



TEACHERS' UNION OF IRELAND / AONTAS MÚINTEOIRÍ ÉIREANN

# news

VOL.45 / NO.4

February 2023

## TUI'S GLOBAL DEVELOPMENT FUND: ASSISTING VITAL PROJECTS AROUND THE WORLD



ALSO: **RECRUITMENT & RETENTION CRISIS** • **LEAVE ENTITLEMENTS CHART**  
• **THIRD LEVEL OECD REPORT** • **CLIMATE CHANGE COURSE FOR TUI MEMBERS**  
• **CURRICULUM DEVELOPMENT** • **YOUNG SCIENTIST EXHIBITION**  
• **CROSSWORD WITH €250 PRIZE**

# A Word from the President – Liz Farrell

## Contents:

- p.2 A Word From The President
- p.4 Amalgamation of Galway branches
- p.5 Pay increase & Recruitment and retention crisis
- p.6 Cruinniú faoi Ciorclán 0055/2022
- p.7 Remembering Patricia Hurley
- p.8 Young Scientist Exhibition
- p.12 Global Development Fund
- p.14 Senior Cycle reform – TUI's campaign
- p.16 Leave entitlements checklist
- p.18 Update on curriculum development
- p.20 Publication of OECD report on technological universities
- p.21 New bereavement leave entitlements
- p.22 Climate Change course for TUI members
- p.23 PDA News
- p.25 Condemnation of injustices and dangers faced by Palestinian schoolchildren
- p.26 Risk assessments – an overview
- p.28 Standardised School Years 2023/24, 2024/25 and 2025/26
- p.31 RMA News
- p.32 Crossword with €250 prize

A new year makes us all take stock and consider not just our past but also our future. The TUI and you its members have helped shape the profession we are all committed to, but this year sees unparalleled changes being foisted upon us and your engagement and your commitment to build a sustainable future will be tested.

### SENIOR CYCLE REFORM – THE CLOCK IS TICKING, MINISTER

At second level, reform of Senior Cycle continues, despite the lack of engagement from the Department with us, the professionals and subject experts. An announcement on the 29th of March last year remains the extent of the information provided. The Minister launched her “timely and ambitious programme”, telling us, we must not “rush but we cannot delay”. She clearly took her own advice because no further details have issued. The most troubling and immediate issue for teachers is that under the plan, this year, 2023, sees the introduction of Paper One Irish and English to be examined in fifth year. There was quite simply no rationale, nor indeed justification for this move. The movement of both “language elements” of the exam into fifth year is educationally flawed, retrograde and regressive. Teachers know this and have told the Department that it will not alleviate exam stress, it will

compound it. It also makes the hugely commended, “Transition Year for All” a mockery, as the year of experiential learning will now become a year of preparation for a pedagogically punitive exam. Students will not benefit from this “interim measure”, nor will the system, a system that supposedly advocates for equity and inclusion but undermines its own narrative consistently. It is clear that some of the changes to the Senior Cycle were made to garner “early wins”, an exercise in optics to achieve political and populist favour, but drill beneath the surface and what remains is a fanciful folly. The TUI has already held a joint conference with our colleagues in the ASTI in relation to Senior Cycle and both unions have recommended working together on this issue. They are also working with the relevant subject associations, INOTE and An Gréasán, to highlight the detrimental impact of assessing language skills in fifth year. We also held a constructive engagement with the Irish Secondary Students’ Union (ISSU), at which officials from the Department were also in attendance. A joint statement expressing serious concern at elements of the proposed reform was also issued. The issue is being discussed with all of our members in an effort to shape meaningful change. The Government must listen to our unified voices, the clock is ticking.

## EDITORIAL

**Liz Farrell**

President  
president@tui.ie

**David Waters**

Vice President  
vicepresident@tuimail.ie

**Michael Gillespie**

General Secretary  
mgillespie@tui.ie

**Annette Dolan**

Deputy General Secretary  
adolan@tui.ie

**Declan Glynn**

Assistant General Secretary  
dglynn@tui.ie

**Colm Kelly**

Assistant General Secretary  
ckelly@tui.ie

**Joanne Irwin**

Assistant General Secretary  
jirwin@tui.ie

**John O'Reilly**

Assistant General Secretary  
joreilly@tui.ie

**Seamus Lahart**

Assistant General Secretary  
slahart@tui.ie

**Anne Howard**

Assistant General Secretary  
ahoward@tui.ie

**Ann Mulcahy**

Assistant General Secretary  
amulcahy@tui.ie

**Eoin Griffin**

Assistant General Secretary  
egriffin@tui.ie

**David Duffy**

Education & Research Officer  
dduffy@tui.ie

**Patricia Keating**

Administrative Officer  
pkeating@tui.ie

**Conor Griffin**

Press & Information Officer  
cgriffin@tui.ie

## PRODUCTION

TUI News is published by the Teachers' Union of Ireland.  
Aontas Múinteoirí Éireann,  
73 Orwell Road, Rathgar,  
Dublin 6, D06 YP89.

T: 01 - 492 2588

E: tui@tui.ie W: www.tui.ie

Printed by:  
Typecraft Ltd  
www.typecraft.ie





## RECRUITMENT AND RETENTION ISSUES PERMEATE ALL SECTORS

Similarly, the issues of recruitment and retention remain, and they permeate all the sectors where we have members. Despite the lessons of the past and the warnings repeatedly issued by the TUI, the crisis only deepens. A glimmer of hope came in November when we were invited to a convening of the National Consultative Forum on Teacher Supply. However, despite the discussions, none of the solutions to the immediate crisis were in fact immediate. The TUI has consistently offered solutions, unfortunately the government refuses to listen. It is apparent to all of us that schools and centres will have to send entire year groups home to ensure the health and safety of our students in the not-too-distant future. What an incredible indictment of the powers that be. We continue to advocate for a revised, shortened PME system, the awarding of incremental credit to those who return from teaching abroad, full-time jobs awarded on entry to the profession and a career pathway which affords promotional possibilities that are sustainable and achievable. Perhaps most tellingly the recent Circular, 71/2022 in relation to the teaching hours extension scheme shows just how out of touch the Department really is with the reality on the ground. The circular provides that teachers may undertake additional substitution hours. However, it also specifies that, "Teachers who are employed under this scheme have the necessary qualifications for the subject area for which the substitution is required." This sentence shows a fundamental misunderstanding of the crisis schools and centres are facing. We will continue to seek its removal. Unfortunately, and despite our warnings, nothing appears to have been learned from past experiences.

## THIRD LEVEL: OECD REPORT PUBLISHED

Meanwhile at third level, the OECD has finally issued its report "A review of technological university academic career paths, contracts and organisation in Ireland". The OECD assures us it has looked at the past and the present of technological universities to help determine the future of ours, but did they look at our context, at who we are and what we aspire to be? I'm not so sure. The report uses benchmark institutions from within the OECD to determine

the future of our TU sector but again, ignores the context of our sector, the primacy we afford to teaching and lecturing, the cohort of students and the economic circumstances of the areas we serve within. The report advocates for a new career structure with a wider range of duties and a larger annual quantum of time during which our academics will perform these responsibilities. This new structure will come with an increased salary but as we know from prior experience the TUI cannot be bought. We will work together and resist the suggestion that long fought for, and hard-won contracts be decimated for new entrants. A word of warning to the Government – we've been here before and learned from the past, we won't allow this to happen again.

What is even more troubling in the report is its admission and suggestion that larger classes will benefit the system, that research is the primary focus throughout technological universities not teaching and lecturing, and that to achieve our best for the sector we need "upwardly mobile academic staff".

It must also be said that the document has positive elements and contains the TUI perspective, and with that in mind I look forward to hearing the thoughts of our members in the IOT and TU sector as we engage with you. Your voice and your opinions are pivotal to how we proceed.

