on 2013. A **dividend of 1%** and **interest rebate of 5%** were approved by the AGM. This is the first year the Credit Union has introduced an interest rebate. The interest rebate acknowledges the worthy contribution members who take out loans have made to the TUI Credit Union. Hence our interest rebate is designed to reduce the cost of interest to our members.

A number presentations were made to officers who stepped down from the board of directors, Ann Bray, Fred Goulding, Tony Germaine, Charles O'Brien and Paddy Mc Dermott. The Credit Union wish to extend their gratitude for all the years of service they gave on the board.

A special presentation was made to Madeleine Tilley who celebrated 25 years working in TUI Credit Union.



Pregnancy-related sick leave and the 2014 Public Service Sick Leave Scheme



Circulars 0059/2014 (registered teachers), 0063/2014 (all staff in ETBs, other than Teachers and SNAs) and 0064/20014 (all staff in IoTs), which introduced the new sick leave scheme, did not clearly address pregnancy-related illness which had occurred under the previous sick leave scheme (i.e. the scheme that operated prior to 1 September 2014).

Earlier Circulars had provided for the full discounting of pregnancy-related illness leave. A number of members who had taken pregnancy-related illness leave have been in contact with TUI Branch Officers, Area Representatives or Head Office. Some are in a position where sick leave limits under the new sick leave scheme have been reached. As a result, they would be on Temporary Rehabilitation Remuneration (TRR) or unpaid leave in the event of illness occurring while they are waiting for periods of earlier sick leave (including pregnancy-related leave) to be discounted through normal look-back provisions. (The operation of look-back periods of four years and of one year is

set out on pages 12 and 13 of the September 2014 edition (Vol. 37, No. 1) of the TUI News.)

Together with the other teacher unions, TUI has, consistently and over a considerable period of time, raised this matter through the Teachers' Conciliation Council and the Institutes of Technology Industrial Relations Forum. In October 2014, a formal communication was sent to the Department of Public Expenditure & Reform. This was subsequently referred to the Attorney General by that Department.

As a result, the unions have now been advised of an arrangement to discount time which had been spent on pregnancy-related illness under the previous sick leave scheme (i.e. prior to 1 September 2014). That arrangement is set out below and is now being operated by the Department of Education and Skills. The arrangement is that discounting applies at half-pay rate. However, the position of the teacher unions was - and remains - that

discounting should apply at full pay rate. We will continue to press for this and will provide further updates as they are available.

The current position is set out as follows:

“The interim arrangement is being introduced for **public servants who took sick leave due to a pregnancy related illness and exhausted their paid sick leave** due to this illness. The interim arrangement is: **If a woman reaches the 4-year paid sick leave limit and pregnancy-related sick leave is listed as an absence on her 4-year sick leave record, then she will have access to additional leave (i.e. for the equivalent amount of time spent on pregnancy-related sick leave up to a maximum of 92 days) at half pay only subject to the overall maximum limits.**”

Peer review/peer observation – a reminder of TUI's position

On the 27th of March 2013, TUI General Secretary John MacGabhann issued a letter entitled 'Guidance to Members – School Self-Evaluation' to all members. This correspondence referenced TUI's position on the issue of peer review and observation (for evaluation or inspection purposes) and stated:

‘Some members may be under the misapprehension that peer review, peer observation or the inspection/evaluation of teachers are either required or allowed under School Self-Evaluation. If such is the case,

the members concerned should be invited to contact the union for clarification....Members are advised that the school self-evaluation guidelines and circular do not provide for peer review, peer observation or the inspection/evaluation of teachers by Principal teachers, Deputy Principal teachers or teachers.'

It has come to the attention of TUI head office that the practice of peer observation is being encouraged in some schools, in a variety of contexts i.e. School Self-Evaluation, preparation

for Subject/Whole-School Evaluation and under the Teaching Council's Droichead pilot scheme.

Please be advised that the TUI's position regarding the practice of any form of peer review and observation, irrespective of its purpose, is that no member of the TUI may be required or compelled (by management, the Inspectorate etc) to participate in the observation of their colleagues or to have colleagues observe them. In the event that peer observation is being introduced or demanded in your school, please immediately advise your branch and area representative.

Vacancy on NCCA development group – Junior Cycle Art

From time to time vacancies arise on NCCA development groups. Participation on NCCA committees does not in any way alter TUI policy regarding issues such as assessment of new courses, but participation does provide a valuable opportunity for practising teachers and the nominating teacher unions to influence developments in curriculum and syllabi. Each teacher union is usually invited to nominate two representatives to each development group. Each representative will be required to make thoughtful insights in the discussions of the relevant development group, within

the context of TUI policy. Representatives are required from time to time to discuss strategy, and meet with relevant officials from TUI Head Office. Representatives may also be asked to act as exams spokespersons for TUI in the subjects relevant to their expertise. This can involve giving considered feedback to the media and Exams Commission, again within the context of TUI policy.

Correspondence issued recently to schools and centres setting out current vacancy guidelines for nominees and the nomination form. If you are interested in

becoming involved please contact your local branch for their nomination. Applications (marked NCCA development groups) should reach TUI Head Office no later than noon on March 6th, 2015. It is expected that applicants will be informed of the outcome in mid to late March. It is recommended by the NCCA that applicants not serve on more than one subject development group.

Subject	Number of Vacancies
Junior Cycle Art	1

Pilot Voluntary Redeployment Scheme 2015 to operate in Munster

The pilot voluntary redeployment scheme established in 2013 is to continue in 2015. The scheme will operate in Munster in 2015 having operated in the North West in 2013 and in Connacht in 2014.

