



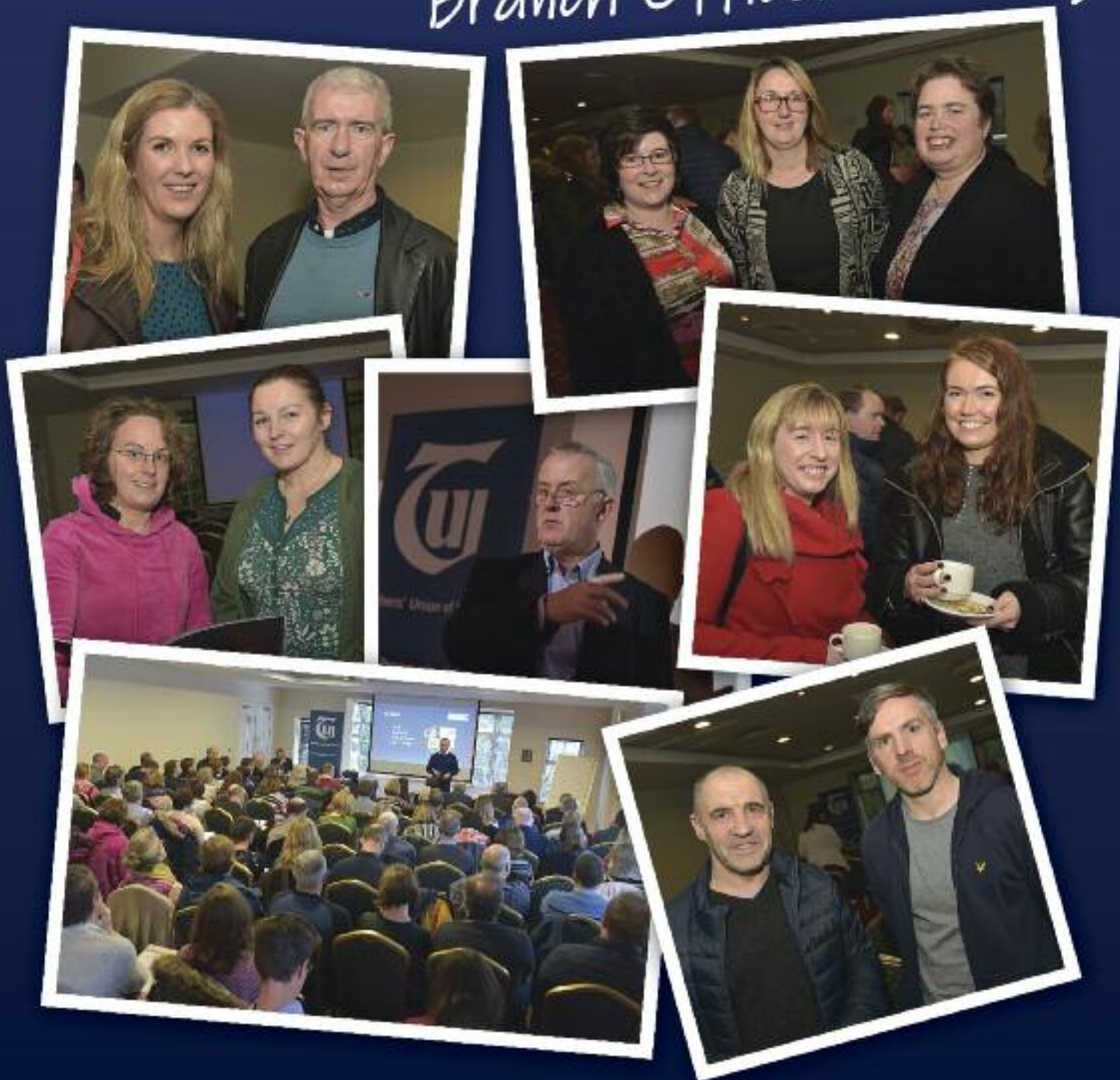
TEACHERS' UNION OF IRELAND / AONTAS MÚINTEOIRÍ ÉIREANN

# news

VOL.41 / NO.4

February 2019

## Branch Officer Training



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- ◆ FLAT RATE EXPENSES

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**Congratulations to BT Young Scientist & Technologist of the Year, Adam Kelly of Skerries Community College, and his project supervisor, TUI member Aishling Lynch. The title of Adam’s project was ‘Optimising The Simulation Of General Quantum Circuits.’ See p.6/7 for more on this year’s exhibition.**



*I to r: Katie Corbett, Grainne Enright, Gerry McGuire (BOM Chairman) Adrian Flynn (Director of Schools DDLETB), Adam Kelly, Carol and Peter Kelly (Adam’s parents), Aishling Lynch (BTYSTE Project Supervisor and Coordinator of Science in Skerries Community College), Evelyn Lennon (Acting Principal, Skerries Community College).*



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# A Word from the President – Seamus Lahart



TUI PRESIDENT, SEAMUS LAHART

## Ongoing campaign on pay equality

I am cognisant of the instructions of Congress 2018 which directed the TUI Executive to 'seek agreement from ASTI and INTO for a campaign of industrial action for pay equality' To that end I have been in regular contact with the Presidents of our sister unions while they determine their respective pathways through their own structures.

I have emphasised to my counterparts the view of TUI that joint actions would be the most effective way of pressurising Government. I have asked that we consider all possible actions that can be undertaken simultaneously by the three unions.

The TUI Executive Committee will consider any suggestions that emerge from discussions with our sister unions in the context of our continuing campaign.

Most recently, TUI, ASTI and INTO representatives met with the Public Service Stability Agreement Oversight Body on 18th January in relation to issues around pay equality. Further engagement is expected and the Union will keep members updated on any progress.

Separately, the Principals and Deputy Principals' Association (PDA) of TUI have, in conjunction with the Union, carried out a significant survey among their membership that highlights the recruitment and retention crisis in Irish schools, a crisis that is largely a legacy of the system of discriminatory pay.

## Posts of Responsibility

Prior to the era of cutbacks, over 50% of teachers could expect to gain promotion during their career. Today, that percentage is less than 25%. Annual Congress instructed TUI to engage in industrial action to bring about a full restoration of posts. To that end, TUI has reiterated its strong directive to members not to undertake the work of vacant posts under any circumstance.

Those undertaking such work are inhibiting the return of posts to our schools and any such cases should be reported to the local Branch Officers.

## Senior Cycle review

The NCCA is currently engaged in initial consultation regarding a review of Senior Cycle. It is important that all of our members continue to engage with this review process to ensure oversight of what may emerge.

As the Junior Cycle campaign has taught us, we must be vigilant in ensuring that requirements to implement revised syllabi will not overburden our teachers with unsustainable workload and expectations.

## Technological Universities

The various processes to merge Institutes of Technology into Technological Universities are ongoing and at varying stages of progression.

Respectful dialogue and meaningful negotiation have been set as basic requirements by TUI and we must ensure that any new venture will only proceed if those parameters are respected. Our determination in this regard has been tested but we remain optimistic for the future development of properly funded and resourced Technological University projects.

## Organisation and Design - ETBs

As many of you are aware, in excess of five years have passed since the amalgamation of the former FÁS Training provision and Vocational Education Committees (VECs) into Education and Training Boards (ETBs) and in that time the management side has failed to progress, agree and implement a management and operational structure for the ETBs. Unions acting for the staff have been engaging with management through the ETB Industrial Relations Forum on progressing this issue since the inception of the forum and through other fora previously. Owing to the complete failure of the DES and ETBI to progress this design sufficiently in the past five years, Unions for the staff have referred the matter to the Workplace Relations Commission to seek an intervention to move the process forward.

## Deepest sympathies

Very sadly, a number of serving TUI members have died in tragic circumstances in recent months. We pass on our deepest sympathies to their families and colleagues as they struggle to come to terms with their heartbreaking loss.

A handwritten signature in blue ink that reads "Seamus Lahart". The signature is written in a cursive, flowing style.

## Special leave for teachers who are members of voluntary search and rescue organisations and are called-out on a search and rescue operation

Circular 01/2019 informs managerial authorities and teachers of leave arrangements which may be approved by employers with effect from 1 January 2019 for teachers who are members of a voluntary search and rescue organisation and are called-out on a search and rescue operation. The leave entitlement under this Circular will be subject to review over the 2018/19 and 2019/20 school years.

In order to avail of leave under this Circular, the teacher must be a member of one of the following voluntary search and rescue organisations:

- Irish Coast Guard
- Royal National Lifeboat Institution
- Community Inshore Rescue Service
- Irish Water Safety
- Mountain Rescue Ireland

See the circular letter (available on the TUI website) for full details. The TUI is seeking to have the circular letter understood as also covering cave rescue services.