## ADULT EDUCATION TUTORS

Similarly, issues remain in the further education sector but none more pressing than that of our Adult Education Tutors. Our colleagues who were promised the establishment of a common, sector-wide incremental salary scale by September of this year, have spent another school closure period signing on, despite a Labour Court recommendation achieved in 2020. The TUI has worked closely with the DFHERIS to conclude this issue but apparently, and as explained to the 150 members who attended our December online meeting, the decision now lies with DPER. It appears that while the DFHERIS has acknowledged and is committed to responding to the Labour Court recommendation and even though the Minister has highlighted the importance played by adult tutors in meeting the essential learning requirements of the further education sector, DPER has ultimate control. Ministers and officials within the Department have now either been



TUI PRESIDENT, LIZ FARRELL

re-appointed or re-shuffled and this issue is among our priorities for the further education sector. Members will be updated with all developments.

## WORKING CONSTRUCTIVELY ON OUR COLLECTIVE ISSUES

While the above might seem quite dismal and despairing for a new year, we must remember that the past year has taught us many lessons and we will use those lessons to shape our way forward. The repugnant process of sectoral bargaining is still ongoing at second and third level, but it is with gratitude to members that we used a significant quantum of the 1% at second level to add the value of the PME to new entrant salaries. While the idea of sectoral bargaining should be consigned to Room 101 for eternity it is with great pride that we as a union came together and used the money in such a manner. That is why membership of our union and activism within it is so important.

I want to take this opportunity to thank all of you, for all that you do to create workplaces that are strong, where the union is respected and regarded as a body that works for change using the lessons from the past to define the present, and shape the future. I look forward to seeing you all and working constructively on our collective issues.

# Amalgamation of Co Galway and Galway City branches of TUI

On 29th November, 2022, the Co Galway and Galway City branches of the TUI held their AGM in the Clayton Hotel, Ballybrit. The Co Galway Branch represented members of the former Co Galway VEC and the Galway City Branch represented the members of the former City of Galway VEC. The VECs amalgamated with Roscommon VEC in 2013. Over the last decade the two branches have worked closely together as part of their local regional committee representing members in the amalgamated Galway and Roscommon ETB.

At the Co Galway Branch AGM in 2021 the branch requested assistance from TUI Head Office with a view to progressing an amalgamation between the two branches. Over the course of the year that followed the two branches had a potential amalgamation as a standing item on their respective branch meeting agenda to consult with members. Over the summer of 2022 the branches engaged in work on a set of standing orders to facilitate the amalgamation, setting out the structure of a new branch ensuring that it would represent and serve the needs of the



FRONT FROM LEFT: MARIE MCNAMARA, SECRETARY; LISA NOONE, CHAIR; JEAN BESWICK, AREA REPRESENTATIVE  
BACK FROM LEFT: LIAM HAYES, 2ND LEVEL OFFICER; TRÍONA NÍ CHONGHAILE, TREASURER; ROD GILLEN, NEW AND RECENT ENTRANTS OFFICER; BERNIE MORAN, EQUALITY OFFICER; GRÁINNE O'BYRNE, FET OFFICER

broad range of members working for GRETB in Galway.

On 29th November, each of the two former branches held their final AGM and the two branches voted, independently, to amalgamate. Immediately after the two AGMs, the

President convened an AGM for the new Galway Branch of the TUI. The standing orders were accepted and branch officers were elected. The officers come from both of the former branches and represent members in post-primary ETB, post-primary C&C and Further Education and Training in Galway.

## Update on the Chairman's Note Discussions – Tutors

Further to the update on discussions relating to 'tutors' in the November edition of the TUI News, an online update and Q&A was hosted by the TUI for its members on 14th December. It was noted that implementation of some of the benefits secured to date, including pension provision, was not yet complete in all ETBs and members were assured of the TUI's commitment and ongoing work to secure all of the benefits secured.

Further to a Labour Court recommendation LCR22207 in March

2020 and despite repeated contact with the Department of Further and Higher Education, Research, Innovation and Science (DFHERIS), the offer which the TUI were assured was to be presented in September of this year has still not issued. DFHERIS has outlined an intention in relation to the offer, which is consistent with the Union's expectations. However, it appears that the delay is currently the responsibility of the Department of Public Expenditure and Reform (PER).

It is the TUI's understanding that the

current DFHERIS Minister Simon Harris, is committed to providing an offer. The TUI is now engaging in a variety of lobbying efforts to bring the delay to the attention of Minister Paschal Donohoe, Minister for PER, to secure a similar commitment from the Department of PER and to see the offer sanctioned and issued without further delay. While the TUI will continue its lobbying efforts, members may also wish to correspond with their local TDs to lobby Government as a whole to commit to resolving the 'tutor' issue favourably, imminently and definitively.

# 2% pay increase from 1st March 2023

As part of the WRC proposal arising from the review of the Building Momentum agreement which was accepted by members in a national ballot in September 2022, all grades represented by TUI will receive a 2% pay increase with effect from 1st March 2023.

Salary scales on the TUI website will be updated when the relevant circular letters issue.

The WRC proposal has already provided for a 3% increase which was backdated to 2nd February 2022. In addition, a further 1.5% or €750 increase (whichever is greater)

will be payable from 1st October 2023.

Separately, the value of the Postgraduate Masters in Education (PME) allowance – backdated to 1st February 2022 – has been reinstated for those appointed since February 2012.

## TUI outlines roadmap to tackle recruitment and retention crisis

In December, the TUI reacted with frustration to media reports which suggested that the Minister for Education was considering the suspension of career breaks to tackle the teacher supply crisis.

The Union stated that such a measure would make the profession less attractive and ultimately worsen the teacher recruitment and teacher crisis, while also criticising the absence of any consultation on it. While the Department moved to distance itself from the suggestion in the days that followed, it has still not implemented any of the concrete measures required.

For its part, in a variety of fora, the TUI has outlined the real and practical steps that need to be taken to boost both the recruitment and retention of teachers. The Union has made six key recommendations that it is certain would result in a significant resolution of current difficulties.

1. In the first instance, second level teachers must be provided with wholetime jobs from when they commence their careers. A survey of our membership earlier this year showed that 65% of teachers appointed after 2011 did not get a contract of full hours upon initial appointment.
2. In addition, posts of responsibility must be restored to pre-cutback levels. These middle-management



positions ensure the smooth running of schools while providing promotional opportunities for teachers which will help boost retention. Unilaterally cut by Government in 2009, they have never been fully restored. Over half of second-level teachers once held a post but this proportion has now fallen to around a quarter.

3. To boost retention of teachers, the ever-expanding bureaucratic workload that deflects from teaching and learning must be tackled.
4. A new circular letter is required to ensure that teachers who have worked in other jurisdictions receive appropriate incremental credit for their experience should they choose to return to the Irish education system.
5. The qualifying time required to be a teacher must be reduced. Too many

cannot afford to undertake a four-year degree followed by a two-year PME.

6. It is also unacceptable that there is no teacher union representation on the Department's Teacher Supply Steering Group, which has representatives of all types except for the actual practitioners who know the day-to-day reality in schools.

Findings of a survey carried out by the Principals and Deputy Principals' Association of TUI released in October showed that 91% of schools experienced teacher recruitment difficulties in the previous six months, while 61% of schools experienced teacher retention difficulties in the previous six months.

Once again, we urge the Minister to engage properly with us to tackle this crisis.



# Cruinniú faoi Ciorclán 0055/2022

D'fhreastail Antóin Ó Coinn, Coiste Feidhmiúcháin, agus David Duffy, Oifigeach Oideachais, cruinniú idir Aontas Múinteoirí Éireann (AMÉ) ar cheist na ndíolúintí Gaeilge aus faoi Ciorclán 0055/2022 leis an Roinn Oideachais, an 12 Nollag 2022.

Beidh feidhm ag téarmaí an Chiorcláin 55/22 le héifeacht ó thús na scoilbhliana 2022/2023. Beidh feidhm ag an gCiorclán maidir le gach iarratas ar dhíolúine ó staidéar a dhéanamh ar Ghaeilge do scoláirí atá rollaithe in iarbhunscoileanna lán-Bhéarla faoi láthair agus do scoláirí a rollóidh in iarbhunscoileanna lán-Bhéarla amach anseo.

