

TUI news

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TUI TACKLES THIRD LEVEL CRISIS

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Annual Congress 2016 – Killarney, Co Kerry

Annual Congress 2016 takes place between 29th-31st March 2016 in the INEC and the Gleneagle Hotel, Killarney, Co Kerry.

Full details, including important dates, accommodation options and a crèche form are available by clicking the link on the homepage of the TUI website.



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A Word from The President

At the time of writing, TUI is preparing for sequenced strike action, involving all sectors, commencing with Third Level on the 3rd of February. Unless the Government agrees to our reasonable demand to negotiate on how best to resolve the crises we face, then another strike involving the Second-Level, Adult/Further Education and Youthreach sectors will follow before the general election. We cannot allow exploitation of our members as a result of underfunding, understaffing, discriminatory pay and insecure employment to continue. Nor can we ignore the damage being done to the education system because of the undermining of our profession and ongoing cuts.

Equally, we are opposed to the highly flawed Technological Universities Bill, which, again at the time of writing, the Government is seeking to rush through the Oireachtas with reckless haste. In its current form, the Bill does not safeguard pensions, terms and conditions of employment or regional programme provision. It also requires that merger of IoTs is a prerequisite to becoming a Technological University, a condition that we are opposed to. 123 significant amendments, most of which were provided directly or indirectly by TUI, are being tabled on our behalf by Opposition parties and TDs, and this is proving very helpful. TUI has lobbied TDs and Senators to assist in having the amendments accepted by Government or the Bill stopped, as appropriate. In protest, we have withdrawn from all local engagements with management under the Workplace Relations Commission (WRC) on mergers or Technological



TUI PRESIDENT, GERRY QUINN

Universities. TUI also held a protest outside the Dáil and is issuing a third level ballot for industrial action, up to strike action, on issues related to mergers. Please read the important information on this ballot on pages 6 and 7.

The TUI Dáil protest against the TU Bill is the second protest outside the Dáil which we have organised recently. The first was against the draconian FEMPI 2015 legislation which was issued towards the end of our ballot on the Lansdowne Road Agreement (LRA). This legislation empowers the Minister for Education and Skills to freeze our increments (in effect a permanent pay cut) if we are not in a collective agreement. From June next a collective agreement means the LRA. However, our two ballots for industrial action, carried overwhelmingly at third level and in the other sectors, have studiously avoided any infringement of the Haddington Road Agreement or the LRA. Consequently, we have a basis for continuing to campaign strongly up to and beyond the general election. In the meantime, you should continue to make education and our terms and conditions an election issue.

For your information, we have asked questions of the major political parties on key issues, the answers of which are set out elsewhere in this TUI News.

In December, Youthreach members were balloted for industrial action arising from the Youthreach Operator Guidelines as issued by the Department of Education and Skills in 2015. The ballot was a resounding success with 93% voting in favour of industrial action on a 70% turnout. This result provides a solid mandate for the issuing of directives, as required, against additional or inappropriate work. The TUI has written to the Department informing them of our ballot result and that we will issue relevant directives if an attempt is made, nationally or locally, to implement aspects of the guidelines that would adversely affect our members. Development of such directives is a work in progress and will involve continued consultation. In the meantime, if there is any evidence locally of attempts to implement the guidelines in a manner that would impose new or inappropriate work, then this should be reported immediately through the structures of the Union and such attempts will be resisted by TUI. We have also called on the Department to meet with us as a matter of urgency to negotiate a resolution to the dispute, a dispute which could have been avoided had there been meaningful negotiation to begin with.

Gerry Quinn

Industrial action campaign to tackle crisis issues

Third level – TUI seeking sustainable, practical, manageable resolution

At the time of going to press, Institute of Technology academic staff represented by TUI were set to take a day's strike action on February 3rd, to commence a campaign of industrial action over the crisis within their sector. In December, third level members voted in a national ballot by a margin of 92% to 8% in favour of a campaign of industrial action up to and including strike action.

Key concerns include the chronic underfunding of the sector and a dramatic rise in student numbers at a time when lecturer numbers have fallen sharply. Added to this mix is the precarious employment status of many lecturers. The union has urged the Department of Education and Skills to engage meaningfully with us on these crisis issues. To date we have received no clear response to this entirely reasonable request.

Sector brutalised by cutbacks

The Institute of Technology sector has suffered a range of anti-educational cutbacks during the 'austerity' years. Funding was cut by 35% (€190m) between 2008 and 2015. Over the same time period, student numbers rose by a staggering (32%) 21,411 while, as a result of operation of the Employment Control Framework (ECF), lecturer numbers fell by 9.5% (535). This has had a serious direct, detrimental effect on the quality of service to students and the working conditions of academics.

While the sharp increase in numbers participating in third level education is most welcome, the complete failure to provide appropriate funding and to maintain appropriate staffing levels is having a direct, negative impact on the student experience of higher education. For example, students now experience larger class sizes, less access to laboratories and libraries and sharp cuts to tutorials and other student supports. Where the pupil-teacher ratio metric

links the number of teachers at second level to the number of students, no such linkage exists at third level with the result that staffing has been in freefall. The damage to institution reputation (nationally and internationally) has been significant.

Significant and intolerable increase in workload

Inevitably, given the numbers, lecturer workload has increased significantly and is now at intolerable, unsustainable levels. Findings of a survey carried out by TUI (April 2015) show that lecturers are experiencing high levels of work related stress as a result of cutbacks and rationalisation measures.

The Institute of Technology sector has made an enormous contribution to social, economic and cultural development, yet this success is being dangerously undermined by short sighted and vicious austerity cuts. Throughout, the funding agency, the Higher Education Authority (HEA), has shown itself to be quite unfit for purpose. It has been, by turns, supine and complicit as this wilful destruction of an essential national resource proceeded. This, let us not forget, is the agency that considers that moving to a Technological Universities model can be – has to be – achieved on a shoestring.

In the absence of any move towards remedying this unacceptable situation, academic staff in the institutes have been left with no option but to take strike action. TUI has urged the Department of Education and Skills to engage with us on these crisis issues. We are seeking a sustainable, practical, manageable resolution. Unlike those who peddle the fiction that more can endlessly be done with less (or nothing) we in TUI do not believe in and are not disposed to trusting in the miraculous. We prefer reality.



TUI PRESIDENT GERRY QUINN AT TUI PROTEST AGAINST ENACTMENT OF FEMPI BILL, NOVEMBER 2015

Second level and further/adult education and Youthreach sectors

TUI members in the second level and further/adult education sectors have voted by a margin of 89% to 11% to engage in a campaign of industrial action to secure resolution to crisis issues in their sector. Of key concern are the precarious employment status and income poverty of new and recent entrants to the profession and the continuing, damaging effects of cutbacks on the service provided to students.

Following the ballot, the Executive Committee of the union decided on January 15th that members in these sectors would take a day's strike action before the general election (on a date yet to be decided) unless the union's reasonable demand for meaningful talks on key concerns – set out below – is met.

Income poverty/casualisation

Those who entered the teaching profession from February 2012 have been placed on a severely cut pay scale which

sees their starting pay reduced by 21.7% compared to those appointed prior to 2011 (for those on full hours). To make matters worse, for several years now, second level teachers have been appointed to fractions of jobs with no guarantee of being retained from year to year. Some 30% of second-level teachers are employed on a temporary and/or part-time basis and this proportion grows to 50% for those under 35. It is worth noting in this context that there is nothing whatsoever to prevent a school or ETB making initial appointments (either to full-time or part-time hours) on a permanent basis, as long as such appointments are within the school's/ETB's allocation. The fact is that it is the employers (rather than the Department) that have chosen to casualise the teaching profession.

Collapse of student support systems

Meanwhile, the continuing block on the filling of post of responsibility positions such as year head and the cuts to guidance counselling provision have made it increasingly difficult for schools to support students struggling with aspects of their education or dealing with a personal or family crisis.

Deflection from teaching and learning

Teacher workload has increased significantly and administrative duties are deflecting teacher time from the core roles of classroom teaching and learning. An online survey of 545 teachers carried out by the union last March showed that 96% of teachers agreed that their workload had increased significantly in recent years. Much of this workload consists of box-ticking and form-filling duties imposed on teachers. These frequently pointless administrative and bureaucratic duties have grown exponentially over recent years.

Effects on quality of service to students

Despite the current rhetoric about economic recovery, anti-educational cutbacks continue to have a devastating effect on the quality of service to students in terms of larger class sizes, less access to one-to-one personalised attention and less pastoral support.



Higher Education

The I Value Higher Education campaign was established by TUI to promote the value of higher education in Irish society. The campaign acknowledges higher education as a central function within the social, cultural and economic fabric of Irish society and has been endorsed by stakeholders, including the Union of Students in Ireland and the Irish Federation of University Teachers.

Funding cuts, rising student numbers and reduced staffing levels are pushing the higher education system to crisis. The established quality and standards of our publicly funded higher education system are being put at risk.

Have you signed up to the I Value Higher Education campaign?

If the current crisis prevails much longer, irreparable damage will be done.

The campaign:

- recognises the contribution already made to the economic growth and social development of this country through the provision of publicly-funded higher education
- promotes free higher education as a public good
- calls for equality of access to higher education opportunities and the provision of clear progression routes to enable lifelong learning and
- advocates for the resourcing of a high quality higher education infrastructure which can best meet contemporary

national and international challenges and demands.

General election

As the general election approaches, the I Value Higher Education campaign invites people to raise higher education as an issue with candidates when they canvass. If enough people commit to the value of higher education, we can achieve a positive outcome to our just campaign.

Sign up now!

Access the I Value Higher Education campaign page by clicking the logo on the TUI homepage.

Ballot on concerns regarding *Vote 'YES' for industrial action*

At the time of writing, the Technological Universities Bill was being rushed through the enactment process in the Oireachtas with what the union has described as 'reckless haste'.

Across a variety of fora and media, the TUI has made known its grave concerns about significant aspects of this Bill and has proactively sought appropriate amendments through an extensive lobbying campaign of public representatives. A protest was organised for outside Dáil Éireann on Tuesday, January 26th to coincide with the expected Dáil (Report Stage) debate on the Technological Universities Bill.

To date, the Government has not addressed our concerns or accepted related amendments to the Bill.

TUI's major concerns relate to:

- Seismic change in an era of cutbacks
- The requirement to merge prior to application for Technological University designation
- The lack of adequate protection and provision for local and regional needs
- The prevention of geographic inequity



TUI GENERAL SECRETARY JOHN MACGABHANN AT TU BILL PROTEST, 26TH JANUARY 2016

- Lack of consultation
- Lack of protection for terms and conditions of employment
- Failure to address the needs of students and society

As a consequence of Government failure to address our concerns or to accept related amendments to the Bill, the Executive Committee decided to ballot third level members on engagement in a campaign of industrial action.