The scheme, which was negotiated by TUI and ASTI under the Croke Park Agreement, allows for teachers in schools not in a surplus teacher situation to transfer on a voluntary basis to another school or geographical area.

It is important to note that, while a teacher must be teaching in Munster to avail of the scheme, he/she may seek to be redeployed to any part of the country.

- The pilot voluntary redeployment scheme 2015 is confined to teachers employed in the Munster region (i.e. Counties Clare, Cork, Kerry, Limerick, Tipperary, Waterford). It does not apply in those schools that have teachers for compulsory redeployment.

- The pilot voluntary scheme will only be used if it facilitates the compulsory redeployment of a teacher from a surplus school.
- Permanent/CID teachers employed in these schools may express an interest in voluntary redeployment to another school anywhere in the country.
- Interested teachers should complete form VOL-RDI 15-16 and have it certified by the school principal and the Chairperson of the Board of Management (or the CEO in the case of ETB schools).
- Principals should declare on Part E of form VOL RDI 15-16 the preferred subject options that the school requires as a replacement for the teacher if the application for redeployment is successful. These subject options may be different to the subjects currently taught by the teacher applying for voluntary redeployment. This may give Principals an opportunity to



address a curriculum mismatch within their school.

- The CEO/Chairperson must sign Part E of form VOL RDI 15-16 to indicate the school's approval to release the teacher in question and their agreement to accept a replacement teacher on redeployment.
- Offers will issue to applicants where their redeployment facilitates the compulsory redeployment of a teacher from a surplus school.

An application form can be downloaded from the TUI website.

Prestigious award for TUI member



DR. MAURICE O'REILLY (LEFT) OF THE INCA PRESENTING SEÁN CONNOLLY OF RATHMINES COLLEGE WITH THE VICTOR W GRAHAM TROPHY.

Seán Connolly, one of TUI's representatives on the NCCA Applied Maths Development Group, was presented with the Victor Graham Trophy at the 2014 Annual Conference of the IAMTA (Irish Applied Maths Teachers Association) held in NUIG on 29th November. Seán teaches in Rathmines College in Dublin. The trophy was awarded by the Institute for Numerical Computation and Analysis (INCA) and commemorates the life and work of Victor W Graham.

The trophy is awarded annually to a teacher and the winner is selected by a committee composed of representatives of the

INCA, the Irish Applied Mathematics Teachers' Association (IAMTA) and the Irish Mathematics Teachers' Association (IMTA).

A graduate of Trinity College Dublin, Victor W Graham (1914-1991) lectured in both the School of Mathematics at TCD and in the Church of Ireland Training College attached to the college. He was conferred with an honorary Doctorate of Science by his alma mater in 1989.



SEAMUS LAHART, TUI AREA 4 REPRESENTATIVE, PRESENTS RACHEL MCKENNA WITH A TUI SPONSORED AWARD AT THE UCD SCHOOL OF EDUCATION ANNUAL CONFERRING. ALSO PICTURED IS PROFESSOR DYPNA DEVINE, HEAD OF UCD SCHOOL OF EDUCATION.

Maths Counts - Learning and Teaching Mathematics in Irish Post-Primary schools

**Conference for all post-primary teachers of
Mathematics 2015
University College Dublin, Belfield, Dublin 4**

Friday 17th April: 18.00 – 22.00

Registration and Keynote address by Geoffrey Wake, Associate Professor, University of Nottingham - School of Education. Followed by reception and official opening by a guest of honour.

Saturday 18th April: 09.00 - 16.30

Registration followed by workshops & presentations by teachers and guest speakers. A conference programme containing further information (including details of the registration process) will be issued to all Post-Primary Schools shortly.

For further information, please contact:

Project Maths Development Team

Drumcondra Education Centre

Phone: 01-8576422/8576428

Email: grainneh@ecdumcondra.ie; racheld@ecdumcondra.ie

For more details about the conference see www.projectmaths.ie



- *Have you taught abroad?*
- *Are you a qualified teacher who taught overseas for a minimum of two years?*
- *Are you currently teaching in Ireland for a minimum of one year?*

If so, I would very much appreciate if you would complete a short survey as part of my doctoral research project which examines the experiences of repatriated Irish teachers.

Please email me at
M.NAGLE4@nuigalway.ie by
23rd February 2015

The gender divide in senior academic posts in the Institutes of Technology

The Higher Education Authority (HEA) recently published a detailed breakdown of the gender divide of senior academic posts across publicly funded higher education institutions. The data shows that women are under-represented in senior academic posts in Irish institutes of technology, universities and colleges. While the overall academic staff divide in higher education is 50/50, males significantly outnumber females in senior posts. The data demonstrates that less than one third of senior academic posts in the country's seven universities and 14 institutes of technology are held by women.

The detailed data published by the HEA comes just after a recent Equality Tribunal ruling which ordered NUI Galway to promote lecturer Dr Micheleine Sheehy Skeffington after finding that she was discriminated against on gender grounds when she was overlooked for a senior lectureship. The Equality Tribunal in finding for Dr Sheehy Skeffington ordered NUIG to pay her €70,000 and review its appointments system.

The data below demonstrates a clear pyramid structure in terms of senior academic positions, with a considerably greater proportion of women at the bottom of the senior management structure than at the top.

TUI believes that greater co-operation between institutes on gender equality issues is needed to ensure that real progress is achieved in this area. The union is committed to playing an active role in working with the institutes to promote good practice in the area.