Is ceadmhach do dhalta díolúine ón nGaeilge san Ardeist a fháil má chruthaítear go bhfuil deacrachtaí foghlama aige. Tá cead díolúine a fháil chomh maith ag daltaí as tíortha eile, ag daltaí a fuair a gcuid bunoidreachais, go dtí 11 bliain d'aois, sa Tuaisceart nó thar lear agus ag daltaí Éireannacha a d'fhág a dtír dhúchais ar feadh tréimhse trí bliana nó níos faide ach a d'fhill ar an oideachas in Éirinn ina

dhiadh sin. Agus anois féadfar díolúine ó staidéar a dhéanamh ar Ghaeilge a dheonú do scoláire a bhfuil ardleibhéal riachtanas éagsúil dianseasmhach aige/aici, ar ina leith is deimhin leis an bpríomhoide go bhfuil deonú na díolúine chun a leasa féin.

Dúirt Antóin Ó Coinn go bhfuil córas na ndíolúintí ó staidéar ar an nGaeilge lochtach agus míshásúil. Tá an critéar a úsáidtear chun díolúintí ó staidéar na Gaeilge a cheadú ró-scaoilte. Tá líon na ndaoine a fhaigheann díolúine ón nGaeilge don Ardeist de bharr deacrachtaí foghlama ina ábhar conspóide le fada agus conspóid go háirithe faoi líon na ndaoine a fhaigheann díolúine ar an mbonn sin ach a dhéanann staidéar ar theangacha eile. Tá méadú beagnach 100% tagtha le deich mbliana anuas ar líon na ndaltaí nach ndearna scrúdú Ardeiste i nGaeilge ach a rinne scrúdú i nuatheanga Eorpach eile, chomh maith leis an mBéarla.

Léiríonn an fás 43% ó 2016 go bhfuil an córas as smacht agus nach bhfuil díolúintí á mbronnadh i gcásanna

annamha agus eisceachtúla amháin. Is ábhair imní faoi leith d'AMÉ go bhfuil ualach breise agus brú iomarcach, mífhéarálte ar phríomhoidí, ar mhúinteoirí Gaeilge agus ar Chomhordaitheoirí Riachtanais Speisialta Oideachais ach gan fáil ar leithdháileadh múinteoirí breise ná ar acmhainní breise acu. Toisc go bhfuil díolúintí á mbronnadh go forleathan, ceapann tuismitheoirí má bhíonn aon deacracht nó strus ar a bpáistí nach bhfuil ar a gcumas an Ghaeilge a fhoghlaim. Tagann fearg agus frustrachas orthu mura mbronnar díolúine ar a bpáistí.

Molann Antóin go láidir don Roinn, mar chuid den athbhreithniú atá á dhéanamh ar an bpolasaí maidir le díolúintí, féachaint arís ar fheidhm agus ar oiriúnacht choincheap na díolúine féin. Is léir go bhfuil an córas mar atá faoi láthair ag cur le dearcadh diúltach i dtaobh na Gaeilge mar ábhar 'achrannach' scoile agus d'fhéadfadh an-drochéifeacht a bheith aige sin ar inspreagadh daltaí i gcoitinne maidir le foghlaim na Gaeilge.



## Migrant Teacher Project expands to support Ukrainian teachers

The Migrant Teacher Project (MTP) aims to increase the participation of immigrant internationally educated teachers in Irish primary and post-primary schools. Established by Marino Institute of Education and co-financed by the European Commission under the Asylum, Migration and Integration Fund 2014-2020, through the Department of Children, Equality, Disability, Integration and Youth, and by the Department of Education, the project provides information, advice and induction/orientation to migrant teachers who have qualified outside of Ireland, to help them to continue their profession here. The project also advocates for migrant teachers largely in the area of registration and recruitment and has, since its commencement, received support from

the three main teacher unions, both in terms of union involvement in training programmes for migrant teachers and in advocacy for them.

As part of its response to support displaced Ukrainian teachers currently living in Ireland, the MTP recently delivered a programme introducing 49 Ukrainian teachers to the Irish education system. This programme was funded by the EU's Asylum, Migration and Integration Fund and included a contribution from David Duffy (TUI), who along with Diarmaid de Paor (ASTI) and Eithne Molloy (INTO) outlined the importance of teacher

unions within the Irish education system.

The project will shortly launch a more extensive bridging programme for Ukrainian teachers, and Ukrainian teacher focus group meetings to develop content are currently underway. Meetings will also take place for schools currently employing Ukrainian teachers, to discuss ways in which the Migrant Teacher Project can support both the Ukrainian teacher in your school and the school itself.

If a teacher from Ukraine is currently employed in your school and would like to learn more about how the Migrant Teacher Project can help, contact Garret Campbell, Project Lead MTP, at [garret.campbell@mie.ie](mailto:garret.campbell@mie.ie) or phone 01-8535168.

# TUI's first female Vice-President Patricia Hurley remembered on 50th anniversary of her untimely death

The Co Kerry Branch of the TUI arranged a series of events in November to honour the memory of Patricia "Pat" Hurley, a teacher from Killorglin in Co Kerry, who was the first ever female Vice-President of the Union. The events coincided with the occasion of the 50th anniversary of her untimely death in a road accident while on Union business in Wexford on 10th November 1972.

The laying of a wreath on her grave and unveiling of a plaque were organised by branch officers and were attended by family members, teachers, local politicians and the Minister for Education, Norma Foley.

The day began with Equality Officer, Anne Doyle and Chair Joe Brennan laying a wreath at Patricia's grave with members of the branch present.

The group then moved to Killorglin Community College where a specially commissioned plaque was unveiled. The Community College opened in 1984 and is a direct connection with Patricia's own school, Killorglin Technical School, where she was a teacher. Along with being a mould-breaking trade unionist, Patricia was also a passionate advocate for vocational and adult education. Austin Shaughnessy, a relative of Patricia's who himself served as a teacher with Co Kerry ETB, attended the unveiling and



BACK ROW: SEAN MCCARTHY (RMA, FORMER TUI PRESIDENT), SHANE CURTIN (EXECUTIVE COMMITTEE) CECILIA O'SHEA, ANNE DOYLE, JOE BRENNAN, LES BEGLEY, MERVYN CLIFFORD (ALL CO. KERRY BRANCH)  
FRONT ROW: NORMA FOLEY (MINISTER FOR EDUCATION) GAVIN QUINLIVAN (TEACHER- KILLORGLIN CC) FIONA O'BRIEN (KILLORGLIN CC PRINCIPAL) AUSTIN SHAUGHNESSY, KIERAN O'CALLAGHAN AND SEAMUS SHAUGHNESSY

remembers her funeral as one of the biggest in the area.

The plaque is located in a central foyer of the school and Principal Fiona O'Brien welcomed the assembled group there and spoke of the school's role in the community. Referencing Pat's work and her travels abroad to witness best

practice in education systems in the US and Denmark, TUI area representative Shane Curtin spoke about how it was an early example of "Think Globally and Act Locally". He also expressed the belief that the location of the plaque would encourage students to further research her achievements and inspire in them the belief that regardless of location, one can make positive change on a national level.

The Minister for Education Norma Foley referenced Virginia Woolf's observation that "For most of history, Anonymous was a woman". The Minister said that while we are in a much better place now, this is largely due to the work of trailblazers like Pat who pioneered with her vision of inclusivity and equality. She spoke of how Pat had "involved and immersed herself in education which she did so expertly and so brilliantly" but also understood that "if she was to advance education... make things possible, she had to go beyond her classroom".

After the unveiling of the plaque, members of the branch including Chair Joe Brennan spoke extensively to local media including the Kerryman and Radio Kerry and outlined the many notable achievements from Patricia's life.