What are you being asked?

follows:

In view of the failure of Government to address the deep concerns of the TUI in relation to mergers of Institutes of Technology and the serious implications of such mergers, and in order to secure a negotiated, national resolution of these issues, do you agree to engage in a campaign of Industrial Action, up to and including strike action, as directed by the Executive Committee?

What is the TUI Executive Committee recommending?

The Executive Committee recommends that you vote 'YES'

When will the ballot take place?

Ballot papers will be posted from TUI Head Office on Wednesday, February 3rd, 2016.



DÁIL PROTEST OVER TECHNOLOGICAL UNIVERSITIES BILL, 26TH JANUARY 2016

The question on the ballot paper is as

ng mergers at Third Level tion to protect your sector

Completed ballot papers must be returned, in the envelopes provided, to the union's auditors, Deloitte, by 5pm on Tuesday, February 16th, 2016. (To ensure that completed ballot papers reach Deloitte by the closing date, they should be posted by Friday, February 12th, 2016 at the latest.)

What are the union's key concerns over potential Institute of Technology mergers?

Seismic change in an era of cutbacks

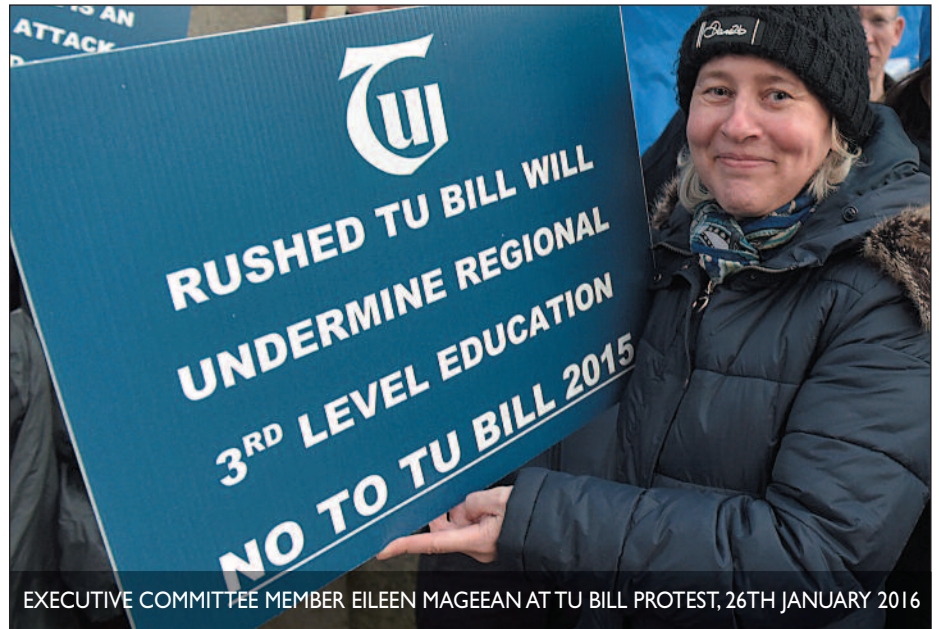
Between 2008 and 2015, funding for the sector was cut by a massive 35%, or €190m. Over the same time period, lecturer numbers fell by 9.5% (535) while student numbers rose by a staggering 32% (21,411).

Many institutes are already struggling to tread water. The intention to effect such huge additional change without appropriate resourcing in an era of hugely damaging cutbacks to the sector is, at best, ill-advised.

Requirement to merge

We believe that the requirement that Institutes of Technology must merge before they can apply for Technological University status is more related to rationalisation than to any academic considerations based on the particular missions, values and ethos of institutes. The exact rationale for this merger requirement has never been clearly established and it must be removed from the Bill.

Those mergers which are envisaged must be appropriately funded and the regional mission (including multiple programmes across levels 6 to 10 inclusive of the National Framework of Qualifications) which is central to the institute of technology ethos must be retained.



EXECUTIVE COMMITTEE MEMBER EILEEN MAGEEAN AT TU BILL PROTEST, 26TH JANUARY 2016

Protection of mission

Institutes have a proven track record of excellence in programme development and content as well as a significant commitment to regional equality and equity of access. They provide multiple programmes from National Framework of Qualifications Level 6 (Apprenticeship) to Level 10 (Doctorates/PhDs). The mission of the sector is distinct, with a strong focus on meeting local and regional needs. A rationalisation agenda will lead to a dramatic reduction in regional provision of programmes.

Risk of geographic inequity

There are also serious, justified concerns over the risk of a geographic inequity in respect of access to higher education.

Towns and communities with an existing institute that is being coerced by the requirement to merge have real cause to worry. As matters stand, an invaluable part of the local infrastructure and economy may effectively be down-graded or asset-stripped.

Additional concerns

Throughout this whole process, there has, in some institutes, been a consistent failure to consult properly with the real experts - the academic staff.

The Bill is excessively focused on the concerns of business and enterprise. It is blinkered by this narrow focus with the result that its prescriptions both for the governance and the guiding principles of Institutes, merged entities and Technological Universities are inadequate and anti-democratic. It would be a grave mistake to prioritise the short-term needs of employers over the long-term needs of students, communities and society. An appropriate balance is required.

We are also gravely concerned about the threats posed by the Bill to national collective bargaining and the terms and conditions of our members.

Other concerns within the Bill include the weakening of staff and local representation on Governing Bodies and the weakening of the academic voice.

**Vote
'YES' for
industrial
action**

Youthreach Operator Guidelines – members vote overwhelmingly in favour of industrial action to protect conditions

In December 2015, TUI members in Youthreach voted overwhelmingly in favour of industrial action to prevent any increase in workload, or any imposition of inappropriate work and/or structures that may be caused by implementation of the Youthreach Guidelines issued to ETBs in April 2015.

Background

In 2010, the TUI received a request from the Department of Education and Skills (DES) for submissions on the Draft Youthreach Operator Guidelines and, following a consultation with members in Youthreach, forwarded our submission. The DES fell silent on the issue for the following five years. In April 2015 Guidelines that purported to be final and for implementation were issued to Education and Training Boards. The published Guidelines showed no evidence of consideration by the DES of the Union's 2010 submission, or indeed of any other submissions that may have been received by the Department in 2010. The TUI is demanding that the DES immediately provide the TUI with a clear opportunity both to discuss the document in a meaningful manner and to negotiate appropriate amendments.

Further to a commitment made at Annual Congress 2015, the TUI convened a national consultative conference for our members working in Youthreach centres on 26th September 2015. The conference was well attended and the input from members informed our negotiations with the DES.

In the interim, and in order to protect our members from any negative impact that the unilateral imposition of the un-agreed Operator Guidelines may have on our members, the TUI decided to ballot members in Youthreach Centres to enable the Executive Committee to issue appropriate directives to suppress any additional or inappropriate work, as well as inappropriate structures. The ballot, with the following text, issued on 17th November 2015:

Do you agree to take industrial action, as directed by the Executive Committee, to prevent any increase in workload, or any imposition of inappropriate work and/or structures, that may be caused by implementation of the Youthreach Operator Guidelines issued to ETBs in April 2015?

The ballot closed on 4th December, and on a turnout of 71%, Youthreach members voted by an overwhelming 93% in favour of industrial action.

Further to the result, TUI has written to the Department of Education and Skills setting out our preference to resolve this matter through appropriate consultation and negotiation. A meeting has been requested, as a matter of urgency.

In the interim, the Union contends that Youthreach centres should be advised by the DES that the Guidelines are the subject of consultation and that implementation should be delayed pending the outcome of such consultation. In the event either that the DES does not accede to our request for meaningful discussion or of any attempt, locally or nationally, to implement contested aspects of the guidelines, the Executive Committee will issue relevant directives.

Therefore, if any effort is made to implement elements of the Guidelines in such a way as to detrimentally affect members, please contact your Area Representative immediately and TUI will take appropriate action.

Special presentation to IADT retirees

A special occasion for four recent retirees from IADT who were long standing members of the IADT Branch of TUI in Dún Laoghaire. In advance of the Branch's AGM in late November, a presentation was made to Phil Sheehy, Roger Greene and Anne O'Leary for their long-term service to the Branch and the wider union.

Pictured front row (L:R) Anne O'Leary, Roger Greene, Phil Sheehy and Joanne Irwin, Vice-President, TUI. Back Row (L:R) Martin Marjoram, Area 15 Representative, John Dempsey, Branch Chair and Aidan Kenny, AGS.

(Missing from photo is Anna Colford who has emigrated to Greece). Photo taken by TUI member Adrian Reilly, IADT.



News in Brief

Bill protecting LGBT teachers passed - positive step towards full inclusivity in Irish schools

On December 2nd, Dáil Éireann passed the Equality (Miscellaneous Provisions) Bill 2013 which makes it illegal for religious run schools to discriminate against LGBT teachers on the grounds of their sexuality. TUI had campaigned vigorously on this issue in recent years.

The Bill amends Section 37(1) of the Employment Equality Act.

The union had made a submission to the Equality Authority seeking immediate deletion of Section 37.1 and also raised the issue in the media. TUI welcomes the enactment of the legislation as a very positive step towards full inclusivity in Irish schools.

Pension grace period extended to April 2019

The Department of Public Expenditure and Reform (DPER) has confirmed that the grace period, whereby teachers and lecturers can retire with pensions and retirement lump sum based on their salary as of June 30th, 2013, has been further extended to 1st April 2019.

Although TUI members have rejected the Lansdowne Road Agreement (LRA), the grace period will continue to apply to members (until the new extended date) as its application is not dependent upon acceptance of the LRA.

Doctoral Research on Assessment – call for participants

Irish Post-Primary Teachers' Conceptions of Assessment is a study by Marie Darmody under the supervision of Dr. Zita Lysaght and Dr. Michael O'Leary. The research is being conducted in partial fulfilment of the Doctorate in Education at St. Patrick's College, Drumcondra and is financially supported by the NCCA's Assessment and Research Programme 2015/16. The purpose of this research is to elicit baseline data about Irish post-primary teachers' conceptions of assessment. Teachers' conceptions provide a lens for the translation of policy into practice. Therefore, when considering assessment reform, one needs to know what teachers believe about the nature and purpose of assessment.

Involvement in this research study will require you to complete an anonymous survey regarding your beliefs about assessment. You will be asked to respond to twenty seven statements and to indicate your level of agreement with each one on a scale ranging from "strongly agree" to "strongly disagree". Completion of the survey takes around 10 minutes. Involvement in a study such as this presents a unique opportunity to reflect upon your own beliefs and assumptions about assessment. It is hoped that this study will contribute to national understanding of assessment at post-primary level. If you are interested in taking part in this research, please contact Marie Darmody at marie.darmody3@mail.dcu.ie.

Thank you in advance for your co-operation with this research.

Teaching Council update

(text provided by Teaching Council)

Elections to the Teaching Council

The term of office of the current Teaching Council comes to an end in March 2016. The Council has 37 members, 16 of whom are teachers who are elected by teachers. An election for teacher members to the next Council will be held online from 22 February to noon on 9 March.