Gender and academics in Institutes of Technology (source: HEA, 2014)

	AIT		ITB		ITC		CIT		DIT		DKIT		IADT		GMIT	
	Head Count		Head Count		Head Count		Head Count		Head Count		Head Count		Head Count		Head Count	
	% Male	% Female	% Male	% Female	% Male	% Female	% Male	% Female	% Male	% Female	% Male	% Female	% Male	% Female	% Male	% Female
Senior Lecturer 3	67%	33%	0%	0%	67%	33%	80%	20%	73%	27%	50%	50%	50%	50%	75%	25%
Senior Lecturer 2	100%	0%	0%	0%	83%	17%	65%	35%	74%	26%	77%	23%	50%	50%	50%	50%
Senior Lecturer 1	75%	25%	60%	40%	75%	25%	88%	12%	76%	24%	82%	18%	33%	67%	64%	36%
Lecturer 2	75%	25%	0%	0%	75%	25%	100%	0%	75%	25%	83%	17%	50%	50%	67%	33%
Lecturer 1	0%	100%	0%	0%	0%	0%	0%	100%	100%	0%	0%	100%	50%	50%	0%	0%
Lecturer	54%	46%	77%	23%	53%	47%	60%	40%	61%	39%	56%	44%	52%	48%	52%	48%
Proportion of Senior Academic Staff	87%	13%	60%	40%	77%	23%	75%	25%	74%	26%	75%	25%	45%	55%	61%	39%

	LYIT		LIT		ITS		ITTD		ITTra		WIT		All IoTs	
	Head Count		Head Count		Head Count		Head Count		Head Count		Head Count		Head Count	
	% Male	% Female	% Male	% Female	% Male	% Female	% Male	% Female	% Male	% Female	% Male	% Female	% Male	% Female
Senior Lecturer 3	75%	25%	67%	33%	100%	0%	100%	0%	100%	0%	100%	0%	76%	24%
Senior Lecturer 2	33%	67%	55%	45%	80%	20%	75%	25%	25%	75%	75%	25%	68%	32%
Senior Lecturer 1	75%	25%	69%	31%	78%	22%	50%	50%	100%	0%	63%	38%	73%	27%
Lecturer 2	50%	50%	89%	11%	67%	33%	67%	33%	0%	0%	77%	23%	75%	25%
Lecturer 1	33%	67%	100%	0%	0%	0%	50%	50%	0%	100%	100%	0%	39%	61%
Lecturer	51%	49%	61%	39%	56%	44%	60%	40%	46%	54%	49%	51%	56%	44%
Proportion of Senior Academic Staff	53%	47%	64%	36%	82%	18%	67%	33%	50%	50%	78%	22%	71%	29%

Union expresses concerns about three issues in draft Teaching Council regulations

Aspects of strategic plan also require further consideration

In November 2014, TUI made a submission to the Teaching Council following a call for consultation on the proposed Teaching Council Strategic Plan 2015-2017 and draft new regulations. The full text of the submission is available on www.tui.ie and the regulations are available on www.teachingcouncil.ie.

Draft Regulations 2014

TUI expressed concerns about three issues in the draft regulations.

Firstly, TUI expressed concern about the level of information that may be published about registered teachers. The possibility of publishing “such other information as the Council deems appropriate from time to time” appears to be unnecessarily open to ‘creep’ over time.

Secondly, TUI is concerned about issues arising from the requirement to re-register following a long period of absence due to illness.

Thirdly, TUI strongly supports the thrust of the regulations in trying to protect children, the public, staff, public confidence and the upholding of standards. However, some further elucidation of this issue may be beneficial in ensuring that standards and protections are maintained without causing a homogenisation of teaching and the teaching profession.

Strategy 2015-2017

The submission by TUI on the proposed Teaching Council Strategic Plan 2015-2017 looked primarily at the issue of CPD. This is especially important in the context of the announcement by the Teaching Council at the FÉILTE event of forthcoming ‘mandatory’ CPD.

CPD

The first difficulty relating to mandatory CPD is the issue of compulsion. TUI supports the development of the profession. The overwhelming majority of teachers already participate in CPD. Such CPD often takes place in teachers’ own time and at their expense. There is rarely a financial benefit ensuing. In fact, teachers who pursued graduate studies in special education, leadership etc no longer qualify for a salary allowance post-graduation. Schools are rarely in a position to subsidise the cost of CPD which teachers attend. Most CPD takes place at weekends and in the evening. Teachers attend because of a willingness and desire to provide the best service to their students. The question must be asked why CPD must now become ‘mandatory’ and what supports will be put in place to support teachers in participating in further CPD.

The second issue relates to what constitutes CPD. CPD should have an agreed structure and should have accreditation/recognition. However, it should not become excessively academised. CPD should allow for elements of collaboration, enquiry, dialogue, debate, reflection and activities that benefit the school community. Such CPD could be a Masters or Ph.D. programme in a higher education institution. However, it could also be an online professional community, a meeting at which important issues in education are discussed, a conference examining education/teaching concerns, reflective work carried out by an individual teacher or group of teachers, trade union/solidarity work or a myriad other activities that meet a more

inclusive definition of CPD. There is a need to balance personal and professional learning and there is a danger of only accrediting that which is quantifiable.

Under the new Strategic Plan, will a quantum of hours of CPD be required and what timeframe will apply for that quantum to be attained? The timeframe must be realistic and reasonable and in that context an annual quantum seems unreasonably restrictive. Teachers should not be ‘out of pocket’ in pursuing CPD. Furthermore, CPD undertaken in a 32-county or an ‘out-of-State’ location should also be permitted.