BRANCH EQUALITY OFFICER, ANNE DOYLE AND CHAIR JOE BRENNAN LAYING A WREATH AT PATRICIA'S GRAVE



# Young Scientist Exhibition provides hope and inspiration

Welcome return to in person format for first time in three years

The 59th Young Scientist & Technology Exhibition showcased 550 projects from 212 schools, taking place in person for the first time since 2020.

It was great to witness the imagination, dedication and innovation displayed by participants across a range of areas first hand, and at a time when humanity faces daunting challenges now and in the future, the exhibition provides much-needed hope and inspiration.

A small fraction of the projects visited by TUI President Liz Farrell is set out on these pages.



## WHY DO GIRLS OUTPERFORM BOYS IN THE LEAVING CERTIFICATE? – A RESEARCH INVESTIGATION

*Scoil Mhuire, Co Roscommon*

Sitting: Victoria Geraghty, Tara Kennedy, Isabel Glover.  
Standing: Liz Farrell, Tadhg Carroll, Layna Tighe, Modwenda Geoghegan (teacher), Mairead Glynn (teacher)



## NUCLEAR POWER IN IRELAND – IS STIGMA HOLDING US BACK?

*Laurel Hill Secondary School FCJ, Limerick*  
Mary Frawley (teacher), Rafiah Islam, Liz Farrell



## RUNNING UP THAT HILL: INVESTIGATING THE IMPACT OF SCHOOL LOCATION, SIZE AND SOCIOECONOMIC STATUS ON SCHOOL PERFORMANCE AT NATIONAL CROSS COUNTRY EVENTS FROM 2012 TO 2022

*Lanesboro Community College, Co Longford*  
David Duffy, Conor Lyons, Mike Lyons (teacher), Liz Farrell





### SMART GUIDING STICK FOR VISUALLY IMPAIRED INDIVIDUALS

Kishoge Community College, Co Dublin  
Niamh Burke (teacher), Abiha Khan, Naomi Okafu, Mahncor Hassan, Liz Farrell



### KELPOLEUM: SUGAR KELP BIOFUEL AS AN ALTERNATIVE TO PETROLEUM FUEL

St. Joseph's Community College, Co Clare  
Liz Farrell, Caragh Killeen, Cian McInerney, Ailish Marrinan, Laura Egan (teacher)



### AN INVESTIGATION INTO THE MOST EFFECTIVE HOUSEHOLD AGENTS AT PREVENTING FUNGAL MOULD ON FRUIT

Abbey Vocational School, Co Donegal  
Liz Farrell, Amy McGroary, Robyn Given, Jane Faulkner, Donna Furey (teacher)



### THE FLORAL ORIGINS OF LOCAL IRISH HONEY - DO WE HAVE A TASTE BIAS?

Tullow Community School, Co Carlow  
Liz Farrell, Lauren Byrne, Emma Kavanagh (teacher), Abi Hutton, Ódhran Maxwell



### THE ANALYSIS OF THE EFFECTS OF MICRO PLASTICS ON SOIL FERTILITY

Kinsale Community School, Co Cork  
Catherine Coughlan (teacher), Martin Hickey, Skye Sheedy, Liz Farrell



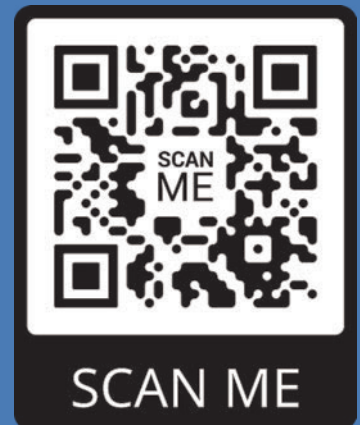
Have you made the switch yet?

## Current Account from TUI Credit Union



**current**  
account  
from your credit union

		MONTHLY COST	CASH WITHDRAWAL	CHIP & PIN TRANSACTION	CONTACTLESS TRANSACTION FEE
	Personal Bank Account	€7.15	€0.35	€0.20	€0.00
	Current Account	€6.80	0.60	€0.00	€0.00
	Personal Current Account	€6.00	€0.00	€0.00	€0.00
	TUI Credit Union Current Account	€4	€0.50 (5 Free per month)	Free	Free



Fees based on a monthly lodgement of €2,500, balance of €200 being maintained with 3 ATM withdrawals, 3 lodgements, 5 chip and PIN transactions, 30 contactless payments, 10 direct debits, 5 online transactions per month. Source Bonkers.ie 22/07/2022.

**SPECIAL  
PROMOTION**

## HAVE YOUR CAR TAX PAID FOR A YEAR!

TAKE OUT YOUR CAR LOAN BEFORE APRIL 30<sup>TH</sup> AND BE IN WITH A CHANCE TO HAVE YOUR ANNUAL CAR TAX PAID BY US!\*\*

\*\*Terms and conditions apply

**5.37%**  
(5.5% APR)

**CAR Loan**

Join today, Borrow today!

### REPRESENTATIVE EXAMPLE

Loan Amount	RATE	Repayment Term	Monthly Repayment	Total Cost Of Credit
€15,000	5.5% <sub>APR</sub>	5 YEARS	€285.62	€2,135.01

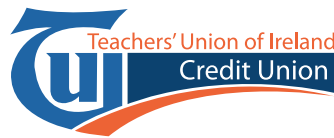
\*Warning: If you do not meet the repayments on your loan, your account will go into arrears. This may affect your credit rating, which may limit your ability to access credit in the future. \*\*Loans are subject to approval. Terms and conditions apply

No 8 The Exchange, Calmount Park, Ballymount, Dublin 12, D12 W354  
01-4266060 info@tuicu.ie www.tuicu.ie



Teachers' Union of Ireland Credit Union is regulated by the Central Bank of Ireland.





STRENGTH IN MEMBERS



# SWITCH & SAVE

## ALL-IN-1 LOAN

One loan and One repayment



Find out more

01 42 66 060

www.tuicu.ie

Approved at 2022 TUICU  
ANNUAL GENERAL MEETING



0.175%

Annual Dividend



5.0%

Loan Interest Rebate

TUI CREDIT UNION

GIVING BACK TO THEIR

MEMBERS

#strengthenmembers

#happynewyear

We are delighted to announce that a dividend of 0.175% and interest rebate of 5.0% were approved at the recent TUI Credit Union AGM held on 14th December 2022. These payments were applied to members' accounts on 22nd December 2022.

TUI Credit Union is the only credit union in the education sector who paid a Dividend and Interest Rebate in 2022.

*Never too late to join!*

# TUI's Global Development Fund – continuing to assist vital projects around the globe

The TUI's Global Development Fund was established with the distinct purpose of assisting educational, developmental and trade union projects in underdeveloped countries as approved by the Executive Committee.

At Annual Congress 1999, a motion was passed whereby €0.95 of each full member's subscription is allocated to the fund.

Applications for donations from the TUI's Global Development Fund are considered once a year at the November or December meeting of the Finance Sub-Committee and notification regarding successful applications will be posted shortly afterwards.

While the amount donated to each project is modest, the feedback we receive from the various recipients indicates that your funding of these projects has a significant impact and is greatly appreciated. There is an added advantage in that the money donated from the TUI Global Development Fund goes directly to the projects concerned.

A brief overview of the projects that received funding for 2023 is set on these pages.

## NEPAL LEPROSY TRUST

Funding education/training for children of leprosy sufferers.

## HIRN PALESTINE

Part-funding the rehabilitation of a deteriorated minor road surface connecting the village of Ras Al Tin in the Palestinian West Bank with an accessible bus route that will allow the children living in the 35-household strong village to attend the nearest school located over 6km away. Ultimately, it offers the children of Ras Al Tin a lifeline to continue their education.