The Council is urging all registered teachers to vote. It is your chance, in collaboration with your colleagues, to help lead the development of national policy as it relates to teaching and learning, and professional standards in the teaching profession. The elected members of the Teaching Council will be in a position to make a significant contribution to this.

You can find out more about the election process and how to cast your vote in a short video on www.teachingcouncil.ie.

Update re Cosán – Proposed National Framework for Teachers' Learning

The second phase of consultation on Cosán, the proposed national framework for teachers' learning (CPD), has now concluded. All contributions and feedback on the draft national framework for teachers' learning have been collated to inform the Council's deliberations as it seeks to shape a refined national framework.

Once the framework has been updated to take account of the feedback received, the next phase will be an Action Research Phase, during which teachers will explore the key questions and challenges which have been raised so far. The Council envisages this work taking a number of years to complete.

Individuals or schools who wish to express an interest in participating in the Action Research Phase may do so by emailing cosan@teachingcouncil.ie, and including Action Research in the subject line of the email.

TUI note: The union reserves its right to establish its own policy in respect of Cosán, to seek to influence, or, if necessary, to oppose elements of or all of Cosán.

TALK TO US BEFORE YOU TALK TO THE DEALER

Why is a TUI credit union car loan better?

When it comes to financing the purchase of a car, many people simply look for the lowest rate on offer and believe it to be the best option. Headline rates may attract the most attention, but the devil is very much in the detail. Many 'car finance loans' offered by garages and some banks are actually hire purchase agreements.

The main difference between using a personal loan and a hire purchase agreement to buy a car is that with a personal loan you borrow money, pay for your car, and own it immediately. With a hire purchase agreement, you don't own the car until you make the final repayment. This means you cannot sell the car if you run into problems making your repayments.

If the motor dealer is arranging the hire purchase agreement, the motor dealer acts as an agent for a finance company and earns commission to arrange the finance for you. In this case, the motor dealer is acting as a credit intermediary and must be authorised to act on behalf of the finance company.

When you use a hire purchase agreement to buy a car, the motor dealer sells the car to the finance company. The finance company then rents the car to you for an agreed period of time in return for a set monthly repayment over a number of years.

Watch out for the range of additional fees and charges which you may incur as part of a hire purchase agreement. This would include a documentation fee (for setting up the agreement) and completion fee (a fee charged to end the agreement and pass ownership to the car purchaser). If you run into difficulty in meeting the terms of the hire purchase agreement, you may be charged a penalty fee for missed repayments, a rescheduling fee (if you need to change the terms of the agreement) and a higher rate of interest may be charged on any repayments which you missed.

The conditions of some hire purchase agreements result in monthly payments not being evenly spread out and you may pay less in the earlier months of the agreement. This can make your monthly repayments appear more affordable. However, you may have to pay a large final payment (known as a balloon payment) at the end of the term, a payment you may not have budgeted to meet. It can be a real sting in the tail for some.

Thankfully, a car loan from TUI credit union is much more straight forward. **Paul Roche, Manager for TUI Credit Union** said "You borrow the money from us, pay for the car and you own the car immediately. You agree a repayment schedule with us. If you run into difficulty, you can talk to us to see if you can come to an agreement on the repayment terms. Should you be in the happy position of being able to repay the loan early, you may do so without any penalty charges."

Having arranged finance with TUI credit union in advance of going shopping for a car also puts you in a stronger position. It helps to know exactly how much you have to spend and because you are not going cap-in-hand to the dealer, you are effectively a cash buyer and you may be able to negotiate a better deal.

So if you're thinking about your options for financing a car purchase, look no further than **TUI Credit Union**. For further information, visit www.tuicu.ie or contact **TUI Credit Union on 01 4266060**.

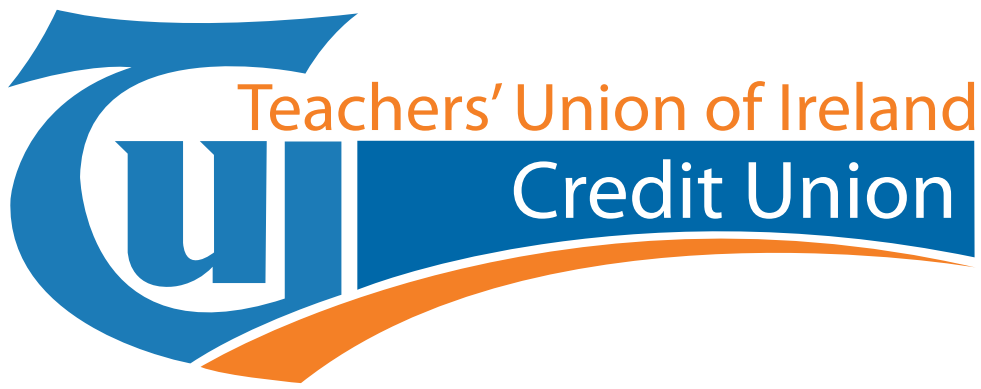
TUI Credit Union Bursary award winners

We are delighted to announce the winners of the 2015 TUI Credit Union bursary awards.

John Dodd	Churchtown, Dublin 14
Ruth Carroll-Clarke	Collon, Co. Louth
Barry Smyth	Maypark Lane, Waterford
Katie Manning	Tallow, Co. Waterford

A special thank you to all who entered and best wishes in your studies from TUI Credit Union.





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"TOLD YOU THIS WAS
THE QUICKEST WAY"
LOAN

TUI
Credit Union
CAR LOANS

WE PUT YOU FIRST
Loans are subject to approval. Terms and conditions apply.
Teachers' Union of Ireland Credit Union Limited is regulated by the Central Bank of Ireland.

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Credit Union
tuicu.ie

BORROW	TERM	INTEREST RATE	REPAYMENT PER MONTH	TOTAL COST OF LOAN
€15,000	5 Years	7.25% (7.5% APR)	€298.80	€2,927.43

Making education

Ahead of the general election, TUI posed a series of Responses received



CASUALISATION/DIFFERENTIATED PAY SCALES

A very significant proportion of teachers and lecturers suffer as a result of part-time hours/low pay, insecure employment or both. 30% of TUI members at second-level are employed on a temporary and/or part time basis, and this proportion grows to 50% for those under 35. In addition, teachers who entered the profession since February 2012 have been placed on a severely reduced rate of pay, vis a vis their colleagues.

Does your party/group commit to fully addressing the crisis of casualisation in education and to removal of the unfair, exploitative and inequitable measures that see many teachers, employed since February 2012, being paid a significantly lower rate than their colleagues for carrying out the same work?



Jan O'Sullivan TD, Minister for Education and Skills

It is essential that teaching remains a high-status profession in Ireland, and part of making that a reality is making sure that teachers can benefit from secure, rewarding careers, with well-defined paths to promotion.

One essential piece of this work is tackling casualisation amongst the teaching profession. We are proud to have established the expert group, chaired by Peter Ward, which produced recommendations on tackling casualisation in the school sector, and we are fully implementing the recommendations made by the expert group – reducing the amount of time it takes to get job security, and making it easier for those working part-time to increase their hours and to have these additional hours added to their permanent/indefinite duration contracts.

I am committed to replicating this work at third-level, and await the report of the expert group examining casualisation at that level.



Jonathan O'Brien TD, Sinn Féin spokesperson on education

Sinn Féin condemned the 14% cut in pay and the loss of allowances for newly qualified teachers when they were introduced by this government and we believe that it has badly damaged the morale that is essential within a classroom setting, given that new teachers are earning over €11,000 less than their colleagues recruited in 2011. This is compounded by many teachers who are working on part-time contracts. Our view is that we should work towards putting all newly qualified teachers on the same rate of pay as their counterparts so that they are getting equal pay for equal work.



Charlie McConologue TD, Fianna Fáil spokesperson on education

New entrants to the teaching profession do not receive the same allowances as longer serving teachers, which cannot be justified and is corrosive of morale within schools. In further pay agreements, we believe there should be a focus on equalising pay for new entrants and we are committed to restoring full equality of treatment for teachers.

On casualisation, we welcome the implementation of Ward Report recommendations on redeployment eligibility for Teachers covering for a secondment or career break, which will mean that teachers in temporary positions become eligible for a Contract of Indefinite Duration (CID) after two years of teaching. We will ensure full implementation of the Report's recommendations for further reduction in workforce casualisation.



Paul Murphy TD, on behalf of Anti-Austerity Alliance

It is scandalous that about one-third of secondary teachers are in part-time, insecure contracts, unable to make ends meet while doing a stressful and responsible job. More permanent teaching posts must be created and the scandal of casualisation ended. The AAA believes the diminishing of pay and conditions that was carried out in the public sector since 2008 should be reversed. All teachers employed on contracts with inferior pay and conditions should have their contracts brought in line with other teachers employed prior to the crisis.

an election issue

questions on key issues to the main political parties. are set out below.



THIRD LEVEL CRISIS

Funding for the Institute of Technology sector was cut by 35% (€190m) between 2008 and 2015. Over the same time period, lecturer numbers fell by 9.5% (535) while student numbers rose by a staggering 32% (21,411). This is having a direct, negative impact on the student experience of higher education and the working conditions of academics. Lecturing hours in the sector are far in excess of international norms (18 to 20 hours compared to 8 to 10 hours) and a survey carried out by TUI earlier this year shows that lecturers are experiencing high levels of work related stress as a result of cutbacks and rationalisation measures in the sector

Does your party/group commit to a restoration of funding to Institutes of Technology and an urgent improvement of the student/academic staff ratio in third level institutions from the current high of 20:1 to, as a starting point, the OECD average of 16:1?



Jan O'Sullivan TD, Minister for Education and Skills

The future funding of higher education is an issue that must be dealt with early in the lifetime of the next Government. The report of the future funding group will not be prescriptive, but will identify the funding options that need to be considered to ensure that we protect the high quality of our higher education sector. In advance of that report, the Labour Party will unveil a short-term programme to immediately begin reinvesting in higher education as part of our manifesto.



Jonathan O'Brien TD, Sinn Féin spokesperson on education

Sinn Féin believes that we must work towards addressing the crisis in the third level sector that has resulted in increased casualization and over-burdening of staff. We are committed towards working progressively to reduce student/academic staff ratios.



Charlie McConologue TD, Fianna Fáil spokesperson on education

Fianna Fáil is committed to significantly increasing the average per capita Recurrent Grant from the exchequer to Universities and to IoTs; which will enable HEIs to reduce the student/academic staff ratios to a level commensurate with a higher quality student/ lecturer engagement.

We will address the chronic under-funding of capital infrastructure in HEIs by committing to new five-year funding cycle for the PRTL Scheme. The purpose of this Scheme will be to provide a fund to develop new projects as well as to refurbish projects for which PRTL provided funding under the various schemes introduced by Fianna Fail. In broad terms, this will be conducted along the same lines as the PRTL and will be linked to stated strategic objectives and outcomes which reflect the priorities of any given institution as well as State policy.