## Establishment of Technological University Dublin

TUI welcomes the establishment of Technological University Dublin (TU Dublin), Ireland's first Technological University, on the 1st of January 2019.

TU Dublin was formed by the coming together of three existing Institutes of Technology – Dublin Institute of Technology, Institute of Technology Tallaght and Institute of Technology Blanchardstown.

TU Dublin is now the largest of the eight universities in Ireland with a student population of 28,500.

The TUI was centrally involved in shaping the legislation which led to the enactment of the Technological Universities Act 2018, as many aspects of the original Bill were amended in order to address the concerns of TUI which were expressed during the consultation process on the Bill. Our concerns related to:

- Protection of Conditions of Service and Pensions of Members
- Protection of the Regional Mission of Institutions of Technology
- Removal of the merger requirement for Technological Universities, prior to application for TU Status.
- Governance structures
- Funding and Resourcing of Technological Universities
- Communication and Consultation

TUI members in TU Dublin are actively engaged in ongoing discussion and consultation in relation to a range of local issues.

Consultation is also ongoing in relation to a proposed Munster Technological University and a Technological University for the South East.

Issues with national implications are being discussed and will continue to be discussed at the National Negotiation Forum for Technological Universities, a forum demanded and secured by the TUI.

## Teacher unions meet with oversight body in relation to pay equality



TUI, ASTI and INTO representatives pictured before a meeting with the Public Service Stability Agreement Oversight Body on 18th January in relation to issues around pay equality.

Further engagement is expected and the Union will keep members updated on any progress in this regard.

## Reminder – Previous teaching service in the UK in the context of Brexit

Previous teaching service in an analogous teaching position in the public service of another EU Member State will be recognised by the Department of Education and Skills (DES) on the same basis as if such service was given in Ireland when determining the appropriate salary scale (and allowances where applicable) payable to the

teacher. Any member who has given such service should read the terms of Circular Letter 27/2016 (available on the TUI website). **As this applies to EU member states only, it is advisable that any member who has given service in the UK should apply in advance of Brexit.**

# Kevin McCarthy – RIP

It is with deep regret that we advise of the death of our great friend and colleague Kevin McCarthy, who served the TUI in a range of capacities including Area Representative, President and Acting General Secretary.

We offer our deepest sympathy to his wife Winnie and five children, including son Fergal, himself a former TUI Executive Committee member and currently Principal of Kinsale Community School.

Kevin commenced teaching in Clonakilty Vocational School in 1951, becoming principal in 1964. He later became principal of Clonakilty Community College following an amalgamation of schools in 1980.

He was the last President of the Vocational Teachers' Association (VTA) and the first President of the new TUI

between 1971 and 1973. He served as acting General Secretary of the Union for a year in 1976 and was also Vice President of the ETUCE (European teachers' group) for nine years.

Kevin was the longest serving member of the TUI Executive Committee, having held every officership within the Union. He retired in 1995 and attended every TUI Congress up until 2012.

Former TUI General Secretary Jim Dorney said that Kevin was "a skilful, fearless, and passionate representative of teachers who served the Union in a variety of roles. He was foremost an advocate of Vocational and Technical Education. For those who knew and served with him he will be greatly missed and fondly remembered."



## TUI in the media



### 'Feeder' school lists promote 'a distorted and damaging view' of education

On the day that the three national broadsheet dailies published their 'feeder' school lists in December, TUI made clear that the data presents a distorted view of schools and education. General Secretary John MacGabhann put forward the Union's position on RTE's Morning Ireland, while President Seamus Lahart was interviewed on Newstalk's Pat Kenny Show, where he highlighted that a school which promotes apprenticeship options is effectively penalised in such lists.

Quoted in the Irish Independent, the TUI President said the lists promoted "a view that educational success is dependent on students securing places on third-level courses that require high points".

"Thankfully, a school's work has always been more generous and expansive than the tunnel-vision suggested by such a

limited mechanism. These rankings ignore the colossal efforts of those students who have had the odds stacked against them because of, for example, various special educational needs, severe health issues, extremely challenging family situations or their first language not being English," he said.

Speaking on RTE's Morning Ireland programme, John MacGabhann said that "not everything that can be measured is of value, and a lot of what is of value can't be measured."

In the Irish Times on the same day, he addressed the effects of pay discrimination, stating that the education system is "not getting the same proportion of graduates attracted to teaching, and we're losing a portion of those who do come in because they're finding they don't have a

sustainable income from teaching. Teachers have always had a sense of vocation, but they also have to concern themselves with how they can live."

He also highlighted the unfair and unrealistic expectation that schools should be the primary defence in tackling every societal problem.

"Schools have long since recognised their overarching obligations to society," he said. "They look after the children of a community and it is a very serious and precious responsibility. But we can't expect schools to be the panacea for all society's ills. The ramping up of expectation has come by way of additional regulatory demands and an explosion in workload without the compensating time being given for staff resources."

# Young Scientist Exhibition once again displays the brilliant work happening in Irish schools

*The 55th Young Scientist & Technology Exhibition vividly demonstrated the innovation and dedication of students and teachers across the island. Over 2,000 entries were submitted this year, a number subsequently whittled down to 550 projects to go through to compete in the RDS. The event attracts over 40,000 people, making it one of the largest of its kind in Europe.*

*TUI President Seamus Lahart visited the RDS, where he praised the quality, ingenuity and breadth of the work on view. Given the vast scale of the exhibition, it is possible only to give a flavour of some of the projects that caught his eye.*

**Study of First Year students' home use of Information and Communication Technology (ICT) with a view to developing guidelines which could be used as part of the Wellbeing programme**



DAVID MASTERSON, SEÁN TIERNAN AND JOHN MASTERSON (TEACHER)

*Moyne Community School, Co Longford*

**Do Hydroxymethylfurfuraldehyde (HMF) Levels in Honey Affect:**

- 1) The Quality of Honey and
- 2) Effects of the Honey on Human Health?



TEACHER NATASHA SMYTH AND STUDENT RIAN BYRNE

*Coláiste Chill Mhantain, Co Wicklow*

**Does heading the ball in football affect your memory and reaction speed?**



LUKE KELLY, AOIFE FOX (TEACHER) LEE CARROLL TALBOT, BYRON MCGUIRK

*Portlaoise College, Co Laois*

**Step Over Maths: A Step in the Right Direction? A look at whether a short numeracy programme can increase students' numeracy skills**



ORLA LYONS AND MIKE LYONS (TEACHER)

*Lanesboro Community College, Co Longford*

**Investigation of the effect of compostable single use coffee cups on compost formation as an indication of their impact on our environment.**



ELAINE HOWLIN (TEACHER), MEADBH O' BRIEN, MICHELLE GORMAN, SIOBHAN GREENE

*Tullamore College, Co Offaly*

**NIF – an app that will use deep learning algorithms to turn students' school notes into flashcards to make them easier to learn**



TOM DIXON (TEACHER) AND ETHAN WALKER

*Maynooth Education Campus, Kildare*

**Hurling HEARoes - While hurling helmets protect the head, they miss one vital part – the ear. The project addressed this problem.**



EMMA HICKEY, REBECCA GEARY AND EDEL CHARLES (TEACHER)

*Pobalscoil na Tíonóide, Cork*

**How safe do you really think your phone is? A comparison of the electromagnetic fields emitted from different brands of phones**



BRONAGH KELLY, AOIBHE O' FLYNN, CHLOE FLAHERTY AND NIAMH BURKE (TEACHER)

*Coláiste Bhaile Chláir, Galway*

# A reminder of some important Junior Cycle issues

The Department recently issued DES Circular Letter 79/2018 in relation to 'Arrangements for the Implementation of the Framework for Junior Cycle with particular reference to school year 2018/19'.

In this context members are reminded:

1. That Classroom-Based Assessment (CBA) in a subject replaces an in-house/term examination in that subject. Conducting both breaches the Junior Cycle Joint Statement on Principles and Implementation and its Appendix – agreed between the TUI and the Department of Education and Skills, increases the workload for teachers and constitutes the 'over-assessment' that TUI was assured would not occur. An ambition of the reform of Junior Cycle is "to minimise the cumulative burden on students and teachers of multiple assessments across the full range of subjects". As the Agreement states "in this context, the Classroom-Based Assessments **will substitute** for other assessments currently undertaken in the school such as in-house examinations, as appropriate".