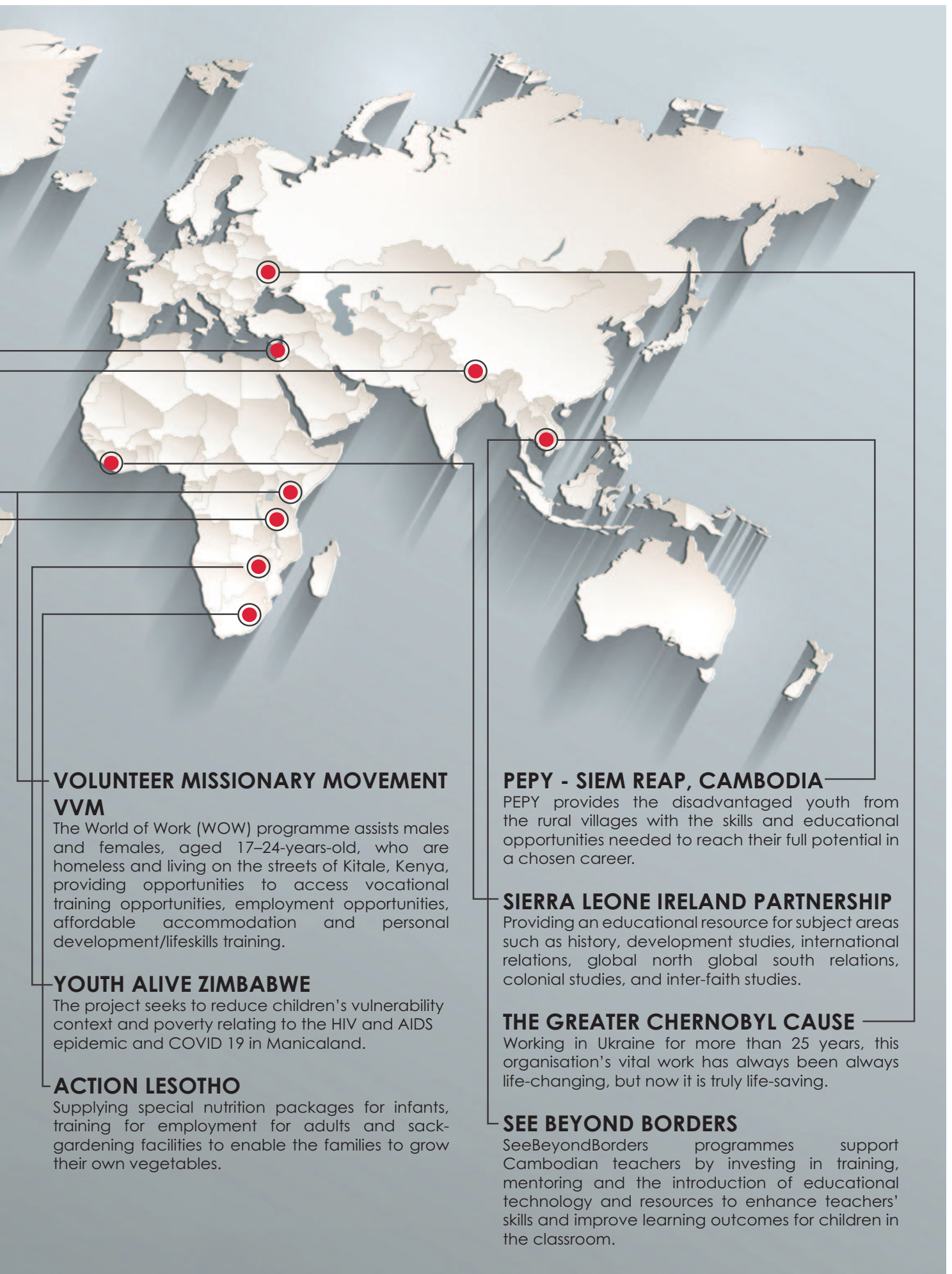
## KATE LYNCH SCHOLARSHIP FUND

The scholarship fund supports boys and girls through Primary, Secondary and Vocational school in Tanzania. In memory of former TUI President, Tom Hunt.

## HARAMBEE SCHOLARSHIP FUND

Sponsoring children from Mukuru, Kenya living in desperate conditions of poverty to attend secondary school.





### **VOLUNTEER MISSIONARY MOVEMENT VVM**

The World of Work (WOW) programme assists males and females, aged 17–24-years-old, who are homeless and living on the streets of Kitale, Kenya, providing opportunities to access vocational training opportunities, employment opportunities, affordable accommodation and personal development/lifeskills training.

### **YOUTH ALIVE ZIMBABWE**

The project seeks to reduce children's vulnerability context and poverty relating to the HIV and AIDS epidemic and COVID 19 in Manicaland.

### **ACTION LESOTHO**

Supplying special nutrition packages for infants, training for employment for adults and sack-gardening facilities to enable the families to grow their own vegetables.

### **PEPY - SIEM REAP, CAMBODIA**

PEPY provides the disadvantaged youth from the rural villages with the skills and educational opportunities needed to reach their full potential in a chosen career.

### **SIERRA LEONE IRELAND PARTNERSHIP**

Providing an educational resource for subject areas such as history, development studies, international relations, global north global south relations, colonial studies, and inter-faith studies.

### **THE GREATER CHERNOBYL CAUSE**

Working in Ukraine for more than 25 years, this organisation's vital work has always been always life-changing, but now it is truly life-saving.

### **SEE BEYOND BORDERS**

SeeBeyondBorders programmes support Cambodian teachers by investing in training, mentoring and the introduction of educational technology and resources to enhance teachers' skills and improve learning outcomes for children in the classroom.

# Senior Cycle reform – TUI continues to campaign around serious concerns

TUI continues to campaign in relation to the serious concerns of members around elements of the Minister for Education's March 2022 announcement in relation to Senior Cycle reform.

The most immediate issue is the Minister's stated intention that students would sit Paper One of the terminal Leaving Certificate examinations in both English and Irish at the end of fifth year. The measure would commence for students entering fifth year in September 2023. There is simply no rationale or justification for this move.

TUI has organised a number of consultations in relation to these critical issues with our ASTI colleagues, subject associations INOTE and An Gréasán and also the Irish Secondary Schools Union



JOINT TUI/ASTI MEETING, NOVEMBER 2022

(ISSU). A joint statement with the ISSU in which both organisations criticised the educationally unsound plan to hold Paper One in Irish and English in fifth year received significant coverage.

As TUI President Liz Farrell states in her editorial in this magazine, the clock is ticking and the Government must listen to the unified voice of stakeholders.



MOIRA LEYDON (ASTI ASSISTANT GENERAL SECRETARY), MICHAEL GILLESPIE (TUI GENERAL SECRETARY), LIZ FARRELL (TUI PRESIDENT), GERALDINE O'BRIEN (ASTI VICE PRESIDENT), KIERAN CHRISTIE (ASTI GENERAL SECRETARY), AND DAVID DUFFY (TUI EDUCATION AND RESEARCH OFFICER).



JOINT TUI/ISSU MEETING, JANUARY 2023



TUI GENERAL SECRETARY MICHAEL GILLESPIE PICTURED WITH ISSU EDUCATION OFFICER JACK MCGINN AND LEAS-UACHTARÁN HEATHER DOYLE



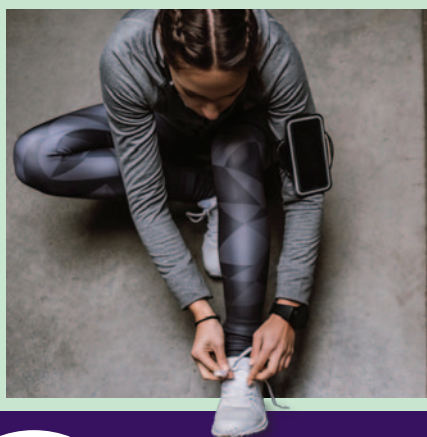
# Great News!

## Get Health Insurance for less than €40 a month

**First Cover** with Irish Life Health is packed with great benefits!



**TUI members – We have an exclusive offer...**



### Get a €50 Nike voucher\*



when you purchase 'First Cover' through Cornmarket before 28/02/2023.