Fitness to teach

As well as CPD, an important part of the proposed Strategic Plan is the issue of “Fitness to Teach”. A lot of discussion is required around ensuring that “Fitness to Teach inquiries and findings are impartial, objective and proportionate”.

TUI welcomes the statement that where appropriate, issues should be resolved at school level. This will enable the Teaching Council to concentrate on serious allegations regarding Fitness to Teach. It does, however, raise a question about the adequacy of procedures at school level.

Conclusion

TUI is anxious to ensure that adequate supports are available to support the teaching profession. The Draft Regulations and proposed Strategic Plan of the Teaching Council have a role to play in this but aspects of both documents require further consideration.

Wide-ranging issues in relation to wireless networks outlined

In December 2014, TUI responded to a request from the Department of Education and Skills for commentary on a proposed policy document on wireless networks in schools. The full submission is available on the TUI website. Some key points on a wide range of issues and concerns are set out below.

Priorities must include:

- Building and strengthening teacher expertise and competence.
- Ensuring adequate teacher and student access to essential infrastructure.
- Accessing, developing and managing software which will involve a mix of external agencies, teachers and students (relative to context).
- Ensuring safe access and ethical, appropriate use of ICT by teachers and students.
- Planning for and providing adequate technical support at local/school/classroom/individual teacher level in a manner that guarantees appropriate and timely support and ensures teachers are not distracted from their core function as facilitators of learning.
- Organisation and/or re-organisation of learning spaces and time in a manner that embraces, more fully, the potential of ICT to support and enhance the teaching and learning process.

The essential challenges are:

- Ensuring a minimum level of access to and use of ICT in all schools and classrooms. This includes accessing the right expertise, building capacity and maintaining and developing that capacity on an on-going basis. Capacity here includes infrastructural capacity, human capacity (student, teacher) and resource capacity (teaching resources, technical support etc.)



- Keeping abreast with how and what is evolving in ICT and remaining responsive to changes. The speed at which new devices, mediums, packages are developed requires on-going renewal and development. This infers on-going high level investment in ICT – very challenging in a time of budgetary constraints.
- Accessing adequate time, expertise and resources to respond to ICT developments and incorporate them in a timely manner into teaching and learning and school life.
- Supporting students to ‘stay on task’ and continue to maintain positive relationships with other students in a context of some organisations pushing schools to develop ‘bring your own device’ mechanisms. Such BYOD policies may reduce some pressure on schools in terms of financing but create an inequitable structure in terms of families who can and families who cannot afford devices. It also creates a security and insurance headache for schools. For example, cyberbullying could become a problem as schools do not own the device so cannot install internet security software on the device.
- The document seems to suggest that

funding will not be available to schools for much of the essential hardware.

- The document also seems to suggest that much of the ordering, tendering, repair etc will be the responsibility of schools. This places an extraordinary burden on schools. The question must be asked why much of this additional workload could not be done by experts in the Department of Education and Skills.

Fairness means meaningful access to ICT for all schools and students and a level of investment that:

- ensures all schools have a minimum level of ICT infrastructure, hardware, equipment and devices, relevant software and materials at whole-school, classroom, teacher and student level.
- provides, as necessary, for additional grants to schools to reach and/or maintain a minimum level in respect of the point above; such grants must be renewable given the pace at which ICT is evolving.
- supports appropriate, on-going access for teachers to up-skilling and development on evolving ICT mediums and materials.

- makes provision for financial incentives and supports to ensure teachers and students and their families can purchase and maintain the necessary equipment, devices and materials.
- makes adequate and meaningful provision for access to technical expertise and support for schools and teachers.
- enables schools to put in place a co-ordinator (more than one in a large school) to drive and sustain development.
- ensures access to high speed broadband is consistent across the school.
- ensures the router base must be capable of dealing with the maximum level of activity at any given time.

Wireless systems will be critical to supporting general engagement with ICT throughout schools, building general

capacity and promoting the use of flexible learning hubs or spaces, group based activity and independent study.

Connectivity to a wireless network throughout a school (each classroom, the library and general areas etc.) will be essential to enabling effective integration and use of ICT in teaching in learning across the curriculum.

Access to devices and equipment that support teaching and learning operates at a number of levels:

- the school level i.e. what should be available is some and all classrooms and other learning areas
- the teacher level i.e. what is appropriate for individual subject teachers and for all teachers
- the student level i.e. what devices and resources are appropriate and necessary depending on age, level, subject area etc.

The management, review and upgrading of systems, devices and equipment can add further layers of complexity to day-to-day operation in schools. Particular areas of concern include:

- Storage of data and security - 'Cloud' is now commonly advanced as a solution to the effective management of these issues but much has to be explored and tested in this regard.
- Expert advice - School management and staff need access to expert advice on a wide number of issues including balancing financial management with good decisions about educational needs and day-to-day operation.
- Technical support – School staff will also need access to appropriate technical support and internal co-ordination to ensure effective development and smooth operation on a daily basis.

Survey shows dissatisfaction with Junior Cycle English CPD

TUI would like to thank all members who spent time filling in the online survey on their experiences of the first round of continuing professional development (CPD) for the new Junior Cycle English programme. The survey was carried out in September and October 2014 and almost one hundred responses were received. The results are as follows:

Question one:

Please rate your level of satisfaction with the first professional development session provided for the new Junior Cycle English programme.

59% of respondents were not at all satisfied. 30% were slightly or moderately satisfied.

Question two:

Please rate your level of satisfaction with the general manner in which the professional development session was organised and delivered.

41% were not at all satisfied, 15% were slightly satisfied and 28% were moderately satisfied.