Paul Murphy TD, on behalf of Anti-Austerity Alliance

The cuts in funding and staffing in IoTs are creating a severe crisis. The AAA believes that the cuts in funding and in staff must be reversed. We support the student/staff ratio to be brought to 16:1.



STUDENT SUPPORT SERVICES IN SCHOOLS AND COLLEGES OF FURTHER EDUCATION

While Budget 2016 allowed for some minor improvement, cuts to guidance counselling provision and the moratorium on the filling of posts of responsibility (such as Year Head) will continue to make it unacceptably difficult for schools to make timely interventions to support those students struggling either with aspects of their education or a personal crisis.

Does your party/group agree to lift the moratorium on the filling of posts of responsibility and to restore guidance counselling provision to its pre-2012 levels in the interests of student welfare and pastoral care?



Jan O'Sullivan TD, Minister for Education and Skills

The Labour Party wholeheartedly believes in the need to support school leadership. In Government, we have established a new Centre for School Leadership, with a ring-fenced budget to provide greater mentoring, support and qualifications for school leaders and those aspiring to leadership positions.

In the last Budget, I secured 550 additional teachers on top of those required for demographic growth, to be deployed in post-primary schools. 250 posts will also be used to enhance the role of deputy principals at post-primary level in schools with less than 500 students – the first step in rolling out a more comprehensive middle management structure in all second-level schools. Improving guidance counselling support in post primary schools will be a priority for the remaining additional posts.



Jonathan O'Brien TD, Sinn Féin spokesperson on education

Sinn Féin is committed for working towards lifting the moratorium on posts of responsibility in schools and restoring the previous guidance counselling allocation system.

We recognise that schools already disadvantaged by the consistent education budget cuts were doubly affected by the imposition of the moratorium on appointments to posts of responsibility (PORs) which has had serious consequences, particularly in terms of school management. As a result of these cuts, subjects are being dropped from the list of options available to senior cycle students and combining higher and ordinary level students in the one class has become an increasingly common occurrence.



Charlie McConalogue TD, Fianna Fáil spokesperson on education

The current situation and attitude to leadership and management in schools is unsustainable. Fianna Fáil is committed to giving schools one administration day per week for teaching principals and to rebuilding middle management structures within schools by removing the moratorium on posts of responsibility for assistant principals, ensuring that any additional posts are used to meet broader curriculum objectives of individual schools, including ICT, special needs education, pastoral care, and mentoring/induction/ CPD of teachers.

Fianna Fáil believes the role of guidance counselling is critical, broadening students' future education and career path choices. Guidance Counsellors are the only persons in a school setting professionally qualified to provide guidance counselling to students. One of Fianna Fáil's key education priorities for the next government will be to restore the Ex Quota Guidance Counselling to all Schools.



Paul Murphy TD, on behalf of Anti-Austerity Alliance

The cuts to guidance counsellors has been one of many cuts made in education that has had a major impact on students who need support and assistance. The AAA calls for the cuts to guidance counselling to be immediately reversed and for extra resources to be put towards assisting students in their academic and career choices, as well as in their personal welfare.



RISING STUDENT NUMBERS

Student numbers in second level schools will continue to rise sharply over the next decade (Department of Education and Skills projections predict a 19.4% increase in student numbers at second level between 2015 and 2025).

Does your party/group agree, at a minimum, to maintain current staffing ratios while taking account of the need for significant additional resources and supports necessitated by the huge projected rise in student numbers?



Jan O'Sullivan TD, Minister for Education and Skills

We are committed to continuing to provide the posts necessary to meet demographic growth, and are also proposing a significant reduction in the pupil-teacher ratio in second-level schools, the details of which will be outlined in our manifesto over the coming weeks.



Jonathan O'Brien TD, Sinn Féin spokesperson on education

Many children are taught in unacceptably overcrowded classrooms and Sinn Féin agrees that smaller classes benefit students. We are committed to ensuring that class sizes do not grow with expanding numbers attending schools.



Charlie McConalogue TD, Fianna Fáil spokesperson on education

Yes. Fianna Fáil is fully committed to increasing the number of teachers at second level to meet demographic demands up to 2021, projected to be approximately 2,050 post-primary posts above 2015/2016 numbers.



Paul Murphy TD, on behalf of Anti-Austerity Alliance

Yes, but we go further and believe that there should be a reversal of the cuts made to staffing hours and posts. The current standard second level pupil teacher ratio of 19:1 must be brought down, as it has created unacceptably large class sizes; a more difficult learning and teaching environment; and less subject choice for students.



BUREAUCRATISATION OF TEACHING AND LECTURING

Research and experience shows that teaching in Ireland has become increasingly pressurised for a variety of reasons. Increased and often bureaucratic workload is central to this change. Teachers in England are leaving the profession in large numbers during the early career stage because of workload problems. It is in nobody's interest that this destabilising phenomenon be replicated in this country.

Does your party/group agree to engage meaningfully with TUI and other unions to address our sincere concerns that teachers and lecturers are being increasingly deflected from their key roles of teaching and learning?



Jan O'Sullivan TD, Minister for Education and Skills

There are a range of other issues of concern to TUI members – from the administrative burden on those working in education, to the development of Technological Universities, to the development of the Further Education and Training sector. Just as I did in relation to reform of Junior Cycle, I am committed to a process of ongoing engagement with the TUI, to deliver improvements to education that will benefit all of society, and in particular both those in education, and those delivering that education.



Jonathan O'Brien TD, Sinn Féin spokesperson on education

Sinn Féin are committed to working and engaging meaningfully with trade unions across sectors, and indeed share many of the concerns raised by the TUI. We have been active on the issues of capitation grants, cuts of guidance counselling, and the need to increase resource teaching, as well as supporting teachers throughout their advocacy on the new Junior Cycle. We will continue this work.



Charlie McConalogue TD, Fianna Fáil spokesperson on education

Yes. We are committed to engagement with both teachers and lecturers on issues which are corrosive of morale and on any perceived barriers to more effective teaching and research.



Paul Murphy TD, on behalf of Anti-Austerity Alliance

Successive governments have placed an undue burden on teachers, with bureaucratic demands. We will engage with the TUI and any union or group of workers. We believe that teachers, like workers in any sector, know their job and workplace best. The education system must be democratised with teachers being brought into the heart of the management of schools and the education system. Alongside this, resources must be given to teachers and schools that allow for teachers to be free to put their energies into teaching and supporting their students to learn and develop.



LACK OF APPROPRIATE CAREER STRUCTURES FOR EDUCATIONALISTS IN FURTHER EDUCATION

Owing to the extension of the moratorium on the filling of public service posts to many areas in the further education, adult and community education sectors, there is a dearth of career opportunities for educationalists (eg teachers) in this area. Of particular note is the prevalence of the so-called 'tutor' grade, paid hourly, without the standard benefits available to other public servants such as access to paid maternity leave and an incremental pay-scale.

Does your party/group agree to engage fully with TUI to ensure that further education, adult and community education is secured as a properly staffed and properly funded system established and protected for the public good, and further ensure that those employed in this sector are valued in the same manner as other public sector educationalists?



Jan O'Sullivan TD, Minister for Education and Skills

See answer 5 on previous page.



Jonathan O'Brien TD, Sinn Féin spokesperson on education

Sinn Féin believes education should be freely available as a right and publicly funded. We are committed to working with all stakeholders to ensure that this is realised. Indeed in our last budget proposals we recommended increasing the capitation 2% for VTOS, YouthReach, BTEI, PLC and Adult Literacy. We are of the view that teachers and educationalists across the sector should be valued.



Charlie McConologue TD, Fianna Fáil spokesperson on education

Contract employment in both FEIs and HEIs is denying both Educationalists as well as Researchers access to many of the employment conditions and opportunities that are crucial to their long-term success. We are committed to a full review of work practices and conditions both sectors and taking necessary legislative measures to reduce the interminable reliance on contract employment and casualisation in these sectors.



Paul Murphy TD, on behalf of Anti-Austerity Alliance

Yes, we are always happy to engage with the TUI, or any union or group of workers, about the situation they face in their workplace or sector. We oppose the casualisation of work in education across the economy. We believe that all teachers and educationalists should be on decent pay and have decent conditions. We also believe there needs to be a massive expansion of further education, adult and community education in order to allow everyone have access to lifelong learning. As a step towards this, we call for the cuts to spending and staffing made since 2008 in education to be immediately reversed.

At the time of going to press, responses had not been received from Fine Gael, People Before Profit Alliance, Renua or the Social Democrats.

OECD report an endorsement of work of Irish teachers and lecturers

The latest OECD Education At A Glance report confirms that Irish teachers teach considerably longer hours at second level than their international counterparts.

The report also shows an extremely high upper secondary graduation rate and, once again, emphasises the value of education in terms of future earnings and good health.

The number of teaching hours for Irish second level teachers is 735, which is far in excess of the OECD average of 669 hours (OECD lower secondary average: 694; OECD upper secondary average: 643). Finland, France, Denmark and Norway are among those countries with lower teaching hours.

Meanwhile, compulsory instruction time per student per annum in Ireland at second level is 935 hours, which is considerably higher than the OECD average of 916 hours and the EU21 average of 895 hours. In terms of

European neighbours, Sweden, Norway, Germany and Finland are among those European countries with lower levels of instruction time.

The 98% upper secondary graduation rate is dramatically above the OECD average of 85%. This is a tribute to the determination and application of students and their families and the innovation of Irish teachers during an era when schools are still struggling to cope with the damaging effects of austerity cuts.

That 41% of adults between 25-64 year-olds have attained tertiary education (up from 29% in 2005) is testament to the ongoing work of lecturers who have had to deal with the withering, unacceptable effects of cuts in funding and staffing at a time of considerable increase in student numbers. However, the ratio of students to teaching staff of 20:1 at third level is far above the OECD and EU21 averages of 16:1.

This is unsustainably high and shows the need for considerable increased investment in higher education.

The study shows that the unemployment rate of 25-64 year-olds with below upper secondary education is about 13 percentage points higher than those who have attained tertiary education, compared to an OECD average of about 8 percentage points. Only four OECD countries indicate a greater disparity, and this shows the value of education and the importance of appropriately resourced lifelong learning.

Yet again, the report endorses the value of education to the individual in terms of future earnings and good health.

At a time when most indicators suggest that we are entering a period of economic recovery, this report makes clear the societal and educational value of appropriate investment in education.