Redeemable through Irish Life's MyLife app.



We compare over 325 health insurance plans available from all three providers (VHI, Laya Healthcare, Irish Life Health), helping people at all stages of life & all budgets find a plan to suit them.

 **Cornmarket**

**Call (01) 416 0272**

\*Terms & conditions apply. €50 Nike voucher offer applies to anyone who purchases Irish Life Health's 'First Cover or First Cover Extra' health insurance policy through Cornmarket before 28/02/2023. You must sign up to The MyLife app, provided by Irish Life Financial Services to redeem the voucher once your cooling off period has expired. Only the policy holder will be entitled to redeem the voucher and only one voucher will be offered per eligible policy purchased, regardless of the number of people covered under the policy. Underwriter terms & conditions apply, please see [cornmarket.ie/health-terms-and-conditions](https://cornmarket.ie/health-terms-and-conditions) for more information or check First Cover Table of Cover & the Irish Life Health Membership Handbook to see exactly what's covered.

Cornmarket Group Financial Services Ltd. is regulated by the Central Bank of Ireland. A member of the Irish Life Group Ltd. which is part of the Great-West Lifeco Group of companies. Telephone calls may be recorded for quality control and training purposes. Irish Life Health dac is regulated by the Central Bank of Ireland. MyLife is provided by Irish Life Financial Services and is not a regulated financial service.

18817 Health ILH Magazine Ad TUI 12-22

# Leave Entitlement

Family Leave	Purpose	Paid	Maximum Period
Force Majeure	Urgent tending to an ill person for whom you have caring responsibilities, including accompanying to the hospital in emergency situations	Yes	A maximum of three days in each period of 12 months or five days in 36 months.
Family Bereavement	Leave related to bereavement	Yes	20 days in the case of a spouse, child or person in a relationship of domestic dependency; 5 days in the case of a father, mother, brother, sister or grandparent; one day in the case of an aunt or uncle
Marriage Leave	Member's own wedding and days either side (if workplace is open)	Yes	7 consecutive calendar days (including the date of the marriage)
Adoptive Leave	To allow adopting member a period with placement of adopted child	Yes	24 consecutive weeks (& option of additional unpaid leave)
Paternity Leave	Caring responsibilities soon after the birth or placement of a child	Yes	2 weeks within 6 months of birth
Parental Leave	Care of Children under 13 and children with Special Educational Needs under 16	No	Since 1 <sup>st</sup> September 2020, there has been an entitlement to 26 weeks of parental leave for each eligible child. Must be taken before child's 13 <sup>th</sup> birthday, or 16 <sup>th</sup> birthday in case of child with disability and/or long term illness.
Parent's Leave	Care of Children up to 24 months after the birth or the adoption for a relevant parent of a child born or adopted, on or after 1st November 2019.	No A person may be able to claim from the DSP	On 1 <sup>st</sup> July 2022, this entitlement was increased to seven weeks.
Maternity Leave	Birth and Early Care	Yes	26 consecutive weeks (& option of additional unpaid leave)
Carer's Leave	Care for person medically certified as in need of care	No	104 weeks (in respect of 1 relevant person)
Career break	Break from normal duties for the purpose of caring, study, travel etc.	No	10 school years, maximum of 5 years consecutively
Job-Sharing	Work flexibility for family or other reasons	Yes	Unspecified
Scheme for leave of absence following assault	Only absences medically certified as a physical injury qualify for leave under this scheme.	Yes	The maximum leave available is 3 months (92 days) at full pay in a rolling 4 year period. In exceptional cases the leave may be extended for a further period not exceeding 3 months (91 days) at full pay, subject to an overall limit of 6 months (183 days) at full pay in a rolling 4 year period.

Terms & Conditions of Employment for Registered Teachers in Recognised Primary and Post Primary Schools are now available in Circular Letter 54/2019: [https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0054\\_2019.pdf](https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0054_2019.pdf)



# ments Checklist

Sub-Cover	Details – Teachers	Details – Other ETB Grades	Details – Lecturers
Yes, apart from first day. S&S is used to cover first day.	Circular Letter 17/99	The TUI is currently negotiating this circular with the DES. In the interim the provisions of the Parental Leave Acts 1998 and 2006 apply	The Parental Leave Acts 1998 -2019
Yes	Circular Letter 78/2022	Same provisions as apply to teachers.	Same provisions as apply to teachers.
No	As per DE/DFHERIS/ETB policy	As per ETB policy	As per TU/loT policy
Yes	Circular Letter 54/2019 – Chapter 3 (pg. 62)	Circular Letter 65/2016	Adoptive Leave Acts 1995 and 2005, Circular Letter 22/2013
Yes	Circular Letter 54/2019 – Chapter 4 (pg. 73)	Circular Letter 66/2016	Circular Letter 69/2016
Yes	Circular Letter 54/2019 – Chapter 5 (pg. 81)	Circular Letter 30/2017 as amended by the Parental Leave Acts 1998 -2019	Parental Leave Acts 1998 -2019 and the European Union (Parental Leave) Regulations 2013 (S.I. No. 81 of 2013)
Yes	Circular Letter 50/2022	Parent's Leave and Benefit Act 2019	Parent's Leave and Benefit Act 2019
Yes	Circular Letter 54/2019 – Chapter 2 (pg. 45)	Circular Letter 80/2015	The Maternity Protection Acts 1994 and 2004, Circular Letter 22/2013
Yes	Circular Letter 54/2019 – Chapter 3 (pg. 93)	Circular Letter 0078/2015	The Carer's Leave Act 2001
Fixed Term Replacement Appointed (may receive a CID as per Ward and Cush reports)	Circular Letter 54/2019 – Chapter 7 (pg. 102)	Circular Letter 0079/2015	As per TU/loT policy
Fixed Term Replacement Appointed	Circular Letter 54/2019 – Chapter 8 (pg. 109)	The TUI is currently negotiating this circular with the DES. In the interim, custom and practice is to apply the ETB's policy	As per loT policy
Fixed Term Replacement Appointed	Circular Letter 61/2017	Circular Letter 43/2020	Circular Letter 63/2019

All Circular Letters are available from [tui.ie](http://tui.ie) or [education.ie](http://education.ie)  
All legislation is available at [www.acts.ie](http://www.acts.ie)

# Update on Curriculum

In Ireland, the Minister for Education has the power to prescribe the curriculum under the Education Act 1998. However, prior to the Minister doing so, extensive work is undertaken by the National Council for Curriculum and Assessment (NCCA). A wide range of stakeholders are represented on the NCCA including the teacher unions and management bodies. The last few months have seen a number of developments of interest to TUI members.

## SENIOR CYCLE DEVELOPMENTS

In March 2022 the Minister published the NCCA Senior Cycle advisory report. Responding to the publication, the TUI said that there is a lack of realisation of the capability of the system to deliver Senior Cycle reform given the teacher recruitment and retention crisis and the shameful underinvestment in education over many years.

The Union has said that it will continue to engage in a meaningful, professional way with the review process in the hope that necessary clarifications will be brought forward.

The Union has also stated that any changes to the current model must be educationally sound, must retain the public's high level of trust and must not add to the workload of teachers.

Throughout its involvement with the process to date, the TUI has emphasised the need for positive improvement in Senior Cycle whilst also ensuring that widely recognised existing strengths such as the high level of trust in state certification, as acknowledged by the Minister, are maintained.

The TUI had called for many of the recommendations of the NCCA report but has made clear its absolute opposition to the announcement by the Minister of

initiatives such as teacher-based assessment. Such a model of assessment had not been part of the NCCA report.

As well as the overall review of Senior Cycle by the NCCA, the Council has been involved in a review of a number of existing Senior Cycle subjects as well as development of some new subject specifications.