The TUI will support any member who, in order to uphold the Agreement and apply best practice, refuses to set, mark or otherwise administer a term exam for a class that is undertaking a CBA in the subject.

2. The Agreement also requires that all class periods be a minimum of 40 minutes long. Class periods of less than 40 minutes are not allowed. If a member is timetabled for a class period of less than 40 minutes that represents a breach of the Agreement. In such a case,

management should be advised that there is a breach and be asked to rectify the situation without delay. If management is reluctant to make the necessary adjustments or refuses to do so, the Branch should be so advised and a collective grievance lodged. Please note that there is no provision in the Agreement for the allocation of class periods of less than 40 minutes to "fill out" a teacher's timetable to 21 hours 20 minutes.

3. Notwithstanding the increased flexibility provided under CL79/2018, the Classroom Based Assessments in a subject must be completed within the time allocated (3 weeks, 4 weeks etc.) as specified in the Assessment Guidelines for that subject.

As some CBAs had already begun before the Circular issued, TUI strongly advises members to complete the CBA within the previously specified timeframe.

4. The TUI has a clear agreement with the Department that the inputting of information/detail/comments regarding Other Areas of Learning (OALs) will eventually become the responsibility of the relevant teachers but not until enhanced technology to support data entry and Junior Cycle Profile of Achievement (JCPA) production is in place. The technology required for this process is not yet in place; it is still under development. Pending the technological resolution, the DES put in place an interim measure for the 2017 JCPA data entry requirement in respect of OALs, by way of payment of a dedicated administration grant to schools. The DES has confirmed in writing to the TUI that a similar

dedicated grant has been provided for 2018. In 2017, members of FÓRSA (School Secretaries) undertook this work following an agreement negotiated by that union with the Department. It is a matter for the Department to finalise an appropriate measure for the 2018 exams that does not involve members of the TUI. Members are therefore advised that the data entry for JCPA 2018 relating to OALs/CBAs is not their work and that they are not to input this data on JCPA other than in original report form.

5. Professional Time: The 40-minute professional time provided within timetable is available to teachers on the basis that they will use this time flexibly in available time periods and in carrying forward time to facilitate professional collaboration. Teachers may also use the time periods for individual planning, feedback or reporting activities relating to Junior Cycle. The only use of the professional time that requires bundling is for the 2-hour SLAR meetings.

This is designed as a high trust model that is task-oriented. The model does not envisage or need micro-management by a school's senior management team. Teachers are not required to specify in detail how they utilised this provision.

6. SLAR Meetings: Each teacher attending a SLAR meeting utilises 2 of her/his 22 hours of professional time for the purpose. Over and above the professional time, the Agreement also provides an additional two hours per SLAR meeting (to be allocated by school management to teachers on a rotational basis) for the preparation and co-ordination of that meeting.



7. Management Resource Hours: In spite of the trenchant opposition of the TUI, the Department has reduced the allocation of management resources hours for the 2018/19 academic year. The Union is therefore advising members who are in receipt of Management Resource Hours to attend to such duties associated with those hours as can reasonably be discharged within the reduced allocation. If some duties cannot be accommodated on this basis, management should be so advised. The Union will support members in applying this principle.

Purpose of Management Resource Hours: Some or all of the following activities may be included:

- supporting the Principal/Deputy Principal with planning, communication and organising substitution for teachers attending in-service;
- Scheduling of in-school CPD events and liaison with JCT in planning visits;
- overseeing the scheduling of SLAR meetings;

- liaising with the coordinators of SLAR meetings
- overseeing the new Classroom-Based Assessment (CBA)
- reporting procedures for subjects and for L2LPs, L1LPs and short courses to parents/guardians.
- organising administration of the Assessment Tasks and making the necessary arrangements for returning the Assessment Task to the SEC.

The inputting of OALs for JCPA does not form part of the duties associated with management resource hours and should not be done.

Management Resource Hours may not be used, in whole or in part, for any purpose other than those specified above.

Management Resource Hours are not allocated in perpetuity to any one teacher. Expressions of interest shall be invited by management each year and the hours allocated annually.

The duties associated with Management Resource Hours may not be assigned as Post of Responsibility duties.

## Junior Cycle Implementation Committee

The TUI will, as and when necessary, bring any concerns regarding the implementation of the reformed Junior Cycle to the Implementation Committee. Members should let us know, through the local Branch and Area Representative, whenever issues of concern arise.

We would ask members to continue to implement the Junior Cycle programme in a professional manner and in accordance with the collective Agreement and continue to follow course specifications and CBA/SLAR/Assessment Task guidelines. Also, in line with the nationally agreed Junior Cycle Joint Statement of Principles and Implementation and the collective Agreement, we ask that you adhere to the guidance supplied above.

# Flat rate expenses – an update

## What are flat rate expenses?

As defined by Revenue, flat rate expenses are the cost of equipment that you need for work, if you are in employment. The amount of the deduction is agreed between Revenue and representatives of groups of employees (i.e. in the case of teachers and lecturers, the teacher unions). All employees of the class or group in question can then claim the agreed deduction in their own tax credits. The current rates are set out on p.73 of the 2018/19 TUI diary/handbook.

The expenses are called 'flat rate' because the same amount applies to all employees, so receipts are not required.

## Make sure to claim your flat rate expenses through Revenue

If you have not already done so, you should contact Revenue to claim flat rate expenses. It is important to note that you can claim this relief for the previous four years.

## Joint submission from the teacher unions

Following contact from Revenue in January 2018, a joint submission on flat rate expenses was made by TUI, ASTI, INTO and IFUT. The submission set out in detail the extensive range of costs incurred by teachers and lecturers in the course of their work.

## 'Cynical move'

Media speculation at the end of 2018 suggested that the rate was due to be cut by Revenue in January 2019. TUI

publicly stated that any such cynical move would be seen for what it was – a pay cut. The Union said it begged belief that this would be considered at a time when Government still fails to ensure that large corporations pay anywhere near their fair share of taxes. It was also highlighted that a cut to flat rate expenses payable to teachers would have a significant effect on those already struggling on discriminatory salary scales and low hours.

## No change until at least 2020

It has since been confirmed that Revenue will not make any change to flat rate expenses until January 2020 at the earliest.

In this context the TUI, jointly with our sister unions, will continue to demand the retention of flat rate expenses.

# Compulsory retirement age for public servants increased from 65 to 70

With the signing into law of the Public Service Superannuation (Age & Retirement) Act 2018 in January, the compulsory retirement age for teachers has been increased from 65 to 70.

The Act allows for teachers' retirements to occur at the end of the school year rather than on the date of their 70th birthday (which is the more general date of required retirement in the public service).

## Recent TUI submissions on key issues

In recent months, TUI has made submissions to the Department of Education and Skills on the following topics:

- Pre-Budget 2019
- The Education for Sustainable Development Action Plan 2018-2020
- Department of Education and Skills' Three Year Strategy 2019-2021
- Child protection procedures and oversight
- Exemptions from the study of Irish

Submissions on the following issues were made to the Oireachtas Committee and Education and Skills:

- School costs, school facilities and related matter
- The school building programme

Submissions were also made to other organisations including Aontas, Quality and Qualifications Ireland and the Irish Congress of Trade Unions.

In all submissions the TUI emphasises the excellent work done by teachers and lecturers but also highlights the need for significant resources to be invested into the education system. The TUI also makes clear in all submissions that whilst schools and colleges have responsibilities they cannot, and should not, try to solve all of society's problems.

Submissions are available for members to view in the Education Policy section of the TUI website.

## An important message from the Teaching Council - Meeting Conditions in 2019

In 2019 thousands of teachers will fulfil the conditions attached to their registration and gain full registration with the Council. We would like to remind teachers who have met the registration conditions, to double check that they have submitted the required documentation and that their registration has been updated accordingly. If you find a problem and need clarification please email [conditions@teachingcouncil.ie](mailto:conditions@teachingcouncil.ie).

The coming year is the fourth year of the Council actively engaging with teachers holding expiring conditions. It also marks the emergence of additional procedures and protocols around the granting of extensions. The Council writes to teachers, in advance of their conditions expiry date, asking them to provide evidence that they have met the conditions. Where a teacher has not completed their conditions they may submit an extension request form with supporting documentation. This may be considered by the Registration Panel. It is especially important that teachers respond providing detailed information about their teaching/non-teaching work since graduation when probation, post-qualification employment (PQE) or Droichead conditions are involved.

More information is available on the Council's website.