OECD Education At A Glance 2015 key facts:

1

Teaching hours at second level:

Ireland: 735 hours

OECD average: 669 hours

2

Compulsory instruction time per student at second level:

Ireland: 935 hours

OECD average: 916 hours

EU21 average: 895 hours

3

Secondary graduation rate:

Ireland: 98%

OECD average 85%

4

Irish 25-64 year-olds with tertiary education

2005: 29%

2014: 41%

School Completion Programme Review

In autumn 2015, the ESRI published a research report entitled 'Review of the School Completion Programme'. TUI had given its input at an earlier stage of the process. The key findings of the report, as set out by the ESRI, are:

- The School Completion Programme (SCP) is organised in terms of 124 'clusters' (also called 'projects'), each consisting of a group of primary and second-level schools within a local area. While the schools involved in SCP clusters are mainly DEIS (designated disadvantaged) schools, some non-DEIS schools are part of SCP clusters, reflecting patterns of transfer between local schools.
- The programme supports approximately 36,000 children and young people within the school system and around 800 young people who are out of school. Funding for SCP was €24.7 million in 2014.
- The interventions provided by SCP fall into three complementary categories of provision: attendance monitoring, involving both in-school and after-school support; socio-emotional wellbeing through in-school support and therapeutic interventions; and learning support through in-school interventions and study support. Clusters have the flexibility to tailor provision towards the needs of children and young people in their local area and within specific schools in that area.
- Many clusters provide activities, such as after school clubs, for a larger number of students while providing more intensive one-to-one supports for a small number. At present, there is a greater emphasis on in-school supports but SCP staff would prefer to balance this with more after-school and holiday provision.
- Clusters use a range of criteria to select target children and young people for the programme but mainly focus on school attendance, the children's family circumstances, their socio-emotional health and wellbeing.
- Clusters vary in regard to the proportion of students who are targeted for supports within schools. Given the diversity of need across cluster schools, it is recommended that the number of children targeted should reflect the concentration of disadvantage in schools.
- Cuts in SCP funding over recent years have meant reduced provision in the context of growing needs among children and families and curtailed service supports within and outside school. Reduced provision has particularly affected after-school and holiday provision, which are seen as key in engaging children with school. Of particular concern to principal teachers are cuts to one-to-one counselling and therapeutic interventions for children in crisis situations.
- There is a case for rebalancing, and increasing, funding for schools with high levels of disadvantage and complex student needs; that is, urban band 1 DEIS primary schools and very disadvantaged second-level schools.
- The legal structures within which SCP operates vary across clusters, resulting in different employment arrangements and management structures. The report highlights the value of having a clear and transparent governance model across all clusters, providing clarity regarding the roles and responsibilities of the coordinator, chairperson and local management committee.
- Clusters vary in size and composition, that is, in the balance between primary and second-level schools and between DEIS and non-DEIS schools. In some areas, children move from primary schools with intensive SCP supports to non-DEIS second-level schools without such supports, increasing their risk of disengagement and early school leaving. It is recommended that cluster boundaries be revisited to better reflect local neighbourhoods and school communities and provide greater continuity of support as students move through the system.
- SCP is a central component of DEIS provision, with coordinators working closely with Home School Community Liaison Coordinators in providing supports for at-risk young people and their families. It is therefore crucial that any changes in SCP structures and provision be seen in the context of the on-going review of the broader DEIS programme.
- Since the inception of SCP, there has been an improvement in primary attendance levels and in the proportion of young people staying in school until the Leaving Certificate. While these trends cannot be attributed to SCP alone, SCP (along with other strands of DEIS provision) has played an important role. It is difficult to assess definitively the impact of SCP on other child outcomes, such as engagement with school and/or socio-emotional wellbeing. However, principal teachers are generally very positive about the impact of the programme on at-risk children and young people in their school.
- There is a consensus among principal teachers and education stakeholders that the value of SCP rests in its emphasis on addressing the needs of at-risk children at an early stage and in its flexibility to respond to local needs at the school and community level. They also highlight the benefits of SCP in providing immediate and effective supports (such as counselling) for children in crisis.

The full report is available at <https://www.esri.ie/pubs/RS44.pdf>.



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Meitheal programme – TUI generally supportive but concerns remain

TUSLA, the Child and Family Agency, is currently rolling out a programme called Meitheal. The programme is essentially a cross-agency response to children who are experiencing difficulties that, although significant, are not severe enough to generate a response from social workers. As explained by TUSLA, it is 'a national practice model designed to ensure that the needs and strengths of children and their families are effectively identified, understood and responded to in a timely way so that children and families get the help and support needed to improve children's outcomes and realise their rights. It is an early intervention, multi-agency (when necessary) response, tailored to the needs of an individual child or young person.'

A single agency will be asked to chair a

committee made up of the relevant agencies so as to devise the best response possible in the individual circumstances of the case. For example, a Home School Community Liaison Officer (HSCL) may be asked to lead a response where a child is experiencing difficulties in school attendance. As of now, the extent to which Meitheal may be an evolution of the previous One Child One Team One Plan (OCOTOP) model is unclear, as the review of OCOTOP has not yet been published.

TUI is aware that TUSLA has started training for HSCLs and staff in other agencies. The union has been assured by TUSLA that Meitheal is not designed to simply remove cases from overburdened social work departments. We will be vigilant in ensuring that it does not drift in that direction. TUI is fully supportive

of programmes that protect children but has concerns about what resources will be provided to agencies involved in Meitheal and where accountability will lie.

TUI has repeatedly sought a meeting with TUSLA to discuss its concerns about Meitheal but, at time of writing, has been unsuccessful in securing such a meeting. The failure of TUSLA to engage is baffling and clearly unacceptable. TUI will continue to keep members informed of developments and would welcome the views of our members who have been contacted by TUSLA, or trained by TUSLA, in relation to Meitheal. Information, including the *Meitheal Toolkit and the National Guidance and Local Implementation* document, are available on the TUSLA website. Views should be sent to David Duffy (dduffy@tui.ie).

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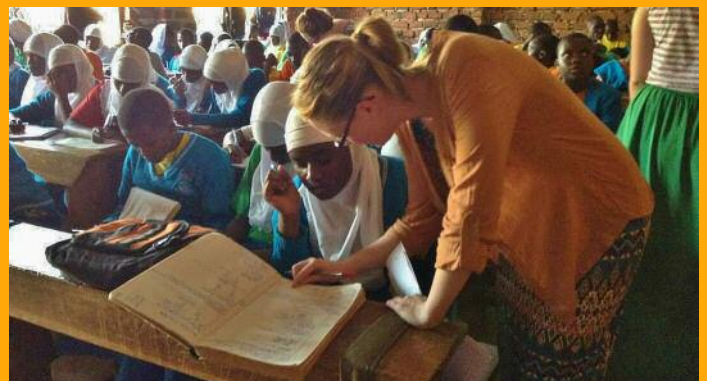
- 10th June - 1st July
- 1st - 22nd July

For more information please contact:
Colm Ashe, Volunteer Coordinator

Email: colm@nurtureafrica.ie

Phone: 01-5424178

www.nurtureafrica.ie



Update on Droichead programme

Droichead is a three year pilot programme to support newly qualified teachers (NQTs) in the first year after their qualification. It involves a Professional Support Team (PST) working with NQTs to share reflections on teaching and learning practice. Except in cases of very small schools, the PST is made up of members of the teaching staff of the school in which the NQT is working. In 2014/2015, Droichead operated in approximately 75 post-primary schools and a similar number of primary schools. The number of schools involved is thought to have doubled in the current academic year as a significant number of schools expressed interest in joining the pilot. The pilot was originally intended to encompass approximately 300 schools.

Time is allocated to schools to enable the PST to carry out their work but the drawdown of time has been much lower than expected. Approximately one-sixth of the time available has been drawn

down. It is thought that this may have been caused by administrative barriers so the Teaching Council is currently discussing a proposal with the DES that would make the time easier to draw down. Plans for Droichead after the expiry of the pilot in March 2016 were being discussed by the Teaching Council at time of writing.

A recent ESRI report examined the first phase of the Droichead programme. The findings of the review were generally positive. Members may perceive Droichead as 'another hoop to jump through' but the Droichead process is intended to provide them with additional guidance and support in their first year of training. It is also important to note that probation into their employment already exists for all NQTs regardless of which school they work in.

Problems communicated to TUI by members in relation to Droichead include:

- The role of peer observation and their objection that this extends to de facto peer evaluation
- The inadequacy of resourcing in terms of time
- Uncertainty around the level of paperwork that needs to be produced e.g. various views exist as to what, and how much or little, a NQT can or should include in the portfolio

Positive points raised with TUI regarding Droichead include:

- More structured support for NQTs
- Opportunity for NQTs and Professional Support Teams to learn from each other.

The report from the second phase of the ESRI research has not been seen by TUI at time of writing. TUI will continue to keep members informed of this matter. The TUI is strongly of the view that it would be unwise and premature, at this point, to mainstream Droichead. Further detailed study and analysis is required in the first instance.

DCU Institute of Education Postgraduate Programmes



Ollscoil Chathair Bhaile Átha Cliath
Dublin City University

The DCU Institute of Education is an internationally significant development that will be located on DCU St Patrick's Campus from 2016, following the joining together of the Church of Ireland College of Education, Mater Dei Institute of Education and St Patrick's College, Drumcondra with DCU.

Postgraduate courses will be offered in a range of areas, including specialisms in primary and post-primary education, inclusive and special education, guidance counselling, education and training management, religious education and chaplaincy studies.

These courses are offered at a variety of levels, including:

- Certificate and Diploma
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- Professional Development

Further Information

For full details on course content and course requirements, visit:

www.dcu.ie/institute_of_education/postgraduate-programmes.shtml

How To Apply

Applicants are required to apply online through the Postgraduate Application Centre (PAC), visit:

www.pac.ie

TUI welcomes digital strategy but will monitor resourcing and implementation

TUI welcomes digital strategy but will monitor resourcing and implementation. Amid much fanfare, the Department of Education and Skills launched its digital strategy in October 2015. TUI and many other stakeholders had made submissions during the consultation process. The submission made by TUI can be viewed on www.tui.ie. The Department's strategy envisages:

STUDENTS:

- Using ICT to open up new forms of learning and collaboration to support different styles of learning.
- Experiencing joy, satisfaction, passion and success in their education and lifelong learning.
- Actively engaged in learning – both in and out of school.
- Accepting ownership of their learning – involving the ability to be self-directed, decision-makers, and managers of priorities in and out of school.
- Using technology to achieve personal learning goals and to succeed in various learning activities.
- Using ICT critically and ethically.

TEACHERS:

- Taking a more facilitative role, providing student-centred guidance and feedback, and engaging more frequently in exploratory and team-building activities with students.
- Using ICT to “support an enquiry process and enable their students to work on solving complex real-world problems” by engaging in “collaborative project-based learning activities that go beyond the classroom”.
- Supporting students to create and innovate so that they are engaged in managing their own learning goals and activities.
- Accepting ownership of their own professional learning and, where appropriate, designing and participating in learning communities that make extensive use of technology.

SCHOOLS:

- Taking a lead role in planning how they will effectively embed ICT in teaching,

learning and assessment practices. This means involving the entire school community in developing an e-Learning plan that takes into account the CPD needs of teachers, and the views and insights of students and parents/guardians.