Question three:

How would you rate the session in terms of:

Capacity to deal with the concerns raised during the course of the session
76% not at all satisfied

Openness to discussing teachers' concerns regarding the new English specification
48% not at all satisfied and 27% slightly satisfied

Effective delivery of information and resources

There was a reasonably even spread from not at all satisfied to very satisfied

Use of delivery approaches which were inclusive of current teacher experience and expertise

Again, there was a reasonably even spread from not at all satisfied to very satisfied

Providing adequate detail and information to plan for implementation from

September 2014

61% not at all satisfied and 30% slightly satisfied

Access to useful tools and resources to support implementation from September 2014

48% not at all satisfied and 25% slightly satisfied

Provision of clarity on how the collection of work will be organised and managed
76% not at all satisfied

It is clear from the above findings that the staff delivering CPD are doing their best and that their efforts are recognised by teachers. However, much confusion and frustration remains for teachers of English. Like all teachers, they have grave concerns about many aspects of the Junior Cycle Framework proposals. Their experience of CPD in 2013-2014 seems to have only heightened these concerns further.

Around the world



France turns to education in an effort to strengthen common values

In response to the attacks that plunged France into mourning and reflection, the country's education minister met with education unions, as well as parents and students, to identify the best ways of re-establishing shared values.

In the days following the attacks, teachers found it difficult to raise the events, and social issues surrounding them, in their classrooms. In some cases, attempts to spark discussion were met with resistance and anger, while the refusal of some students to mark a moment of silence for the victims has given rise to questions of values across France.

To tackle what many have viewed as a country-wide cultural divide, French Minister of Education Najat Vallaud-Belkacem assembled the country's education unions on January 12th to consult them on the state of values in France.

Ms. Vallaud-Belkacem stressed that she understood the difficulty teachers faced in "managing emotions in the face of the unspeakable," and called on education officers to "mobilise" to respond to the needs of education staff. The minister also made online teaching tools available to be used to reflect and debate with students, and to organise workshops, with assistance, on the freedom of the press and freedom of expression.

UNSA-Education: promote freedom of speech

Laurent Escure, General Secretary of UNSA-Education and a member of Education International's (EI) Executive Board, said that combating tragic events of this kind was "the responsibility of us all."

Escure emphasised that it is "vital to liberate speech," and that all children should "know and understand that the schools of [France] are open to them." He reiterated that the aim of the education system was to create "responsible, independent citizens, capable of critical thinking, capable of living in complete tolerance," because the freedom of conscience and the freedom to believe or not believe is "an absolute right that underpins French society."

According to UNSA Education, it is essential to take action in specific schools by providing assistance to teachers who need guidance in delving into the subject. Over the long-term, the trade union suggests setting up an information base, with resources accessible online, and using specific opportunities such as Press Week, to explain and reassert French values, the validity of "co-existence" and of democracy.

Teens are twice as likely to be out of school as primary school-age children

A new report by UNESCO and UNICEF reveals that 'business as usual' in education policies is the main obstacle in the way of realising universal primary and secondary education, especially when it comes to teenagers.



Around 63 million adolescents between the ages of 12 and 15 are denied their right to an education, according to a new joint report from the UNESCO Institute for Statistics and UNICEF, Fixing the Broken Promise of Education for All – Findings from the Global Initiative on Out-of-School Children.

This figure is strikingly similar to the number of out-of-school primary-age children (58 million) even though there are half as many lower secondary-age children worldwide. This means that 12-to-15-year-olds are almost twice as likely to be out of school as their younger counterparts (17 percent compared to nine percent). The extensive report shows that as children get older the risk that they will never start school or eventually drop out entirely increases.

The report calls for action to invest in better data and demonstrates that reaching the most marginalised may cost more, but that better statistics and innovative tools can help governments and donors to spend their education budgets more wisely.

UK: education suffers as graduates shun teaching for higher paying jobs

The report by Incomes Data Services (IDS) on teacher salaries at different career points shows that since 2010 the pay gap between teaching and other professions has widened.

The 2013 average starting salary for graduates among major recruiters was nearly 20% higher than the national starting point for a qualified teacher, and the lead over teachers in terms of average salary after three years is as high as 44%. After five years the graduate lead on average salaries is a shocking 73%.

The disturbing figures, which come on top of changes to pay progression, mean teaching is becoming a less attractive profession. Even fewer graduates of shortage STEM (science, technology, engineering, and mathematics) subjects such as maths, chemistry and physics are likely to be recruited to teach those subjects as a result of the pay gap.

According to Chris Keates, the National Association of Schoolmasters Union of Women Teachers (NASUWT) General Secretary, "teaching has moved from being the number one choice for graduates in 2010 to one now where graduates are increasingly looking to other higher paid professions. There is already a recruitment and retention crisis in the Education Service. The stark differences in graduate pay highlighted in our research will unfortunately mean this crisis will worsen."



TUI in the media



GERRY QUINN DEBATES JUNIOR CYCLE ISSUES WITH MINISTER JAN O' SULLIVAN. IRELAND AM, 22/1/15

The second strike day on January 22nd received widespread coverage. On the eve of the event, Gerry Quinn previewed the strike on RTE's Morning Ireland and Drivetime programmes. On the morning of the strike he debated the issues with Minister O' Sullivan on TV3's Ireland AM programme, with a poll suggesting that 83% of the public backed the strike action. At all times teachers' commitment to protecting the education system was stated. He discussed the strike on Newstalk's Pat Kenny Show and was interviewed on RTE, TV3 and UTV news bulletins later that day. On RTE's Morning Ireland programme, TUI members picketing outside Maynooth Post Primary School explained the reasons behind their actions while teachers at Mayfield Community School discussed the strike on RTE's News At One.