Teachers who work as substitutes and have the condition of Post-qualification Employment (PQE) may fulfil the condition across multiple post-primary schools and can submit multiple Form Bs indicating that they have met the 300 hour requirement. Teachers who completed a recognised induction period overseas e.g. registered as a proficient teacher in NSW, Australia can use this induction period to meet the Council's requirement. If teachers are unsure if they meet the requirement, they should submit their queries by email to the address above.

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# Ireland hosts Global Partnership for Education meeting

In an historic first, Irish Aid hosted a meeting of the Board of Directors of the Global Partnership for Education (GPE) in Dublin's Convention Centre in December. The GPE is the only global fund and partnership focusing exclusively on education for children in the world's poorest countries.

Julia Gillard, the former prime minister of Australia and chair of the GPE's board of directors, praised Ireland's leadership role in global development generally and education specifically.

Ireland is a leading donor to the Partnership having pledged a further €25m to the fund up to 2020. The Partnership, in turn, chose Ireland as the venue for its annual meeting in recognition of the role which education has played in Ireland's economic and social development.

GPE is an inclusive partnership of 67 developing countries, more than 20 donor countries, civil society organisations, teacher organisations, multilateral organisations and the private sector and private foundations. More than 400,000 teachers were trained with GPE funding in 2017.

Supporting teachers and their professional development is one of GPE's key focus areas because:

- Many teachers do not get the training they need to ensure that children learn.
- Sub-standard conditions – such as overcrowded classrooms and poor facilities – make teaching difficult. In some countries there are more than 80 pupils per teacher.



- Schools have insufficient and/or inappropriate learning and teaching materials.
- Often teachers are not adequately paid and supported.

## Ireland and GPE

Ireland has been a GPE partner since 2006. For the 2018-2020 financing period, Ireland more than doubled its contribution compared to the previous period (2015-2017) to €25m. Ireland shares a seat with Finland, Norway, and the United Arab Emirates at the GPE Board of Directors.



*Pictured at a recent Cork C&C branch meeting: (Back row) Finbar Loftus, Steven Lynch, Anne Howard (Area Rep), Michael Gillespie (Assistant General Secretary). (Front row) Marie O'Neill, Jane O'Keefe, Seamus Lahart (President), Mark McCarthy.*



*Pictured at a recent Tipperary South Riding branch retirement function: Back (l-r) Thomas Butler (Branch Secretary), Dom Hearne and John Scully (retirees), John MacGabhann (General Secretary), Sonia Cremins (Branch Chair), John O'Driscoll (Branch Treasurer). Front (l-r) Bernie Ruane (Assistant General Secretary), Helen Power (retiree), Ger Hennessy.*



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30 ECTS

UCD delivers diploma programmes that provide additional professional qualification and/or can be used as an entry into further post-graduate study at master's level. Diploma programmes are generally offered on a part-time basis.

Contact: [educationenquiries@ucd.ie](mailto:educationenquiries@ucd.ie)  
[www.ucd.ie/education/study/professionaldiploma](http://www.ucd.ie/education/study/professionaldiploma)

### MASTER'S DEGREES

Master's in Education (M Ed)
MEd Inclusive Education
MEd Leadership (Blended)
MSc Children and Youth Studies
MA Ed Psychology
Professional Master of Education
MSc Maths/Science Ed
90 - 120 ECTS

UCD delivers master's programmes that deepen student understanding of issues and ideas in education in the wider context of research and evidence-based practice. These are generally offered on a full-time and/or part-time basis and include blended components to enhance flexibility and balance with your work commitments. Master's degrees are typically 90 ECTS. For new entrants to the teaching profession, the School offers the full-time Professional Master of Education (PME)

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[www.ucd.ie/education/study/masterdegrees](http://www.ucd.ie/education/study/masterdegrees)

### DOCTORAL STUDIES

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PhD Children and Youth Studies
Professional Doctorate Ed. Psych.
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UCD doctoral programmes are among the most challenging, rewarding and exciting graduate programmes in Education today. Enjoying an international reputation, graduates are employed as leaders in their fields as academics, researchers, school principals, educational psychologists, and educational policy makers in the private and public sectors. Our programmes are carefully tailored to offer students a high level of support in the completion of their doctoral dissertations, in addition to structured support/modular provision in advanced research training. The School has a strong record of success in securing competitive fellowship and scholarship applications through the Irish Research Council and the NUI.

Contact: [educationenquiries@ucd.ie](mailto:educationenquiries@ucd.ie)  
[www.ucd.ie/education/study/doctoralstudies](http://www.ucd.ie/education/study/doctoralstudies)

# Large turnout for Branch Officer training

*A training day for Branch Secretaries and Branch Chairpersons took place at the Hodson Bay Hotel, Athlone in December.*

*New TUI laptops were distributed to Branch representatives and training was provided in the following areas:*

- **General Data Protection Regulation (GDPR) Training**
- **Role of the Branch Chairperson & Branch Secretary**
- **Branch Participation, Communications and Responsibilities**
- **Recruitment and Membership**



CRÓNA KERR (CO DONEGAL) AND MATT O'CONNELL (WATERFORD CITY)



TRISH MORAN AND CHRISTINA MURPHY (CO WEXFORD) WITH TUI PRESIDENT SEAMUS LAHART



DECLAN FLANAGAN (CO LONGFORD), JIMMY KELLY (DUBLIN C&C) AND JOE BRENNAN (CO KERRY)



DENISE SCALLY AND DENISE WATKINS (CO WESTMEATH) WITH VIVIENNE KEENAN (CO OFFALY)



EIMEAR FOGARTY AND REBECCA JONES (CO KILDARE)



KEVIN HOWARD AND KENNETH SLOANE (DUNDALK IT)





TUI PRESIDENT SEAMUS LAHART ADDRESSING BRANCH OFFICERS



MEDB NÍ FHEARGHAILL (DUBLIN DÚN LAOGHAIRE) AND LOUISE CONROY (CO WATERFORD)



MICHAEL LYONS AND AENGUS BYRNE (BIRR GALLEN) AND CAIT LEYNE (TIPPERARY NR)



SEAN HEHIR (CO GALWAY) JEAN BESWICK (GALWAY CITY) AND AIDAN BROGAN (CO MAYO)



DECLAN DONNELLY AND THOMAS CORNYN (BOTH MOYNE) WITH TUI ASSISTANT GENERAL SECRETARY JOANNE IRWIN

# Information from the Department of Education and Skills on child protection inspections for schools

Minister for Education and Skills Joe McHugh T.D. has announced additional safeguards for child protection in schools with the introduction of specialised child protection inspections.

The new Child Protection and Safeguarding Inspections will begin in February 2019 by the Department's Inspectorate as set out in the Government's *Action Plan for Education 2018*.

## Purpose of the new inspections

Child Protection and Safeguarding Inspections are part of a range of inspection work to support the implementation of the *Child Protection Procedures for Primary and Post-Primary Schools 2017*. The 2017 Procedures provide direction and guidance to schools in relation to meeting their child protection obligations under the *Children First Act 2015* and in the continued implementation of the best practice guidance in *Children First National Guidance for the Protection and Welfare of Children 2017*.

- The *Child Protection and Safeguarding Procedures for Primary and Post-Primary Schools 2017* include detailed oversight arrangements for child protection, including inspection by the Department of Education and Skills Inspectorate of the implementation of child protection procedures in schools.
- Two levels of inspection checks were introduced into school inspections in December 2017 and March 2018 and have been operating satisfactorily.
- The new detailed Child Protection and Safeguarding Inspections will provide a further level of inspection of child protection procedures in primary and post-primary schools.

The Child Protection and Safeguarding Inspections will enable the Inspectorate to:

- Promote best practice in the implementation of child protection arrangements in schools

- Monitor the implementation of the *Child Protection Procedures for Primary and Post-Primary Schools 2017* in a sample of primary and post-primary schools annually
- Publish written reports on the implementation of *Child Protection Procedures for Primary and Post-Primary Schools 2017* in the sample of schools inspected
- Report to the Child Protection Oversight Group of the Department of Education and Skills and the Minister on the extent to which the *Child Protection Procedures for Primary and Post-Primary Schools 2017* are implemented in the sample of schools inspected.
- Gather information to inform the further development of child protection and safeguarding requirements by the Department of Education and Skills and by other government departments and agencies involved in child protection.

## What are Child Protection and Safeguarding Inspections focused on?

- Child Protection and Safeguarding Inspections are based on an inspection framework based on the *Child Protection Procedures for Primary and Post-Primary Schools 2017*. Essentially, the inspections comprise ten overarching checks, each of which has a number of sub-checks. The inspection framework, that is, the ten checks and sub-checks, is set out in the published *Guide to Child Protection and Safeguarding Inspections* available at [www.education.ie](http://www.education.ie).