- Developing policies and practices for the safe and ethical use of ICT by all members of the school community.
- Strengthening their existing relationships with the wider community, both local and global, and in particular, connecting more with parents/guardians and students in their homes through the use of digital technology.

PARENTS/GUARDIANS:

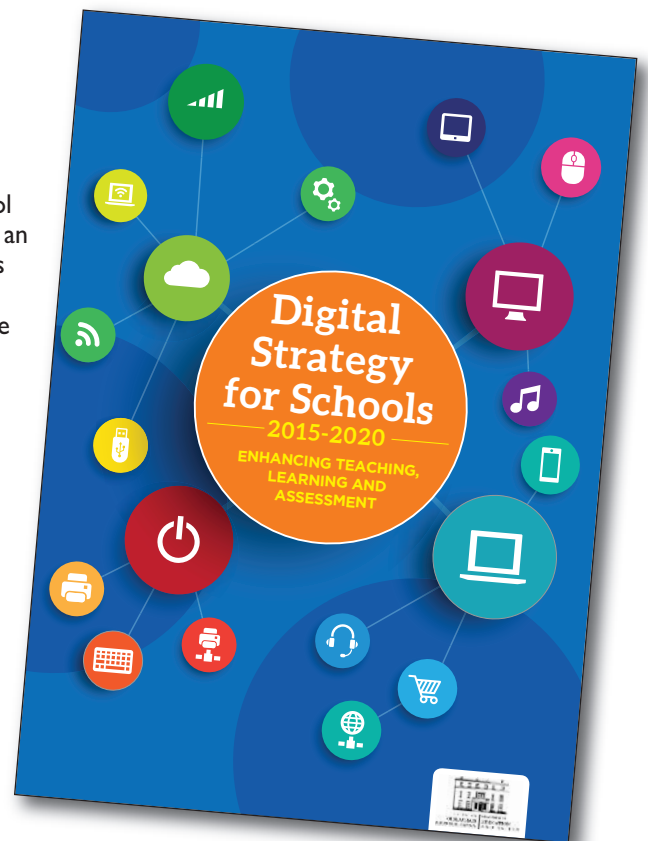
- Engaging with their children's learning through the use of digital technologies.
- Collaborating with and participating in school activities and programmes using ICT.

CURRICULUM:

- Including clear statements that focus on the development of digital learning skills and the use of ICT as a resource in achieving specific outcomes across the curriculum.
- Curriculum specifications that support in-depth study of ICT and specialised application of ICT tools as appropriate.

DEPARTMENT OF EDUCATION AND SKILLS AND ITS AGENCIES:

- Enabling all partners to effectively embed ICT across the continuum of teacher education and in our schools. The Department will also monitor and evaluate the implementation of the Strategy on an annual basis.



In broad terms TUI welcomes the digital strategy. We note that the Minister has promised significant resources to enable the strategy to be implemented, but will maintain prudent scepticism, until such time as such resources are delivered. Given past experience we would be foolish to do otherwise. TUI will monitor implementation closely to ensure that the resources which have been promised are delivered and that schools are enabled to provide students with the best possible opportunities. We will also ensure that implementation of the policy does not further burden teachers with additional workload.

More detail is available at <https://www.education.ie/en/Publications/Policy-Reports/Digital-Strategy-for-Schools-2015-2020.pdf>.



TUI PROFESSIONAL DEVELOPMENT PROGRAMME

PRE-RETIREMENT SEMINAR

DATE	VENUE	TICK BOX FOR PREFERRED VENUE
Monday, 29th February, 2016 9.00-16.30	Gresham Hotel, Dublin	
Monday, 18th April, 2016 9.00-16.30	Portlaoise Heritage Hotel, Portlaoise Co. Laois	

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	

TUI, 73 Orwell Road, Rathgar, Dublin 6

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

TUI makes submission on potential changes to inspection documents and arrangements

The Inspectorate is considering revising some documents and arrangements regarding inspections of schools, as well as school self-evaluation (SSE). TUI has made a submission on the matter. The plans and documents have not been finalised and TUI is pleased that the Inspectorate is taking feedback from stakeholders into consideration. TUI will keep members advised of developments. The key points made by TUI in its submission are:

- The move to greater consistency across the proposed revised documents is to be welcomed. Currently, there is some confusion as to how different types of inspections interlink. Greater clarity in this matter would be helpful.
- There have been very significant changes in the education system over recent years and it is timely to review the documents in the light of those changes. However, it is essential that initiative overload not set in and that revised procedures do not translate into additional procedures or additional workload.
- Arguments can be made both in favour of and in opposition to the proposed revised five day notice period in the context of the current ten day notice period for some forms of inspection. On balance, a gradual move to a mid-point of perhaps seven days might be the best way forward. This would allow schools adequate time to prepare for the inspection and save the time of inspectors during the visit as well as ameliorating, to an extent, the pressure currently felt by schools in relation to preparing - often excessively - for an inspection. There must be a clear onus on the Inspectorate to streamline and

minimise the administrative burden that inspections place on schools.

- There is a welcome clarification that subject inspections require a 'terminal' or subject plan but not an individual lesson plan. However, section two of the document, on Incidental Inspections, refers to "short and long term written plans of work". This will require clarification, lest it be understood, mistakenly, to refer to individual lesson plans (with attendant bureaucratisation of teachers' work).
- In relation to a Section 24 competency assessment, it is to be welcomed that a teacher undergoing an improvement plan would not be subject to an additional layer of inspection such as a programme inspection. Such multiple layers of inspection could undermine the process of improvement being attempted in the first place.
- In the context of 'evaluating professional practice', it is to be welcomed that this is carried out at the whole school or department level. However, if a genuine concern regarding the safety of students arises and the inspector judges it to be sufficiently serious as to require that it be raised with the teacher and school manager, then, in order to avoid confusion later, it would be advisable that a brief note (in accordance with a nationally agreed and observed template) should be made by the inspector and copies given to the teacher and principal teacher. It is expected that such a serious student safety issue would be very rare indeed.
- It is vitally important that existing procedures for appeals of contested

inspection findings remain as currently available and as have been outlined in the documents from the Inspectorate. In this context, TUI would welcome written confirmation (to reiterate the current oral confirmation) that a review of inspections can be sought by all teachers, including principal teachers and deputy principal teachers, in their own right and in addition to the right of the Board of Management to seek a similar review.

- It would be useful to add a brief note to the proposed revised documents to the effect that meetings with the Inspectorate at the start and end of the inspection process are held within school time.
- TUI has concerns about the new proposal to publish DEIS reports. Given the difficult circumstances in which DEIS schools operate, and in the light of the ongoing review of DEIS, this is not a propitious time to change existing procedures regarding same.
- Furthermore, TUI continues to have very serious concerns about the use of questionnaires for staff to comment on matters which may drift into comment on colleagues. References to "principal" and "deputy principal" in the documents should be replaced by "principal teacher" and "deputy principal teacher" on the basis that school leaders are 'primus inter pares'. They lead teaching and learning and are an intrinsic part of, not separate from, the learning community.

The full TUI submission is available on www.tui.ie

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Revised Junior Cycle programme – common queries

In September 2015, TUI members voted to accept proposals for Junior Cycle reform by a margin of 69% to 31% on a turnout of 60%. Some common queries that have been received from members since are addressed below.

Does the 2 hours required for organising a Subject Learning and Assessment Review (SLAR) meeting form part of the 10 hours professional time provided to teachers of English in 2015/2016?

No. These time allocations are separate. The 2 hours is in addition to the 10 hours of professional time. Section 10.4 of the appendix to the Joint Statement states that:

“In addition to the 6 hours and the separate CPD provided under Section 3, English teachers will be provided with 10 hours of professional time in 2015/16 (when the revised English specification is being taught in first and second year) and 14 hours in 2016/17 (when English is being taught in all three years). Science and Business teachers will be provided with 8 hours in 2016/17 to support the first year of introduction of these subjects. This time will be provided through additional paid substitution hours allocated to the school.”

Entirely separate to that, Section 5.4 states that:

“One teacher of each subject in the school will be allocated two additional hours by school management to facilitate the preparation for and coordination of each Subject Learning and Assessment Review meeting for that subject. To foster capacity building in each subject department this activity will normally be rotated among the relevant teachers.”

Following concerns about the first round of CPD for teachers of English, how is TUI monitoring teacher satisfaction with the current round of CPD?

TUI has launched a survey to assess teacher satisfaction with the current round of CPD. Details have been sent to workplace committees and branches. The survey will remain open until February 12th.

What work is being done on reporting templates?

Significant work is being carried out though the NCCA on user friendly templates that give parents the information they need but that do not lead to an unnecessary administrative burden on teachers. TUI is heavily involved in this process.

What percentage of the overall will Assessment Tasks count for?

In relation to English, Business Studies and Science the Assessment Task will constitute 10% of the overall. Other subjects will be determined as they arise but DES has confirmed that 10%-15% is likely to be the ‘norm’. TUI has fought hard to ensure that this percentage will be higher for subjects which traditionally have had a large second component of assessment. The exact response from the DES is

“It is intended that an initial value of 10% will be assigned to the Assessment Task within the initial specifications for English, Science and Business Studies. It is

intended that the question of the value to be assigned should be kept under review in this context and the approach to the development of further subject specifications can be informed by the initial experience. It is further agreed that a separate Assessment Task should not be required in those practical subjects where the second assessment component will continue to be assessed by the SEC.”

When will CPD for teachers of Business Studies and Science teachers begin?

The first phase of CPD for teachers of Science and Business Studies is currently scheduled to begin on January 28th and March 7th respectively. Letters of invite to Science teachers were being issued by Junior Cycle for Teachers (JCT) at the time of writing.

Will oral assessments in language be carried out by the State Examinations Commission?

The DES has categorically ruled out oral assessments for Junior Cycle under the new programme being carried out by the State Examinations Commission. It is important to note that the SEC did not carry out oral assessments for Junior Cycle under the previous/existing programme either.

When will the consultation processes in Art, Languages and Irish begin?

Consultation processes in all three of these areas will begin shortly. TUI asks all members teaching those subjects to engage fully in the process.

Is Wellbeing a subject, and what happened to CSPE/SPHE/PE?

'Wellbeing' is not a subject. It is an area of learning. The area will comprise of a number of subjects.

As an 'area of learning' it is quite different to the 'subject' system that we are used to as second-level teachers. Discussions currently centre on the relative balance between CSPE, PE and SPHE. As stated by the DES, "further development work is required in this area. This development work is already underway within the NCCA and will involve extensive opportunity for consultation with and input from teachers and their representatives. It is accepted that the visibility of individual subjects within the area of Wellbeing will need to be addressed to avoid a 'hybrid subject' approach."

Teachers of CSPE, PE and SPHE should know that the time allocation to each of those subjects will be retained and possibly increased within the 400 hours ascribed to Wellbeing.

TUI is involved in the ongoing discussions though the NCCA about Wellbeing.