## Ongoing Leaving Certificate subject specification work

**Sciences:** Three development groups were working on revised specifications for Physics, Biology and Chemistry but this has been paused in light of the Minister's announcement of a 40% second component as opposed to the 20% second component that the development groups had been working towards. The TUI is not opposed to a 40% second component as long as it is designed, administered and corrected by the State Exams Commission. However, the increase in percentage has implications for how the development group design the scale and size of learning outcomes in any revised specification.

**Gaeilge:** A development group had been nearing completion of work on a revised specification for Leaving Certificate Irish. However, work has been paused following the Minister's announcement of Paper One being moved to fifth year as an interim measure. The TUI has expressed grave concerns at this move. The development group work also needed to be paused pending consideration by the Minister of a report commissioned by the NCCA on Junior Cycle Gaeilge and another on Senior Cycle Gaeilge. One of the main issues being examined by the reports is the contested issue of L1/L2 frameworks and also the role of an oral exam which would carry marks as part of the final SEC assessment.

**Languages:** A development group had been nearing completion of work on a revised specification for Leaving Certificate Arabic whilst another development group had been working on a revised specification for Latin and Ancient Greek. Again, both groups have paused work following the Minister's announcement of a 40% assessment component when the development





# Curriculum Development

groups had been designing specifications for a 20% second component.

**Two new subjects:** Development groups have started work on developing the two new courses announced by the Minister. They are Drama/Film and Theatre Studies and also Climate Action and Sustainable Development. TUI subject representatives are working hard on the development groups to ensure that the final specifications will contribute positively to the Senior Cycle curriculum.

**Transition Year:** A development group has been established to carry out work on a revised TY programme statement. Work is at an early stage but TUI representatives are working diligently on the development group to ensure that the revised programme statement will maintain that which is good about TY currently, make useful improvements and also maintain equity across schools and students.

**Computer Science and Physical Education:** Early enactment reviews of both subjects commenced recently.

## JUNIOR CYCLE DEVELOPMENTS

Work is ongoing and/or recently completed on initial reviews of a significant number of Junior Cycle subjects. Work on the initial reviews had been slower than original planned due to COVID-19 disruption in schools and a desire not to put added pressure on schools at this time. Work is now accelerating.

Similarly the research study into implementation of Junior Cycle as a whole had been delayed. However, the first interim report was published in late 2022 and it is expected that a second report will be completed in the first half of 2023. The research is being led by the University of Limerick. The TUI noted the publication of the research study and is considering its findings in detail. In general terms, it is TUI's strong position that as the first interim report could only examine the first year that the full Junior Cycle examinations took place, due to COVID-19-related disruption. The research must be updated year-on-year so that more can be learned as additional cohorts of students complete the programme and its final examinations.

## Ongoing Junior Certificate subject specification work

Level Two History: A specification for SEN students pursuing a Level Two programme in History was recently approved by the NCCA.

**Level One and Level Two Learning Programmes:** An early enactment review was undertaken in late 2022.

## CROSS CURRICULAR

In addition to the above, the NCCA has established two development groups to carry out work on post-primary SPHE. One has almost finished work on Junior Cycle SPHE. The other has recently started work on Senior Cycle SPHE.

The NCCA recently established a development group to work on the issue of post-primary SEN. Work is currently at a very early stage.

The NCCA recently approved a report on Traveller Culture and History in the curriculum. The report will be published shortly and the TUI would encourage all members to read the report when it is published as we believe that it will be a useful reference and resource for all teachers.

**Meeting with ASTI:** In November 2022 the TUI organised a joint meeting of curriculum representatives with our colleagues in the ASTI. The meeting took place on the morning of Saturday November 26th in Portlaoise. The main topic for the meeting was current developments in Senior Cycle curriculum. Almost one hundred subject representatives, Executive Committee members and Officials from the two unions attended. The TUI would like to thank all members and staff who gave so generously of their time both at and before the meeting to make it a success.

## THANKS

The TUI would like to take this opportunity to again acknowledge the exceptional work carried out, voluntarily, by our many representatives on NCCA boards and committees.

# Initial TUI response to OECD publication of ‘A review of technological university academic career paths, contracts and organisation’

On 16th December 2022, the OECD published ‘A review of technological university academic career paths, contracts and organisation’.

The Union is currently reviewing the document’s content in detail and consulting with our membership on it. It is important that each member working in higher education reads the OECD report and gives their feedback on it at branch meetings convened where the report is an agenda item for discussion at the meeting.

It contains key recommendations in relation to career path, career differentiation, workload allocation, instructional model and support, academic management and leadership and Institutional leadership.

Members can access the report on the TUI website. Some initial reaction is set out below.

## Critical role of Institutes of Technology/Technological Universities across the regions

Ireland’s Institutes of Technology and, more recently, Technological Universities have played a critical role in the country’s learning landscape across the regions, delivering quality education from level 6 to 10 of the qualifications framework and offering opportunity for first generation higher education learners. Vitally important industry and community links have been forged and colleges increasingly perform research and support innovation that benefits the nation’s enterprises.

## Ongoing political refusal to address sector’s funding crisis

However, the sector has been chronically underfunded for several years now, with another OECD study (Education At A Glance 2022) recently highlighting how in the country’s third level colleges, the ratio of students to teaching staff now stands at 22:1, which is vastly higher than the respective OECD and European averages of 15:1 and 14:1.

This is a legacy of the ongoing political refusal to address the sector’s funding crisis. While the most recent budget saw some improvement, unless this issue is fully

addressed and the appropriate funding provided, this latest report, like many other documents related to the sector, will serve little or no purpose.

## Flexibility within existing contracts already exists

There is already flexibility within the existing contracts for academic staff. If teaching hours are reduced it enables a broad range of other duties to be undertaken, as agreed in the Sustaining Progress National Agreement in 2003. Section 24.6 of that agreement states: “The teaching load may be reduced to facilitate work on research projects or other approved projects to meet Institute needs and in consultation with the lecturer”. It is regrettable that the potential of this provision has never been adequately explored or utilised.

## Proposed change to existing contracts/workload models

Any change required to existing contracts will have to be negotiated and agreed with the TUI at a national level and endorsed in a ballot of our third level members. From a trade union perspective, we cannot envisage new entrants having inferior terms and conditions than existing staff. Therefore, if it is proposed to negotiate changes to contracts for new academic staff (which could be voluntarily adopted by existing staff), then the necessity, utility and detail of proposed changes would need to be clearly established and the subject of detailed negotiations.

Any future proposed academic workload model must be negotiated and agreed with the TUI. Proposals that would envisage future colleagues being treated less favourably will not be supported in a ballot of TUI members. Any proposals which attempt to bypass or undermine claims currently lodged at the national industrial relations fora are likely to be defeated, nor will TUI members support academic work practices which are unfair to our members who are researchers or to tutors or other educational staff.

The sector must not only maintain but enhance its excellent educational model, while allowing Technological Universities and their academic staff to achieve their full

potential in terms of research and community and industry engagement.

## Career pathways

Similarly, in relation to career pathways, including for example professor grades, any proposals will have to be negotiated and agreed with the TUI.

## ‘Atmosphere of distrust’ after previous coercion

Regrettably, an atmosphere of distrust continues from the previous (so-called) review of lecturing workload in the sector, when the financial crash and ensuing austerity were seized on by management and Department of Education representatives to coerce third level TUI members into accepting additional weekly lecturing hours over and above the already excessive contractual levels, all under threat of redundancies. Significant trust-building measures by managements and DFHERIS, particularly with regard to existing claims, will be a necessary step in creating the environment for positive engagement on the programme of reform envisaged by the OECD.

## Parity of esteem for all campuses essential

Multi-campus Technological Universities are complex structures. Clear guidelines/principles therefore should be established nationally to support these structures. It would be unhelpful if the organisational design of TUs became overly bureaucratic, administrative or centralised around one campus. Parity of esteem for the various campuses of multi-campus TUs is an important principle to uphold, particularly if TUs are to deliver on their regional mission as laid out in legislation.