## Will schools receive notice of the Child Protection and Safeguarding Inspections?

Normally, a school will receive between 24 hours and 48 hours' notice of a Child Protection and Safeguarding Inspection. However, the Inspectorate reserves the right to conduct the inspections without any notice.

## What happens during a Child Protection and Safeguarding Inspection?

In each school selected for a Child Protection and Safeguarding Inspection, two inspections will be held – an **Initial** Child Protection Inspection and a **Final** Child Protection Inspection. Usually, the inspections will take place within four to six weeks of each other.

Separate reports from both inspections will be published simultaneously. Having two inspections will ensure that parents, the public and the Department can be assured that any omissions or weaknesses identified in the Initial Inspection will have been addressed by the school by the time the Final Inspection is completed.

During the inspections, inspectors will:

- Engage in a focussed discussion with primary school pupils about their learning in Social Personal and Health Education (SPHE) and Stay Safe and with post-primary students about SPHE and Relationship and Sexuality Education (RSE). The written consent of parents and of post-primary students will be obtained in advance of the learners' participation in focus groups with the inspectors

## Changes to Leaving Certificate Exam Timetable

### Leaving Certificate Exam Timetable

In December 2018, Minister for Education and Skills Joe McHugh announced a change in the timetable for the Leaving Certificate written examinations. From June 2019, the examinations will take place over fifteen days rather than over thirteen. Hence, the exams will now finish on Tuesday June 25th, rather than on the previous Friday. The revised schedule follows the addition of Politics and Society to the Leaving Certificate examinations timetable in 2018 and is also in anticipation of Physical Education and Computer Science being added in 2020. The schedule was developed and announced without prior consultation with the teacher unions. **The TUI has significant concerns about the impact the revised schedule could**

- Invite all parents in the Initial Child Protection Inspection to complete an online parent survey that explores issues relevant to school climate and parents' awareness of the school's child protection procedures, and the school's anti-bullying procedures
  - Hold a meeting with members of the school's parents' association in the Final Child Protection and Safeguarding Inspection
  - Hold meetings with:
    - The Designated Liaison Person (DLP) and/or Deputy Designated Liaison Person in the school
    - The Chairperson of board of management
    - A sample of school personnel
    - The teacher who is the coordinator for SPHE in the school (if relevant)
  - Review the following documents:
    - Board of management minutes
    - The school's Child Safeguarding Statement and Risk Assessment
    - Relevant school plans, monthly progress records (primary) and timetable data (post-primary)
  - Review child protection records
- Following the inspection:
- Each inspection will result in oral feedback to relevant school personnel and a written report on the inspection findings which will outline the level of school compliance with each of the ten overarching checks.

- All Child Protection and Safeguarding Inspection reports, from both the Initial Inspection and Final Inspections will be published on the website of the Department of Education and Skills.

### Teacher and School Leader Training in relation to child protection

The Professional Development Service for Teachers (PDST) commenced a comprehensive programme of support for teachers and school leaders for the implementation of the *Child Protection Procedures for Primary and Post-Primary Schools 2017 in March 2018*. This comprises two eLearning Programmes targeting a) all school personnel (a 90 minute eLearning programme that supports teachers in understanding their role as mandated persons, relevant legislation, the role of Designated Liaison Persons, reporting and recording and handling a disclosure) and b) all Designated Liaison Persons (DLPs) and Deputy Designated Liaison Persons (DDLPs) (a 90 minute eLearning programme on preparing the Risk Assessment and Safeguarding Statement, as well as the oversight role of the board of management). These eLearning programmes continue to be available through English and Irish on [www.pdst.ie](http://www.pdst.ie).

In addition, full day seminars for all Designated Liaison Persons (DLPs) and Deputy Designated Liaison Persons

(DDLPs) were held throughout 2018. These seminars provide support in understanding the legislation, the role of DLPs and DDLPs, curricular provision, the role of mandated persons and oversight by boards of management. These full day seminars continue to be available for all newly appointed DLPs and DDLPs.

PDST also continue to offer support to teachers through workshops and seminars on the curricular provision for SPHE and Child Protection:

- Primary: Stay Safe workshops
- Post-Primary: Junior Cycle Personal Safety: A one day seminar that supports teachers of SPHE in teaching personal safety in the context of Child Protection. This is a core aspect of the Junior Cycle Social Personal and Health Education (SPHE) Curriculum.
- Post-Primary Senior Cycle Personal Safety: A two-day seminar.

Schools can also request further support through PDST system of in-school support in a variety of areas including Stay Safe, Child Protection, teaching and learning in SPHE, LGBT, Relationships and Sexuality Education (RSE) and Anti-Bullying.

The PDST programme of support will continue to be reviewed on an ongoing basis to ensure that it addresses any support needs arising in this area. (See [www.education.ie](http://www.education.ie) for full details)

## ing Certificate Exams and Appeals Schedules

**have on school staff and SEC contract staff and about the absence of any provision for necessary additional resources. The TUI has written to the Minister and the State Examinations Commission (SEC) about the matter.** The revised timetable can be viewed at [www.examinations.ie](http://www.examinations.ie)

### Leaving Certificate Appeals Timelines

In November 2018, Minister McHugh announced significant changes to the Leaving Certificate examination appeals process from 2019. The changes will mean that, in future, students who appeal the results of the Leaving Certificate will be informed by the State Examinations Commission (SEC) of the

outcome of their appeals much earlier than has previously been possible. The changes follow on from a recent judgement in a High Court Judicial Review case.

In 2019 the results of the Leaving Certificate appeals will be released to students in the week beginning 16th September, a full three weeks earlier than the normal timeframe (Wednesday, 10th October in 2018). This fundamental re-engineering of the appeals process includes a combination of earlier releases of provisional results of the Leaving Certificate and of CAO Round 1 offers to students, bringing forward the process whereby students are able to view their examination scripts in advance of deciding to submit an appeal, having appeals examiners mark scripts on a full-time basis rather

than only at evenings and weekends, and a streamlining of the overall appeals logistics. In 2019, provisional results of the Leaving Certificate will be issued to students on Tuesday, 13th August, while CAO Round 1 offers will be issued to students by Friday 16th August.

In the longer term it is anticipated that the planned movement of the examinations marking system from a paper-based to an online model over the next three years could further adjust the appeals timeframe.

As with the change in the exam timetable, the TUI has concerns about how the change in appeals schedules will affect school staff and students and is due to meet with the SEC regarding the matter.

# Update on Curriculum Development

In Ireland, the power to prescribe the curriculum is vested within the legal power of the Minister for Education and Skills under the Education Act 1998. However, in practice, decisions in regard to the curriculum are informed by extensive work undertaken by the National Council for Curriculum and Assessment (NCCA). A wide range of stakeholders is represented on the NCCA, including the teacher unions and management bodies. The last few months have seen developments in a number of areas, as summarised below.

## JUNIOR CYCLE

The last phase of subject specification will take place in September 2019. Those subjects are the Technology suite, Religious Education, Jewish Studies and Classical Studies.

The 2018/2019 school year will see Classroom Based Assessments being carried out in a broad range of subjects (English, Science, Business Studies, Modern Languages and Visual Art).

## SENIOR CYCLE REVIEW

A review of Senior Cycle is being undertaken by the NCCA. The review will be informed in part by lessons emerging from implementation of the new Framework for Junior Cycle.

As part of the first phase of the review the NCCA conducted international research on senior cycle in a number of other jurisdictions (France, Sweden, New Zealand, Queensland, Finland, England, Netherlands, and Ontario). The report of this research was published in February 2018 and is available on the NCCA's website.

A significant next step in the review commenced in September 2018. This involves the NCCA collaborating with a group of 41 schools to conduct a school-based review of Senior Cycle. Schools will be provided with stimulus material to facilitate discussions with staff, students and parents. These school-based discussions will then widen out into national discussions and will be followed by reports on the findings.

The overall findings of the review will be the subject of a public consultation from March to May 2019. A final advisory report will be prepared for NCCA Council in June 2019.

***The TUI has, and continues to encourage members to get involved in this important consultation process.***

Other Senior Cycle Developments  
As well as the overall review of Senior Cycle by the NCCA, the Council has, with the Department of Education and Skills, developed new subject specifications and conducted a review of a number of existing Senior Cycle subjects.

## NEW SUBJECTS

### Computer Science

40 schools introduced Leaving Certificate Computer Science (LCSS) from September 2018 as part of the phase 1 rollout. The first examination of the LCSS will take place in June 2020. The next stage will see the subject being available nationally as an option to all schools from September 2020.