Members need not be concerned about reductions in teaching hours or elimination of jobs. In fact, implementation of Junior Cycle has been acknowledged by the Minister in Budget 2016 as requiring significantly more teachers than are currently employed. This arises mainly from the reduction in teaching contact hours that will result from the allocation of professional time. This, combined with increases in student numbers every year until 2025, and also the reduction in pupil-teacher ratio from 19:1 to 18.7:1 means many more teachers will be employed over the coming years.

Will a short course displace/replace my subject?

No. In regard to short courses it should be noted by members that Section 1.6 of the Joint Statement says that:

"It is not the aim or intention that short courses should undermine or replace existing subjects. If necessary, the DES will issue a circular directing schools on this matter and advising them to limit the number of short courses that they offer."

When will CPD be available to teachers in 'dual union' schools?

On January 22nd, a letter was issued by JCT to Community and Comprehensive (C&C) schools thereby starting the process of providing 'in-service' to teachers in 'dual union' schools. This was in accordance with the intention of the DES as stated to TUI in recent weeks. TUI has at all times sought for CPD to be available to all members, in line with the result of the ballot in September 2015. TUI has repeatedly

stated its belief that provision should be made, in the first instance, for teachers of English but that provision also needed to be made for our members teaching Science and Business Studies in both the C&C and ETB sectors.

What will happen if unexpected issues arise in implementation?

Section 7.4 of the Joint Statement stated that, "implementation of this agreement will be monitored by an implementation committee comprised of representatives of the signatories to the agreement."

The DES has indicated that the implementation committee will be set up promptly, as demanded by TUI. TUI strongly supports the establishment of the implementation committee as it will empower TUI to assist in monitoring the roll out of the new Junior Cycle.



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Supporting Education Staff In A Time Of Change

*TUI Education Conference –
6th February 2016*



TUI has organised a conference on supporting education staff in a time of change. The conference will be held on Saturday, February 6th 2016 in the Heritage Hotel, Portlaoise.

The planned schedule for the day is set out below.

Heritage Hotel, Portlaoise, Saturday, 6th February 2016.

Conference Programme (times include Q&A at end of each presentation)

9.00 - 9.30:	Registration, Tea/Coffee
9.30 - 9.35:	Welcome/Introduction – Gerry Quinn, President, TUI
9.35 - 10.20:	Keynote: Dr. Bernie Grummell, Maynooth University “Further education in a time of change: policy, practice, profession”
10.20 – 11.05:	Dr. Aidan Kenny (Assistant General Secretary, TUI), Dr Andrew Loxley (Trinity College Dublin) - “Creating a supportive work environment for academics in third level”
11.05 – 11.30:	Kate Hehir – “The selection process for principals: participants’ perspectives”
11.30 – 11.50:	Tea/coffee
11.50 - 12.15:	Ruth Morrissey-Casey – “Looking from the inside out: exploring second-level school students' perspectives on the Irish language”
12.15 – 12.40:	Dr. Gerry Harvey – “SSE: the voice of participants at the chalkface”
12.40 – 13.20:	Michael Gillespie (Assistant General Secretary, TUI) - Teaching Council matters
13.20 – 13.50:	David Duffy (Education/Research Officer, TUI) - Findings from recent TUI research
13.50:	Close of Conference – Joanne Irwin, Vice President, TUI.
14.00:	Lunch

Anam Cara Information Pack available for Schools

Every year, some 2,000 families across Ireland experience the death of a son or daughter, and we know that schools and teachers are often on the frontline here.

Anam Cara, the all-Ireland organisation that supports bereaved parents and families, has recently produced a Bereavement Information Pack, the first of its kind in the country. The compact A5 pack contains seven separate booklets on themes such as A Dad's Grief, Supporting

My Family and Coping with Sudden Death.

Anam Cara holds over 100 events annually in fifteen locations around the county, affording bereaved parents a safe and comfortable place where they have an opportunity to meet with other bereaved parents. All services are provided free of charge and for as long as they may be needed.

"I had nobody to talk to who knew how I was really feeling... More than anything else it has given me a sense of hope and shown me a way to participate in the world again. I am not exaggerating when I say that Anam Cara saved my life." – Adrian, Bereaved Dad, Dublin

If you are in contact with bereaved parents or families, please call 01 404 5378 or email info@anamcara.ie to order a free Pack.

Jim Dalton – an appreciation

Farewell to Jim Dalton, Athlone Institute of Technology (AIT), our beloved colleague, lecturer and friend. In addition, Jim was an active member of TUI, a supporter of union activities who contributed positively to union debate over his many years in AIT.

Tuesday, November 17, 2015 will live on in Athlone Institute of Technology's (AIT) history as the day on which the news of Jim's unexpected and sudden death came through early that morning and shocked his colleagues and students. The immediate reaction was one of disbelief and the hope that the news was a mistake. A large unplanned gathering of his colleagues in the Institute restaurant seemed to happen naturally as we gathered and sought unsuccessfully to make sense of the, by then, now confirmed tragedy.

A mass to mark Jim's passing was, necessarily, quickly organised at lunchtime on the same day and celebrated by the Institute chaplain. Despite the suddenness of the news, a large lecture theatre had to be used to accommodate all of those staff and students wishing to pay respect to Jim, make sense of the tragic news and seek comfort in each other.

Jim, a native of Tullow, Co Carlow, was the son of a publican there. He spent over twenty years of his working life in AIT, coming to the college from the stock-broking industry. His stock-broking experience and academic background were of invaluable benefit to AIT students in his lectures in economics, financial services and accounting.

In his outlook to work, Jim was professional and well organised, emphasised by the fact that he had (almost ironically) submitted his end of semester examinations and autumn repeat papers the day before his death. Indeed, as he did every Tuesday, he was on his way to lecture on the business components of courses in Gurteen College, Roscrea,



on a programme there offered jointly by Gurteen College and Athlone Institute of Technology, when his death occurred.

It is without any question of doubt that Jim would also be regarded as a principled and true professional lecturer. His contributions to course development were always on the basis that high standards had to be maintained. He demanded these high standards of his students which they fully appreciated. One student on learning of his death remarked tellingly, "I hated accounting when I started it with Jim, but by the end of the course he had made me love it".

His high standards were not at the cost of Jim's noted kindness as a lecturer. With students he was conscientious and kind hearted and performed his role with immense humanity, quietly championing his students and always going the extra mile for those who were vulnerable or weak.

Jim's social side did not suffer as a result of his dedication to his job. He included amongst his college interests the banter and craic that is part of college life. Jim was a keen sport and music fan. He also enjoyed his garden. He was a supporter of Ipswich Town Football Club and was delighted to have secured tickets to a U2 concert scheduled for the week after his unexpected death.

Whilst Jim had many hobbies and interests, his greatest passion in life was his family - his wife Marina, son Conor and daughter Eva, of whom he was immensely proud and who all brought him great joy. We, as a union, both locally and nationally, send them our deepest sympathies.

Solas Mhic Dé ar a n-anam.

TUI in the media

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



Speaking on *RTÉ's Morning Ireland* ahead of a Dáil protest on **January 26th**, Gerry Quinn said that the Technological Universities Bill, which was due to begin its report stage before the Oireachtas, should be stopped to allow sufficient time for it to be debated and discussed. **The TUI claimed that the Bill is being rushed through the Oireachtas with 'reckless haste'.**

He warned that the move would have a negative effect on the good work currently being done by Institutes as well as putting the terms and conditions of academic staff at risk.

In an *Irish Times* article on **January 13th**, the TUI's Deputy General Secretary Annette Dolan said that the **Institute of Technology sector had been battered by an era of anti-educational cutbacks.** She said funding had been cut by 35 per cent between 2008 and 2015. During this time, student numbers had risen by some 32 per cent. Lecturer numbers, meanwhile, had fallen by almost 10 per cent over the same period. 'This has had a direct effect on the quality of service to students and the working conditions of academics,' she said. Students now faced larger class sizes, reduced access to laboratories and libraries and sharp cuts to tutorials and other student supports.

In an article entitled 'How our teachers are lured abroad' in the *Irish Independent* on **January 13th**, TUI President Gerry Quinn outlined how **second level teachers in Ireland 'have been forced to apply for fragments of jobs with no guarantee of being retained.** Such teachers experience income poverty, often struggling and sometimes failing to pay the rent,' he said.

On **January 12th**, the announcement of a **strike day to be taken by Institute of Technology lecturers** received extensive coverage. The union highlighted the crisis situation that a cut in funding and lecturer numbers at a time of huge increase in student numbers had created.

On **January 6th**, the *Irish Times* and *the Evening Echo* reported that the Union of Students in Ireland had joined



PRESS CONFERENCE ON PASSING OF FEMPI BILL, NOVEMBER 2015

forces with TUI as part of a campaign against the erosion of the publicly funded higher education system. The 'Value Higher Education' campaign calls for the resourcing of a higher education infrastructure which can best meet contemporary national and international challenges and demands.

On **December 15th**, the decision by **third level members of TUI to vote overwhelmingly in favour of industrial action** to resolve a number of crisis issues within their sector received extensive coverage.

A lunchtime protest organised outside Institutes of Technology on **November 26th** received regional and national media coverage. *RTE News* featured clips from outside both DIT Bolton Street and CIT on their evening bulletin.

On the day that the OECD's Education At A Glance report for 2015 was published (**November 24th**) TUI drew attention to the fact that Irish teachers work more hours than their international counterparts.

On **November 19th**, a **protest against the Financial Emergency Measures in the Public Interest (FEMPI) Bill was held outside Dáil Éireann.** A press conference was held before the protest where issues such as the

third level funding crisis and the income poverty of many teachers and lecturers were highlighted.

In the *Irish Times* on **November 13th**, Gerry Quinn stated that young teachers were looking elsewhere for work because of reduced pay rates for new recruits and a 'rampant casualisation' of the profession. **'While the salary scales of all new entrants to the public service were targeted, reductions for teachers' pay were far greater than what applied to most public servants,' he said.** He stated that those who entered the profession from February 2012 have been placed on a reduced pay rate of up to 22 per cent less than those appointed prior to 2011.

In the *Sunday Business Post* on **November 8th**, Gerry Quinn confirmed that **TUI was aware that recently trained teachers were opting for other industries,** and said that the pay and conditions on offer to young teachers was a key factor. 'The income on offer and lack of job security for younger teachers is being compounded by the fact that they are only offered low-hour contracts as opposed to full-time jobs,' he said.

RMA News

Since the last edition of TUI News, some developments of note on various issues have taken place. I referred previously to the deduction-at-source facility provided by the Paymaster General's (PMG's) office for our RMA subscription. In recent months that service has migrated to another agency - Payroll Shared Service Centre (PSSC). The same staff deal with our pensions in Tullamore and, if anything, the service has been enhanced, through the provision of access to view/download our P60 – the end of year statement of Tax/USC/Pension. It is however a matter of dissatisfaction that pension slips are not posted to us. The decision to discontinue posting our pension slips was contained in the FEMPI measures.