Speaking on RTE's Six One news on December 8th, TUI's Education & Research Officer David Duffy cautioned that comparisons between the Irish and Finnish education systems must take account of Finland's greater financial investment in education and lower pupil-teacher ratio.

There was blanket coverage of the December 2nd strike over Junior Cycle concerns. The media were invited to the picket at Rosmini Community School, where the general secretaries, presidents and members of both unions were made

available for interview. Picket lines all over the country were also visited by regional media.

RTE's Six One and Nine news bulletins featured interviews with TUI President Gerry Quinn, Vice President Joanne Irwin and various teachers on picket lines around the country. Gerry Quinn was interviewed by several radio stations and programmes on the day, including Today FM's Last Word and RTE's Drivetime. The strike was covered extensively in the national and regional print media.

The TUI President was interviewed the day before the December 2nd strike on TV3

News, and General Secretary John MacGabhann formed part of a panel on that evening's RTE Prime Time programme to debate Junior Cycle issues.

A letter to the editors of national and local newspapers from the Presidents of the two unions outlined that 'a solution exists which meets the need for improvement of the Junior Cycle, but which protects education standards, is student-centred, and which does not undermine the integrity of our State exams system.'

Gerry Quinn discussed the reasons behind the strike on Newstalk's Lunchtime programme on November 25th. This was followed by a spot on the same station's Breakfast programme on November 28th in which the reasons why teachers are opposed to marking their own students was outlined, and a further interview on RTE's Drivetime followed later that afternoon.

An opinion editorial by Gerry Quinn outlining the potential for damage in the new proposals was published in the Irish Independent on Saturday November 29th

Gerry Quinn formed part of a panel on RTE Radio's Saturday With Brian Dowling on November 15th, where he debated Junior Cycle issues with Minister Jan O' Sullivan. Past President Gerard Craughwell was part of the panel on RTE's Marian Finucane show the following day that also discussed the same matter.



GERRY QUINN EXPLAINS WHY TEACHERS ARE TAKING STRIKE ACTION ON RTE'S SIX ONE NEWS, 14/11/14

Following joint TUI and ASTI meetings in Athlone on November 14th, TUI President Gerry Quinn was interviewed by RTE, TV3, Newstalk, Today FM and various regional news bulletins about the decision taken to strike over Junior Cycle issues. The President was also interviewed live on RTE's Drivetime and live on the Six One News from RTE's Athlone studio. All national newspapers covered the decision to strike the next day.

Gerry Quinn and ASTI President Philip Irwin were interviewed on RTE's Nine News over the Junior Cycle impasse on November 11th. The position of the two unions was carried across the print media the following day and Gerry Quinn was interviewed on RTE's Morning Ireland programme. John MacGabhann also discussed Junior Cycle issues on Newstalk's Breakfast programme on November 12th.



Responding to staff concerns over a DIT employee engagement survey, a letter from Gerry Quinn in the Irish Times on November 11th stated that it was 'somewhat ironic that the first staff heard about the results was through the national media and is completely unacceptable that the response from the Institute's President is that the worrying findings are merely a case of staff "getting things off their chest" rather than being indicative of deeper systemic problems in terms of communication and consultation.'

In the Irish Times on October 30th, the TUI said it was not opposed to the concept of Technological Universities, but that 'we remain deeply sceptical about the requirement that Institutes of Technology must merge before they can apply for Technological University status. We believe that this requirement to merge is more related to rationalisation of the Institutes within the sector than to academic considerations based on institute missions, values and ethos'.



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TUI PROFESSIONAL DEVELOPMENT PROGRAMME

PRE-RETIREMENT SEMINAR

DATE	VENUE
Friday, 24th April, 2015 9.00-16.30	Bloomfield House Hotel, Mullingar, Co. Westmeath

Places are limited and will be allocated on a first-come first-served basis.

Please ensure you complete this form in full and return to the address below.

Alternatively, you may email the completed Application Form for the attention of Liz Daly/Carol Ryan to: reception@tui.ie

APPLICATION FORM	
Name	
School/College	Telephone Number
Email Address	

APPLICATIONS WILL ONLY BE ACCEPTED ON OFFICIAL FORM

TUI, 73 Orwell Road, Rathgar, Dublin 6

Telephone: (01) 4922588 (Press 0) Fax: (01) 4922953

RMA News

This is my last contribution to TUI News as I am retiring from the job as Secretary of the RMA at the end of January. I have really enjoyed my stint over the last ten years. I have made many friends and had some great experiences. You all remember the moment when you decided to retire from teaching. It is amazing how for most of one's career one never considers the inevitable end of that career yet when the moment comes it is clear and final. For me it came as I felt the loss of energy to complete the teaching day. It was something that I had never considered before. I loved teaching and I enjoyed the challenge. However, when I acknowledged my position I was quite happy to retire and looked forward to a new phase in my life. I will not discuss here what the moment was for my present decision. The great thing about retirement is the freedom it gives. You have finished your career and you don't have to prove anything to anyone. You have the freedom to make choices that you did not have when you were teaching. You also have the time and, dare I say it, the resources.