### Physical Education

Leaving Certificate Physical Education (examinable) and Senior Cycle Physical Education (non-examinable) were introduced on a phased basis to 80 schools from September 2018 with students sitting LCPE examinations for LCPE in 64 schools in June 2020. Both will then be made available to all schools who wish to introduce it from September 2020.

### Politics and Society

A new specification for Leaving Certificate Politics and Society was introduced in September 2016 to a selected Phase 1 cohort of 41 schools, and 867 students sat the examination in June 2018, of whom 774 took the subject at Higher Level.

The next stage (availability to all interested schools) has commenced, with all schools having been asked to express their interest in providing Politics and Society as an option for their students from September 2018. Just under 100 schools will be offering the subject from September 2018 (including the Phase 1 schools).

## REVIEW OF EXISTING SUBJECT AREAS

### Sciences

Trialling of practical assessment arrangements outlined in the new subject specifications for Leaving Certificate Chemistry, Physics and Biology took place

in a small number of schools in 2017. The Minister, after considering the outcome of the trial, decided not to mainstream the assessments but did ask the NCCA to consider what changes may be feasible.

### Agricultural Science

The revised specification will be implemented in schools from September 2019 with the first Leaving Certificate examination taking place in June 2021.

### Economics

The NCCA has published the new specification for Leaving Certificate Economics with September 2019 agreed as the date for implementation, when students who have completed the new Business Studies curriculum at Junior Cycle enter the Senior Cycle system.

### Applied Maths

The NCCA has finalised the specification.

### Art

The NCCA has finalised the specification.

### Gaeilge

A review of the Leaving Certificate oral Irish component has been undertaken by the NCCA. While most of the findings will feed into the broader development of a new specification for Leaving Certificate Irish, a change is being made in the short term to the oral component, by reversing the order of the 'general conversation' and 'picture sequence' (Sraith Pictiúr) elements.

## Leaving Certificate Applied – Module Descriptors

The NCCA is carrying out a review of three of the Leaving Certificate Applied module descriptors: English and Communications, Mathematical Applications, ICT (Introductory module and specialism). It is intended that all three of the revised modules will be implemented from September 2019.

### RSE

The NCCA has recently conducted a consultation on a comprehensive review of RSE in schools.

It is likely that February 2019 will see the Inspectorate roll-out a new mainstreamed model of inspection in post-primary schools for special educational needs. An article on this will appear in a future edition of the TUI News.

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# Change in how TUI subscriptions are deducted from salary will result in slight reduction for most members

In June 2016, the Payroll Division of the Department of Education and Skills informed the TUI (along with the ASTI and the INTO) of its proposal to standardise the operation of the payroll systems in the context of development of shared payroll services.

Representatives of the TUI held an initial meeting with the DES Payroll Division in December 2016. Following this meeting, the Finance Sub-Committee noted that the proposal could address the long-standing issue of members who are paying the wrong subscription rate and recognised that this could reduce significantly the number of members accruing arrears.

However, it was recognised that a change to Rule 89 would be required and that the calculation and method of deducting subscriptions from salary would need to be uniform for all members of the TUI, regardless of their employer.

During 2017 and 2018, additional meetings were held with the DES, the other unions and the TUI's auditors (Deloitte) to discuss the implications and logistics of the proposal.

At the same time, a comprehensive analysis of the impact of applying various percentages and caps was completed.

Meetings also took place with the ETB Shared Services Project Team, ETBI and the IoT IR forum. As a result of these meetings, all employers stated that, if the Union's Rules allow, they would be in a position to implement the proposed change from January 2019, once sufficient notice of the rate and cap had been received.

At Congress 2018, the following motion was passed (motion 288):

*Congress notes that the Department of Education and Skills proposes to standardise the operation of its payroll systems and has indicated its intention, from 1st January 2019, to change the system for dealing with union membership deductions from a fixed rate subscription based on working patterns to a standard percentage deduction from salary with a fixed maximum deduction to be determined by the relevant union. Congress notes that several meetings with the DES, ETBI, ETB Shared Services and the IoT payroll departments have been held in this regard and that a full and comprehensive analysis by the union of the potential effects of such a proposal has been undertaken.*

*Congress instructs that Rule 89 be amended to read as follows:*

*Each full member, associate member and retired member of the Union shall pay an annual subscription as decided by Congress.*

*From 1st January 2019, this rate shall be 0.8% of gross annual salary inclusive of any and all allowances paid. The maximum annual subscription paid will be capped and shall not exceed 1% of the third point of the Common Basic scale (pre-2011), rounded to the nearest euro.*

*In the event of a change in the Common Basic scale, the resultant change in the maximum annual subscription will apply from 1st January of the following calendar year.*

*The only exception to this shall be new members in their first year of teaching who are on the revised Common Basic Scale for New Entrants, who shall pay a nominal fee of €1 for their first year's subscription. This exception may be removed at any time by the Executive Committee on the recommendation of the Finance Sub-Committee.*

This change took effect from 1st January 2019.

Members on full-time hours will pay the maximum annual subscription. This is capped at €363 (based on figures as at 31st December 2018). The previous annual subscription was €379.29. Therefore, for most members, the change will represent a slight reduction in the subscription paid.

The change may result in an increase in rates for some members – primarily those who are employed on a part-time basis but who work almost full hours. However, part-time members who have a small number of hours and those on the lower points of the revised salary scales are likely to pay less.

The Finance Sub-Committee and Executive Committee is confident that the income received from subscriptions, and the resulting service which the Union can provide to its members, will not be adversely affected by the change.

The loss in income from the reduction in the full-time rate will be counterbalanced by the recuperation of revenues lost due to some members who had been paying the incorrect rates.



# WORLDWIDE GLOBAL SCHOOLS

*WANT YOUR STUDENTS TO BECOME GLOBAL CITIZENS?  
LOOK NO FURTHER!*

**WorldWide Global Schools (WWGS) is the national programme for Global Citizenship Education. It is a one-stop-shop for training, funding, resources and guidance for post-primary schools to engage in Global Citizenship Education.**

## GLOBAL PASSPORT AWARD

**The Global Passport Award is a Global Citizenship Education (GCE) quality mark, which offers schools a framework to integrate GCE into their teaching and learning.**

It is a self-assessed and externally-audited accreditation for GCE that is open to all post-primary schools in Ireland.

### Awards

There are 3 different types of Passport you can apply for depending on your school's level of engagement with GCE:



**Citizens Passport**  
for emerging engagement with Global Citizenship Education



**Diplomatic Passport**  
for established engagement with Global Citizenship Education



**Special Passport**  
for exceptional engagement with Global Citizenship Education

### What is involved?

You review and score your school's level of GCE activity across 6 categories (Passport 'stamps') providing examples for what your school is doing in each.

The total score achieved across all 6 stamps will determine which of the three Passport types is awarded to your school.

**DEADLINE:  
28 FEB 2019**



### What supports are offered?

WWGS provide a range of free supports:

- Workshops and support visits
- Phone and email support
- Global Passport guide to assist your planning
- Tailored resources and practical examples on each of the Passport 'stamps'.

### WHAT IS GLOBAL CITIZENSHIP EDUCATION?

**Global Citizenship Education enables students to develop the knowledge, skills, attitudes and values necessary to become global citizens who take action to transform the world we live in for the better.**



## Irish Aid

An Roinn Gnóthaí Eachtracha agus Trádála  
Department of Foreign Affairs and Trade

WWGS is being implemented through a consortium comprising Gorta-Self Help Africa, Concern Worldwide and the City of Dublin Education and Training Board Curriculum Development Unit.



### HOW DO I FIND OUT MORE /APPLY?

For more information please contact:

**Tel:** 01 685 2078

**Email:** [global.passport@worldwiseschools.ie](mailto:global.passport@worldwiseschools.ie)

**Web:** <http://www.worldwiseschools.ie/global-passport/>

**Twitter:** @WorldWide\_Irl

**Facebook:** @WorldwiseGlobalSchools

# Protocol for nominating staff representatives to ETBs

Nominations for the staff representative positions on Education and Training Boards (ETB) must be submitted to each Chief Executive. TUI Branches should choose one male and one female nominee per ETB to go forward as the TUI-endorsed nominee. Please note these positions are staff representative positions and as such, the successful candidates are elected to represent all staff on the ETB. It is expected that the TUI-endorsed candidates will also be mindful of key issues for TUI when performing their role.

The following protocol is intended to ensure that groups of TUI Branches comprehended by one Education and Training Board nominate one person only to the male and one person to the female panel. There must be a gender balance and, therefore, there is both a male panel and a female panel of nominees.