In the last issue also, I referred briefly to our Autumn Break in The Clayton Hotel, Ballybrit. I could not deal with it in any detail as the deadline for that magazine occurred during that break. So let me say again that it was extremely successful. The hotel could not have been better, with wonderful food, comfortable accommodation and helpful staff. And, of course, the package was inclusive of one tour.

So you'll come on the next one? Well the Spring break will be in Tullamore – the Tullamore Court Hotel. It is accessible by train or bus and the Break is scheduled for March 1st to 4th 2016. The Booking Form can be downloaded from www.rmatui.ie and returned directly to the hotel. You can also book by phone. Our tours will include at least one distillery, Clonmacnoise and Birr Castle Gardens and Telescope, but check the website for full details.



RMA GALWAY BREAK, OCTOBER 2015

During November and December, quite an amount of lobbying took place. I want to sincerely thank all who visited their TDs or who wrote to /emailed them on the Pension Restoration issue. We have seen the 'stats' which show an economy leaping forward. It is sad, that, as pensioners, we don't feature near the top of the priority list to benefit from the economic recovery. We may have completed our working careers but we will not be written off. Our campaign will continue. Parity in pro-rata pension pay with the pay of serving peers remains a core objective. The Government is tinkering around the edges so far with the USC, but has failed to address the glaring anomaly in the treatment of public service pensioners' USC liability compared to that applicable to 'co-ordinated' pensions.

RMA members participated in a picket outside Dáil Eireann organised by TUI during the debate on FEMPI on November 18th, and the Chairperson Jim McCarthy participated in a press conference with TUI which preceded the picket/protest. The Dublin RMA Branch separately organised a rally on November 28th on the Pension Restoration issue. This was addressed by our TUI President, Gerry Quinn, Brian Burke from the Alliance, Bernadine O'Sullivan and Philip Irwin from ASTI and by

Paddy Healy (who chaired it) and myself. Most emphasis was on the necessity to redouble the lobbying effort at this critical time – in the wake of exceptional Exchequer returns and before the General Election.

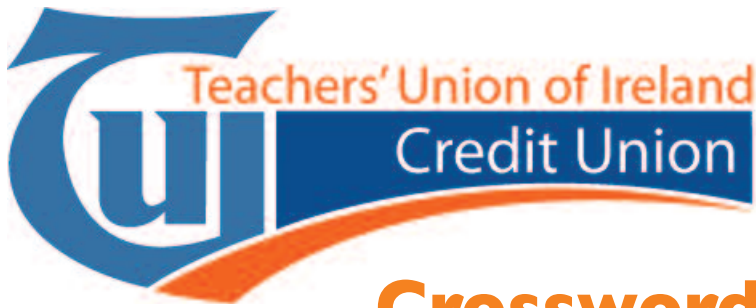
Well, the end-of-year Exchequer returns have come, but have not resulted in any improved deal to eliminate the pension reductions. Perhaps that is not a surprise given the plight of those on hospital trollies or the hundreds of families dealing with flood damage, who require financial assistance. However, the Department of Public Expenditure and Reform has not ruled out further alleviation of the Pension cuts. "...Economic and fiscal progress in the years ahead will determine the scope and timing for further scale-back or elimination of the financial emergency measures, including the PSPR." For RMA/TUI and all our retired Public Service colleagues, the task ahead is clear. We must keep our priorities prominent when dealing with canvassers/candidates from all parties, while bearing in mind what combination of parties in any future Government would be most likely to recognise our grievance and address it positively. Let me re-iterate – our lobbying campaign continues until our demands are met: Restoration of pensions for all our members; 'Parity' in pension pay with the pay of serving peers; Removal of the pension pay anomaly for members retiring between 2012 and 2018; and removal of the totally unjust USC arrangements as they affect Public Service pensioners who are not on 'co-ordinated' pensions.

Finally colleagues, on behalf of the Management Committee, may I wish you a 2016 full of 'positives' and good health. I look forward to seeing more of you participating in our Spring and Autumn breaks and attending our AGM.

Martin Hoye, RMA Secretary.



RMA GALWAY BREAK, OCTOBER 2015



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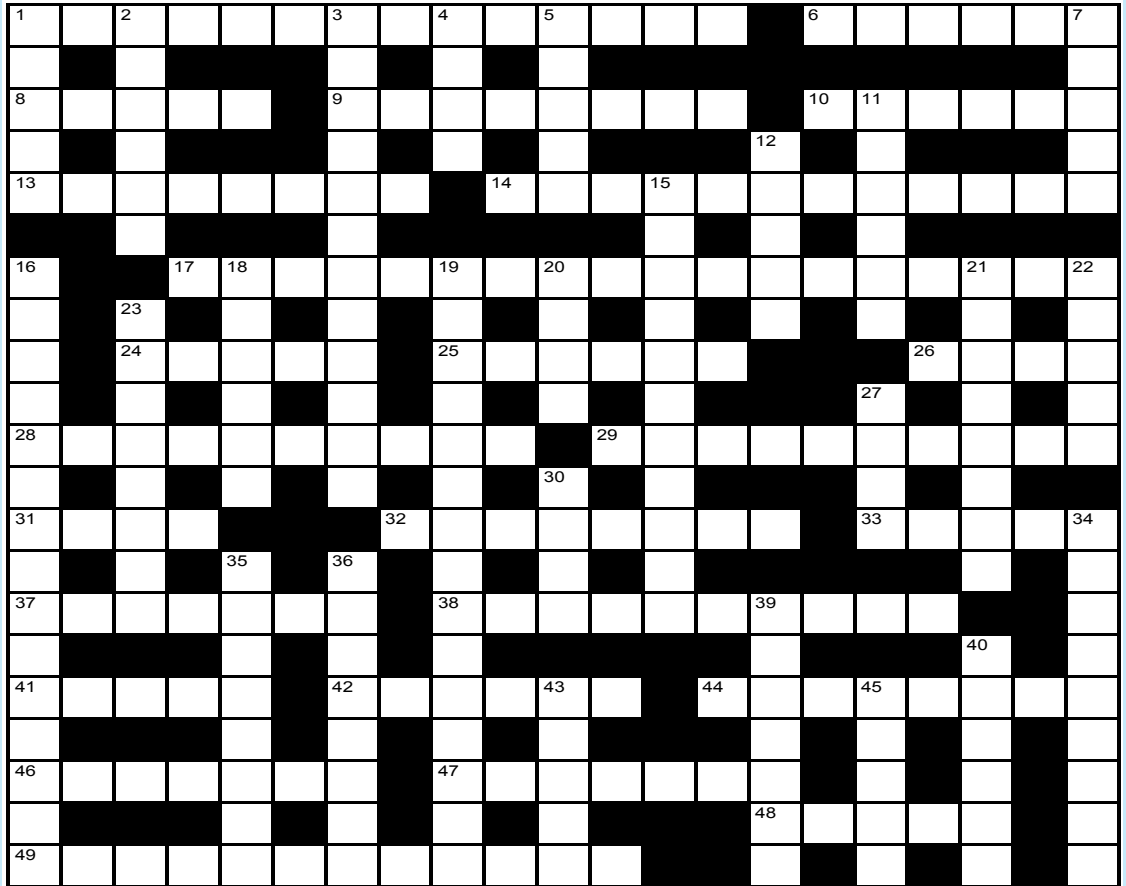
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Send entries to TUI
 Crossword February '16,
 TUI, 73 Orwell Rd, Rathgar,
 Dublin 6

Closing date for entries:
 Friday, March 11th, 2016



Across

- 1 Author of the world's longest running play (6,8)
- 6 Italian region having neither a coastline nor a border with other countries (6)
- 8 ----- Fury, heavyweight boxer (5)
- 9 Walk Like an ----- (8)
- 10 Pierre de -----, French mathematician who founded number theory (6)
- 13 Legume of the family Fabaceae, chief ingredient of hummous (8)
- 14 Alias of Jack Dawkins in the Dickens novel Oliver Twist (6,6)
- 17 The technique of reducing an argument or hypothesis to absurdity (8,2,8)
- 24 A Semitic language spoken in Eritrea and Sudan (5)
- 25 Total ----- 1990 science fiction film starring Arnold Schwarzenegger (6)
- 26 Plastic construction toys (4)
- 28 ----- Manoeuvres in the Dark - 1980s synthpop band (10)
- 29 A filling made from or flavoured with almonds (10)
- 31 Cleaning product and Dutch football team (4)
- 32 An unscrupulous seducer of women, taken from a metastory in Don Quixote (8)
- 33 A priest, magician, or soothsayer in the ancient Celtic religion. (5)
- 37 Flannery -----, American writer in the Southern Gothic style (7)

- 38 A French medieval lyric poet composing and singing in Provençal in the 11th to 13th centuries, especially on the theme of courtly love. (10)
- 41 Surname of Michael Douglas's character in the 1987 film Wall Street (5)
- 42 Do something to an excessive degree (6)
- 44 ----- Rats - rock group formed in 1970s Dublin (8)
- 46 Extremely bad; appalling (7)
- 47 Being of crucial importance (7)
- 48 Praise, glorify, or honour (5)
- 49 Scots poem written by Robert Burns in 1788 (4,4,4)

Down

- 1 Flowers in the -----, 1979 novel by Virginia Andrews (5)
- 2 The capital of the US state of Texas (6)
- 3 French dessert (5,7)
- 4 Columns of light (4)
- 5 One of a class of woodland deities (5)
- 7 John Jacob -----, richest man aboard the Titanic (5)
- 11 The second book of the Old Testament (6)
- 12 The common people (5)
- 15 Burrowing crustacean of American coastal regions, the male's major claw being much larger than the minor claw (7,4)

- 16 A person who for some reason is not wanted or welcome (7,3,5)
- 18 The ----- 1970s band, famous for Hotel California (6)
- 19 Series of novels by Edgar Rice Burroughs (6,2,3,4)
- 20 2007 film starring Glen Hansard (4)
- 21 Athenian inventor who built the labyrinth of Minos (8)
- 22 Thomas -----, Irish poet, singer, songwriter, and entertainer; now best remembered for the lyrics of "The Minstrel Boy" (5)
- 23 Marked by or composed of disconnected parts or sounds; cut short crisply (8)
- 27 Having two or more different colours (4)
- 30 A midwestern state in north central United States in the Great Lakes region (4)
- 34 1963 French language pop song, written and performed by Jeanine Deckers of Belgium, aka 'The Singing Nun' (9)
- 35 Not officially recognized or controlled (8)
- 36 2009 novel by Colm Tóbin, recently adapted into a film (8)
- 39 Drew or sketched aimlessly (7)
- 40 Dish consisting of layers of roughly sliced pork sausages and rashers with sliced potatoes and onion (6)
- 43 Home county of 1 Across (5)
- 45 A town in County Westmeath on the Cloghatanny River (5)