We had a wonderful autumn break in the Four Seasons Hotel in Carlingford. Over sixty of us gathered for the three day break. The weather was magnificent. Indeed, the weather for these outings follows a pattern that could be compared to Old Moore's Almanac. It was the beginning of November and we had beautiful sunshine for the three days we were there. The day we left the weather broke and it lashed rain. The hotel treated us very well too. The service, the food and the friendliness were all excellent and the rate for our stay was one of the best we ever had. Our members really enjoyed it, the atmosphere was really friendly it was like one happy family. We went to Belfast on one of our outings. Some went shopping but most of us went to the Titanic Centre. This is a most impressive experience. It was my second visit, and I think you need more than one visit to appreciate the depth and extent of the experience. Our coach driver brought us on a tour of the Shankill and Falls roads and it was very sad to see the very high dividing wall still very much in place despite all the progress made. On the second day some went to the Outlet in



RMA MEMBERS PICTURED AT THE AUTUMN BREAK

Bambridge (not a patch on the Kildare one) followed by a tour of Newry. Others went on a trip through the Mourne Mountains to Newcastle, and with the weather we had this was a beautiful experience.

The RMA continues to grow. The number of branches is increasing and many held a social event for Christmas. I attended one in Kildare which was a great success.

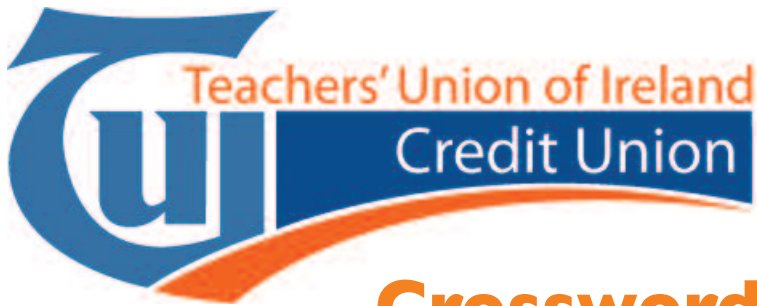
The Alliance continues its campaign to restore the deductions in our pensions and the anomalies that apply to the public service. It was decided at the last meeting to write to all members of the Government and Dáil and Senate members. This is part of our lobby process which will soon involve each member being required to approach their local Dáil and Senate representatives and all local government public representatives. We must inform all those about the situation we are in regarding our pensions and the contribution we have made towards rectifying the financial situation in the country in the last five years. We must continue to inform the public that we paid for our pensions all our teaching lives and that we are entitled to the restoration as a matter of urgency. Serving members have many years to make up the loss but we have less time.

Before Christmas we had received over forty replies to our letter from TDs and Senators and since then we have received another twenty. They are coming in dribs

and drabs. Some just acknowledge receipt of the letter, while others discuss the merits of our case and agree. Others again have contacted either the Minister for the Public Expenditure and Reform, Brendan Howlin or the Minister for Finance, Michael Noonan. Seamus Healy put a Dáil question to Brendan Howlin asking when he would give Statutory Negotiating Rights to the Alliance. The private secretary of Joan Burton thought that we had sent the letter to the wrong department and she was going to rectify it!!! Micheál Martin said that he would meet us with other spokespersons to discuss the situation. However, when I mentioned this to another member of the Alliance he said that he had received a similar letter a year ago and despite many letters and phone calls they have not met yet. Yet the exercise was well worth it and we will follow it up with further, more personal lobbying. As regards your own personal contribution toward this task, a leaflet is being prepared for you that will state our case and indicate what we expect from the public representatives. Make no mistake - this is a fight. We are not going to receive a restoration of our pension without making a good case to each and every public representative. Remember - the farmers are our model in this lobbying exercise. They are not lying down.

Slán.

Christy Conville.



Congratulations to
BRENDAN O'MALLEY,
O'FIAICH COLLEGE,
DUNDALK
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 Competition*

Crossword

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

Only one entry per member.
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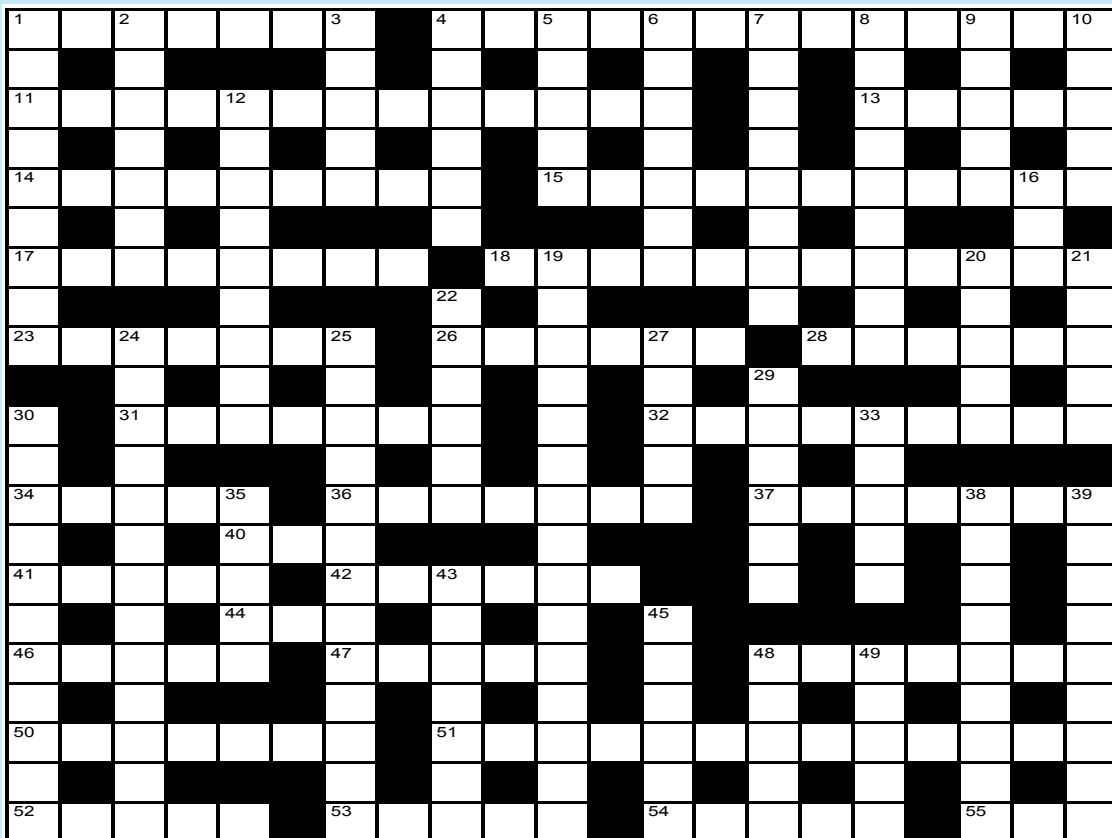
Address _____