In selecting one nominee for each panel and by supporting those nominees in the subsequent election, it is more likely that the chosen TUI-endorsed candidates will be successful in the election. All TUI members who wish to go forward for election to the ETB as a TUI-endorsed candidate must have been selected by the union as that candidate in accordance with the terms of this protocol.

## NOMINATIONS PROCESS

### One Branch in the ETB

In ETBs that comprise one Branch of the TUI, the nomination of members to be the TUI-endorsed candidate for ETB staff representative positions should proceed in the usual manner. A member who is interested in being the TUI-

endorsed candidate may seek the nomination of the Branch at a Branch meeting. The nomination must appear properly on the agenda of the Branch meeting and the agenda should be circulated as per the Branch's standing orders. The Branch must ensure that it selects only one male and one female nominee to contest the election to the ETB.

### Two Branches in the ETB

Every effort should be made by the Branch Officers/Regional Committee to reach agreement that one of the Branches will nominate the TUI-endorsed candidate to the male panel and the other will nominate to the female panel. The decision on which Branch nominates to which panel will be made by the Regional Committee and should continue on a rotational basis into subsequent ETB election cycles.

### Three Branches in the ETB

Where the ETB comprehends three Branches, the following rotation protocol – taking into account fair representation for each Branch - should be followed. In an ETB that covers Branches A, B and C, the selection of TUI-endorsed candidates, will be based over three terms of office of the ETB, as follows:

- First Term Representatives from A and B
- Second Term Representatives from A and C
- Third Term Representatives from B and C

The manner of this rotation and the panel to which each Branch puts forward its nominee will be decided by the Regional Committee.

### Resolution of Difficulties

In the event that a Branch/Branches within a multi-Branch ETB wish to nominate candidates for both panels, a meeting of the Regional Committee should be called with a view to reaching agreement by consensus on one agreed, TUI-endorsed candidate for each panel.

In the event that the Regional Committee is unable to agree a single candidate for each panel, then the Branches concerned must jointly organise an internal election to choose one TUI-endorsed candidate for each panel. Please note that this election must be concluded in time to submit the candidates' names to the CEO by the closing date. Branches/Regional Committees should liaise with the relevant Area Representative(s) and Head Office Official with regard to the procedure and logistics for the internal election. For the purposes of this internal election of TUI-endorsed candidates, the electorate will be the in-benefit members of the TUI who are employees of the particular ETB

### Mandate

All the members of the TUI are expected to vote for the TUI-endorsed candidates when electing staff representatives to their ETB. All TUI Branch Officers and workplace representatives in the ETB are expected to actively support and campaign for the TUI-endorsed candidates. It is not appropriate for a TUI member to contest the election if s/he is not the TUI-endorsed candidate. To seek election to the ETB in such a manner may be considered conduct unworthy of a member.





## TUI PROFESSIONAL DEVELOPMENT PROGRAMME

### PRE-RETIREMENT SEMINAR

DATE	VENUE
Thursday 4th April 2019 9.00am - 4.30pm	The Hodson Bay Hotel, Athlone, Co. Westmeath

Places are limited and will be allocated on a first-come first-served basis. Please ensure you complete this form in full and return to the address below. Alternatively, you may email the completed Application Form for the attention of Lesley Conville to: [lconville@tui.ie](mailto:lconville@tui.ie)

APPLICATION FORM	
Name	
School/College	Telephone Number
Email Address	

TUI, 73 Orwell Road, Rathgar, Dublin 6, D06 YP89

Telephone: (01) 4922588

# Billy Finn - An Appreciation

## (1950 - 2017)

Billy Finn passed away peacefully at his home in Tonragee, Ballyshannon, Co Donegal, in the presence of his wife Bernadette on Friday 2nd June 2017. Although he had been in failing health for some years previously, his sudden death came as a great shock to his family, relatives, former work colleagues, past pupils and a host of good friends in many different walks of life.

Billy was born in Callan, Co. Kilkenny and as his father was a bank official it meant several changes of abode during his early childhood which included Ballinrobe in Co Mayo and eventually settling in Roscommon Town. He was educated at Blackrock College in Dublin followed by three years at University College Galway from which he graduated with a B.A. degree in English and History. He completed his Higher Diploma in Education at Maynooth University. His first teaching appointment came in September 1972 when he was appointed by Co Donegal Vocational Education Committee (now Donegal ETB) and assigned to Ballyshannon Vocational School.

Soon after taking up his teaching appointment, Billy joined the TUI and he remained a very faithful and loyal member throughout his teaching career. We vividly recall that Billy would be the first to step on the bus for Dublin or Athlone to support TUI mass demonstrations during the disputes of the early 1980s. Never one to seek the limelight, Billy was a diligent and effective background worker who put the best interests of others first



and did not seek or even want credit for his valuable contributions and achievements.

Billy completed a diploma in what was then referred to as Remedial Education and many of his former students will be forever grateful to him for restoring their self-confidence and enabling them to overcome their learning difficulties. Billy had all the qualities that in later years would distinguish him as an outstanding teacher. He was an accomplished musician who could play several musical instruments, he had a great interest in drama and had experience of being on stage himself.

He produced many entertaining and amusing comedy sketches for Christmas concerts, enabling students to realise that they had talents in music or acting or both and hence developing their confidence and self-esteem. The annual Sports Day was another big event in Billy's life. He had a passionate interest in Gaelic Games and in the promotion of hurling in

particular. Not only did he promote Gaelic football and hurling in his school but he spent much of his spare time in assisting the local Aodh Ruadh GAA club to promote hurling among the youth of the area. This was very much appreciated and acknowledged by the Aodh Ruadh club. His multi-pronged approach to education using music, drama and sport helped to inspire and motivate countless students.

Billy was very active in his local community and was highly respected as a local historian and had a number of erudite articles published in the Co Donegal Historical Society's Annual. Following the merger of schools in the locality in the year 2000, Billy joined the staff of the new community school in Ballyshannon, known as Colaiste Cholmcille. Soon afterwards he was promoted to the post of Assistant Principal and is remembered by his colleagues as an effective and diligent Year Head. He retired in 2008 and was stricken with ill health soon afterwards, something he bore with great fortitude and never complained.

Billy, it was a privilege to have you on Life's Journey and you are very sadly missed by your wife Bernadette, your daughter Aisling and her husband Kevin, by your many relatives and friends and by your former teaching colleagues in Ballyshannon and Bundoran.

# RMA News

I would like to begin by wishing everyone a very happy New Year even though we may be well into 2019 by the time you read this!

## Restoration of pension

The Public Service Pay and Pensions Act gives a timetable for pension restoration for the majority of RMA members.

As a result of the Act:

- Everyone who retired before March 2012 with a pension of €39,000 or below will, from January 1st, 2019 will be exempt from PSPR.
- Everyone who retired before March 2012 with a pension of €54,000 or below will, from January 1st, 2020 will be exempt from PSPR.

The vast majority of RMA members will be exempt from PSPR by 2020 as their pensions are below €54,000.

The RMA would like to commend the members who lobbied political parties over the past few years - thank you.

## Autumn break

In the last issue, I referred to our autumn break and was looking forward to joining up with seventy RMA colleagues and friends in the Arklow Bay Hotel. Well, I am glad to report that visit to Wicklow was a wonderful experience, where we were

blessed with autumn sunshine which enhanced the natural beauty of the Garden County.

We visited Glendalough and Powerscourt, which anybody who has ever been there will know how beautiful they are to visit in any weather. The combination of sunshine and autumn colours was truly fantastic. We also visited Avoca Handweavers and Wicklow Gaol and these were also great experiences.

If you take a visit to our website [www.rmatui.ie](http://www.rmatui.ie) you will be able to view aspects of our break in Wicklow. Thanks to Alan Dodd for submitting photographs to the website.

## Spring break

On March 12th, 13th and 14th 2019 we are heading to the West for our spring break in the Hotel Westport, Westport Co. Mayo. Tours may include Ballintubber Abbey, Foxford Woollen Mills, Museum of Country Life and also a tour of Westport House.

More details are available on our website [www.rmatui.ie](http://www.rmatui.ie) where you can download a reservation form for this break.

## Continued growth of the RMA

The RMA continues to grow. The number of branches is increasing with

two formed in Wicklow and Cavan during the past two years. Many branches held a social event or lunch for Christmas. I attended one in Wicklow as well as my own branch in Meath and both were a great success.

## Deadline for submission of amendments and motions

Members, and in particular branch secretaries, should note that as a result of motions passed at our last AGM, **1st March is the deadline for the submission of amendments to the RMA constitution and for motions to AGM** which will take place on 15th May in the Anner Hotel, Thurles, Co Tipperary. If you have any amendments or motions please submit them to me at [rmasec@tuimail.ie](mailto:rmasec@tuimail.ie) before 1st March.

All the best!

Finally colleagues, on behalf of the Management Committee, may I wish you a 2019 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.

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

## Recent Shannon Branch retirement function

(l to r) Anne Howard (Area Rep), Margaret Gamell and Mike Scanlon (retirees), Bernie Ruane AGS TUI, Pauline Gallery (Branch Treasurer), Anita O'Dwyer (former Branch Officer), Dominic Haugh (Branch Secretary), Clodagh O'Hara (Branch Chair).





Congratulations to  
**Vol 41 No 3 winner**  
**Mervyn Griffin,**  
**VTOS Birr,**  
**Roscrea Road,**  
**Birr,**  
**Co Offaly.**

# Crossword

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

**Only one entry per member.**  
 Photocopies can be submitted.

Name \_\_\_\_\_

Workplace \_\_\_\_\_

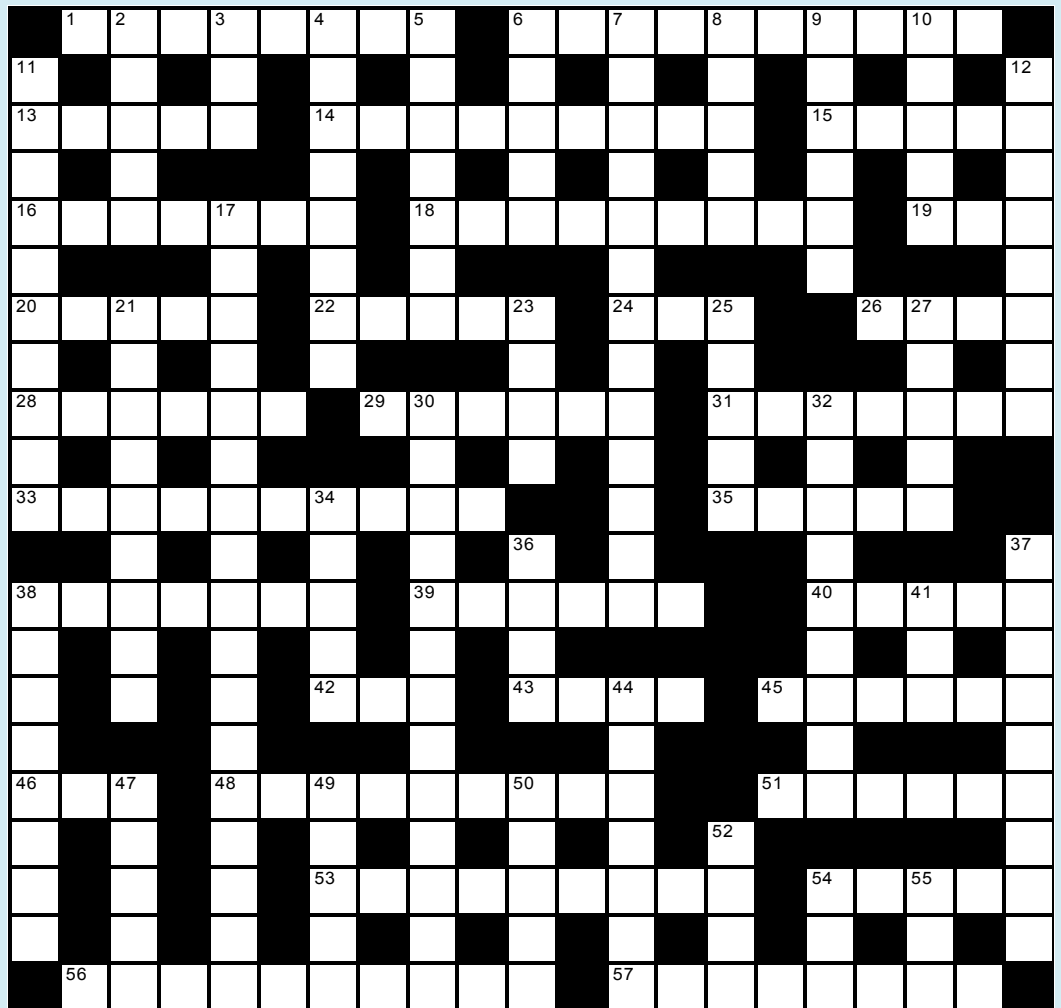
Address \_\_\_\_\_

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

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

Send entries to TUI Crossword  
 February '19 TUI, 73 Orwell Rd,  
 Rathgar, Dublin 6

Closing date for entries:  
 Friday, 22nd March 2019



- ACROSS**
- 1 Fanatical patriotism (8)
  - 6 Bewildering or striking dumb with wonder (10)
  - 13 Relating to or accompanying birth (5)
  - 14 An aeroplane with an external propeller that is driven by a turbojet engine (9)
  - 15 Become or make ripe (5)
  - 16 An aggressive and violent young criminal (7)
  - 18 Deficient in alertness or activity (9)
  - 19 Any of numerous evergreen trees or shrubs having red cup-shaped berries and flattened needlelike leaves (3)
  - 20 Largest city of the region of Dalmatia, Croatia (5)
  - 22 A secret rendezvous (especially between lovers) (5)
  - 24 ---, Pray, Love - 2010 American biographical romantic comedy-drama film starring Julia Roberts (3)
  - 26 A slender double-reed instrument (4)
  - 28 A shed containing a number of beehives (6)
  - 29 Turn pale, as if in fear (6)
  - 31 A person who has been evacuated from a dangerous place (7)
  - 33 A written proposal or reminder (10)
  - 35 A sailing vessel with two masts; the mizzen is forward of the rudderpost (5)
  - 38 Of or relating to or involving light (7)
  - 39 Chelsea ----- 2006 single by The Fratellis (6)
  - 40 Any system of principles or beliefs (5)
  - 42 No (archaic); A negative answer (3)
  - 43 And 54 across -----, actor who has recently won awards for his portrayal of Freddie Mercury (4)
  - 45 Yellowish or brownish bitter-tasting organic substance present in some galls, barks, and other plant tissues, consisting of derivatives of gallic acid. (6)
  - 46 A linear measure of 16.5 feet (3)
  - 48 Second track on Joy Division's album Closer (9)
  - 51 Stage name of British magician, Steven Frayne (6)
  - 53 Shelter; hide (4,5)
  - 54 See 43 across (5)
  - 56 The -----, 1984 science fiction film directed by James Cameron (10)
  - 57 The contradiction or denial of something (8)
  - 10 Pleasantly cold and invigorating (5)
  - 11 Overflowing with eager enjoyment or approval (10)
  - 12 At, in or to any place (8)
  - 17 The informed analysis and evaluation of literature (8,9)
  - 21 A melodic phrase that accompanies the reappearance of a person or situation (9)
  - 23 Be inclined (4)
  - 25 A squeeze with the fingers (5)
  - 27 Any of the larger branches of a tree (5)
  - 30 A hamper that holds dirty clothes to be washed (7,6)
  - 32 A political system governed by a single individual (9)
  - 34 A thermoplastic polyamide (5)
  - 36 A colloidal extract of algae (4)
  - 37 American expression which originally referred to a remote rural area, but now it is often applied to an out-of-the-way city or town (9)
  - 38 Limited to one idea or thought. (3-5)
  - 41 Bulky greyish-brown eagle with a short wedge-shaped white tail (3)
  - 44 A small box-shaped passenger van (7)
  - 47 Sir Francis -----, English explorer and admiral who was the first Englishman to circumnavigate the globe (5)
  - 49 Many times at short intervals (5)
  - 50 Make oneself subject to; bring upon oneself; become liable to (5)
  - 52 A person regarded as arrogant and annoying (4)
  - 54 Coarse, woven, plaited, or felted fabric (3)
  - 55 The fifth sign of the zodiac (3)
- DOWN**
- 2 A brief introductory passage to a piece of popular music (5)
  - 3 A thin translucent membrane used over stage lights for colour effects (3)
  - 4 Marked by close acquaintance, association, or familiarity (8)
  - 5 With reference to the principles of right and wrong behaviour. (7)
  - 6 In preparation or progress; happening or beginning to happen. (5)
  - 7 An abode that is one of a row of identical houses situated side by side and sharing common walls (8,5)
  - 8 Cease to maintain a fixed relationship between one currency and another. (5)
  - 9 Command with authority (6)