Contact number _____

TUI Branch _____

Send entries to TUI
 Crossword February '15,
 TUI, 73 Orwell Rd, Rathgar,
 Dublin 6

Closing date for entries:
13th March 2015



ACROSS

- 1 Winner of Best Drama Motion Picture at the 2015 Golden Globes (7)
- 4 Suggestive of or characterized by expediency, deceit, and cunning; derived from the name of a Florentine writer/politician (13)
- 11 A group of mountainous islands off the northwest coast of Africa, forming Spanish provinces (6,7)
- 13 A weapon that fires wires to deliver a temporarily paralysing electric shock (5)
- 14 A private conversation between two persons. (4-1-4)
- 15 1972 John Boorman film starring John Voigt and Burt Reynolds. (11)
- 17 Fishery in Clahane, Co Kerry, famed for its trout (8)
- 18 An issue or incident arousing widespread controversy; particularly in connection with legal cases (5,7)
- 23 One of the oldest and greatest cities in antiquity; located on the Tigris across from the modern city of Mosul (7)
- 26 Ian -----, author of the Inspector Rebus series of books (6)
- 28 A human being whose body has been taken over in whole or in part by electromechanical devices (6)
- 31 Provincial capital of Sichuan province in Southwest China (7)
- 32 A revolving tray placed on a dining table (4,5)
- 34 A city on the River Aire in West Yorkshire in northern England (5)
- 36 Addressing an audience formally (usually a long and rhetorical address and often pompous) (7)
- 37 Paved/cleared strips where planes land and take off (7)
- 40 A Day in the Death of Joe --- 1967 play by Peter Nichols (3)
- 41 Furnished with oars (5)

- 42 Comic strip bear created by Mary Tourtel in the 1920s (6)
- 44 1980s Norwegian pop group (1-2)
- 46 Mark -----, pen name of Samuel Langhorne Clemens (5)
- 47 A weight on the end of a line, used to determine water depth. (5)
- 48 Edible muscle of molluscs having fan-shaped shells (7)
- 50 Put into service; make work for a particular purpose or use as designed (7)
- 51 A white crystalline substance with a bitter aftertaste; used as a fungicide or in making aspirin or dyes or perfumes (9,4)
- 52 Robert ----- Irish chemist who whose definitions of chemical elements and chemical reactions helped to dissociate chemistry from alchemy (1627-1691) (5)
- 53 ---- of Innocence and of Experience, William Blake (5)
- 54 Dispose, incline or entice to (5)
- 55 --- Campbell, Tottenham Hotspur centre-back from 1992-2001 (3)

DOWN

- 1 A shrub or shrubby tree of the genus Rhamnus; fruits are source of yellow dyes or pigments (9)
- 2 The longest river of Asia; flows eastward from Tibet into the East China Sea near Shanghai (7)
- 3 2011 Nicolas Winding Refn film about a mysterious stunt driver (5)
- 4 A hairstyle that is short at the front and sides and long in the back. (6)
- 5 A group of carnivores that includes dogs, wolves, foxes, coyotes, jackals (5)
- 6 Treat, mention, or speak to rudely (7)
- 7 Latin phrase meaning 'with living voice' (4,4)
- 8 To, by or from the side (9)

- 9 Norwegian author who wrote plays on social and political themes (5)
- 10 Old language of Scandinavia (5)
- 12 A film in which much of the action takes place during a road journey (4,5)
- 16 An inferior dog or one of mixed breed (3)
- 19 A Latin phrase, meaning "horrible year" (5,10)
- 20 Monkey in Dora the Explorer cartoons (5)
- 21 ----- Marbles - Greek bas-reliefs housed at the British Museum (5)
- 22 Phoebe's identical twin sister in the sitcom Friends (6)
- 24 A group consisting of a pair of adults and their children (7,6)
- 25 They study the lives of the saints (13)
- 27 Ornament an object by embedding pieces of a different material in it, flush with its surface. (5)
- 29 Highland region of the central United States, covering parts of Missouri and Arkansas. (6)
- 30 A rule or principle that provides guidance to appropriate behaviour (4,2,5)
- 33 Irish poet and playwright whose plays are based on rural Irish life (1871-1909) (5)
- 35 A car that is closed and that has front and rear seats and two or four doors (5)
- 38 Nickname of the New Zealand rugby team (3,6)
- 39 One of the standard pedals on a piano, generally placed leftmost among the pedals (4-5)
- 43 Nicolas ----- French painter in the classical style (1594-1665) (7)
- 45 A guided missile developed by the French government for use against ships (6)
- 48 A city in northeastern Massachusetts; site of the witchcraft trials in 1692 (5)
- 49 A cravat with wide square ends; secured with an ornamental pin (5)