## Positive engagement and negotiation

TUI members have played the most crucial role over the last five decades in developing this sector from Regional Technical Colleges to today’s Technological Universities. The TUI and its members remain committed to our students and our regions and look forward to engaging positively in the forthcoming negotiations, as we have with the OECD process from its inception.



# New bereavement leave entitlements

TUI welcomed the publication of Circular 78/2022 – *Bereavement Leave Scheme for Registered Teachers employed in Recognised Primary and Post Primary Schools* on 12th December 2022, and the confirmation that the same terms would also apply to those working in Higher, Further and Adult Education.

Publication of the letters mean that members now have access to bereavement leave on par with members of the civil service.

TUI members, through Annual Congress, sought the extension of this leave and the Union had campaigned for it through all available fora for all the grades represented by the Union.

Appendix A of the Circular Letter 78/2022, which sets out the revised entitlements, is set out below. See the Circular Letter for more detailed information on all aspects of the leave.



## Appendix A - Bereavement Leave Entitlements

RELATIVE OF THE TEACHER	BEREAVEMENT LEAVE ENTITLEMENT
<b>Immediate Family:</b> <ul style="list-style-type: none"> <li>Spouse (including a cohabiting partner)</li> <li>Child (including adopted child, step-child and child being cared for on the basis of 'in loco parentis')</li> <li>Any person in a relationship of domestic dependency (meaning the deceased person shared accommodation with the teacher and also relied on them for their care)</li> </ul>	Maximum of 20 working days
<b>Immediate Relative:</b> <ul style="list-style-type: none"> <li>Father</li> <li>Mother</li> <li>Step-father</li> <li>Step-mother</li> <li>Brother</li> <li>Step-brother</li> <li>Half-brother</li> <li>Brother-in-law</li> <li>Sister</li> <li>Step-sister</li> <li>Half-sister</li> <li>Sister-in-law</li> <li>Father-in-law</li> <li>Mother-in-law</li> <li>Son-in-law</li> <li>Daughter-in-law</li> <li>Grandfather</li> <li>Grandmother</li> <li>Grandchild</li> </ul> <p>Note: Entitlement for a co-habiting partner (the teacher) is treated same as for a spouse i.e. entitlement for mother-in-law, father-in-law, sister-in-law, brother-in-law.</p>	<p>Maximum of 5 working days</p> <p>Where a teacher has to travel abroad to make funeral arrangements in respect of an immediate relative, Bereavement Leave in excess of 5 working days may be granted at the discretion of their employer.</p> <p>Note: For schools using the Department's OLCS, the employer should contact the Department (OLCS Helpdesk) at: <a href="mailto:onlineclaims@education.gov.ie">onlineclaims@education.gov.ie</a> for OLCS entry of Bereavement Leave in excess of 5 working days for 'Immediate Relative'.</p>
<b>Other Immediate Relative</b> <ul style="list-style-type: none"> <li>Aunt</li> <li>Uncle</li> <li>Niece</li> <li>Nephew</li> </ul>	<p>Maximum of 1 working day</p> <p>In exceptional circumstances, (e.g. where the teacher concerned has lived with the deceased at the time of their death, or has to take charge of funeral arrangements), this limit may be extended up to 5 working days.</p> <p>Note: For schools using the Department's OLCS, the employer should contact the Department (OLCS Helpdesk) at: <a href="mailto:onlineclaims@education.gov.ie">onlineclaims@education.gov.ie</a> for OLCS entry of Bereavement Leave in excess of 1 working day for 'Other Immediate Relative'.</p>
<b>Stillbirth or prenatal death after 24 weeks of pregnancy (refers to Bereavement Leave only, and does not affect Paternity Leave entitlement)</b> <ul style="list-style-type: none"> <li>Father of the child</li> <li>Spouse, Civil Partner or Cohabiting Partner of the child's mother</li> <li>Parent of the child under Section 5 of the Children and Family Relationships Act 2015, where the child is a donor-conceived child within the meaning of Part 2 of that Act.</li> </ul>	Maximum of 10 working days.

# Climate Change course for TUI members will explore key issues, questions and solutions

The global climate crisis has arrived. Globally, climate events are now accelerating at pace-heatwaves, floods and droughts are becoming more severe, from North America to Africa to Asia, and everywhere in between. The effects are now clear to see. Here in Ireland, we are not immune to global heating. We cannot afford to ignore the very real challenges the crisis will bring: from the wholesale decarbonising of our economy towards renewable energy systems, to restoring biodiversity, implementing a just transition and building a more equitable society and, most importantly of all, creating a sustainable world for future generations.

With this in mind, and as per TUI policy set by Congress, the TUI Climate Change Committee has worked with University College Cork to devise a training course for TUI members. This introductory course designed specifically for second level school teachers will explore the key issues and questions, and the solutions, now arising as a consequence of our warming world-for example, what will responsible consumption look like, how do we understand eco-anxiety, what is the importance of local and global citizenship, and accelerating the shift to renewable energies such as wind and solar away from fossil fuels, amongst others subjects.'

The course cost, to be paid to UCC, is €425 and is open to all TUI members.

Our branches may assist branch officers in funding the course as per the TUI's position on supporting such courses for branch officers. Advice in this regard is available from your branch treasurer.

Links to register will be available on the TUI website in the coming weeks and the course will commence on the 20th February. As per the schedule, the course will primarily be online with an in-person workshop on Saturday 25th March.

Any queries in relation to the course may be directed to Colette McGinley, [cmcginley@tui.ie](mailto:cmcginley@tui.ie)



## 6-week Climate Change Course for TUI members

Week 1 Mon, Feb 20th	6-7pm	Introduction to the Climate Crisis: From the Holocene to the Anthropocene
Week 2 Mon, Feb, 27th	6-7pm	Biodiversity loss and global warming: Making the connections
Week 3 Mon, March, 6th	6-7pm	The ethics of the climate emergency: the green economic/social transition and the importance of responsible global citizenship, collective action & responsible consumption and production (SDG 12)
Week4 Mon, March, 13th	6-7pm	Decarbonising the Future: Responsible production and consumption (Sustainable Development Goals 7 & 11-Affordable and clean energy, and sustainable communities)
Week 5 Mon, March, 20th	6-7pm	Living with Eco-anxiety: SDG 3-Good Health and Well-Being
Saturday Workshop at UCC Campus: 25th, March	10am - 2pm	What would a carbon free future look like? The Sustainable Development Goals (SDGs) & Civil society: (The right to a healthy environment focusing on SDG 13, climate action; SDG 12-responsible consumption and production; SDG 5-gender equality)
Week 6 Mon, March 27th	6-7pm	Climate change & community Leadership: towards 2050 and a climate justice and carbon neutral future (SDG 11-sustainable cities and communities)



# PDA News

I'd like to begin by wishing you all the very best for the remainder of 2023 - I hope it brings with it all you hope for. As we move into Spring, we are all aware of how quickly the remainder of the year will pass and just how busy (or how much busier, to be precise) schools will get.

The Principals and Deputy Principals' Association annual conference in November was a great success and all who attended felt that they came away with something useful. It opened on Wednesday evening with an uplifting presentation from Dr Jolanta Burke on Positive Psychology and Resilience for school leadership. This set the tone for the remaining two days of conference where we had speakers on Whole School Guidance, Restorative Practices, Universal Design for Learning, Looking at Our Schools 2022, Senior Cycle Reform and Building Trust in a Post Pandemic Context. We had roundtable discussions on topics of relevance and a very helpful and insightful questions and answer session with Michael Gillespie, General Secretary of the TUI, and Liz Farrell, TUI President. The conference was thoroughly enjoyed by all, and we hope to have just as strong an agenda for next year's



TUI GENERAL SECRETARY MICHAEL GILLESPIE, JANET WALLACE (CONFERENCE ORGANISING COMMITTEE) AND PDA PRESIDENT ADRIAN POWER

conference which takes place in Galway in November 2023.

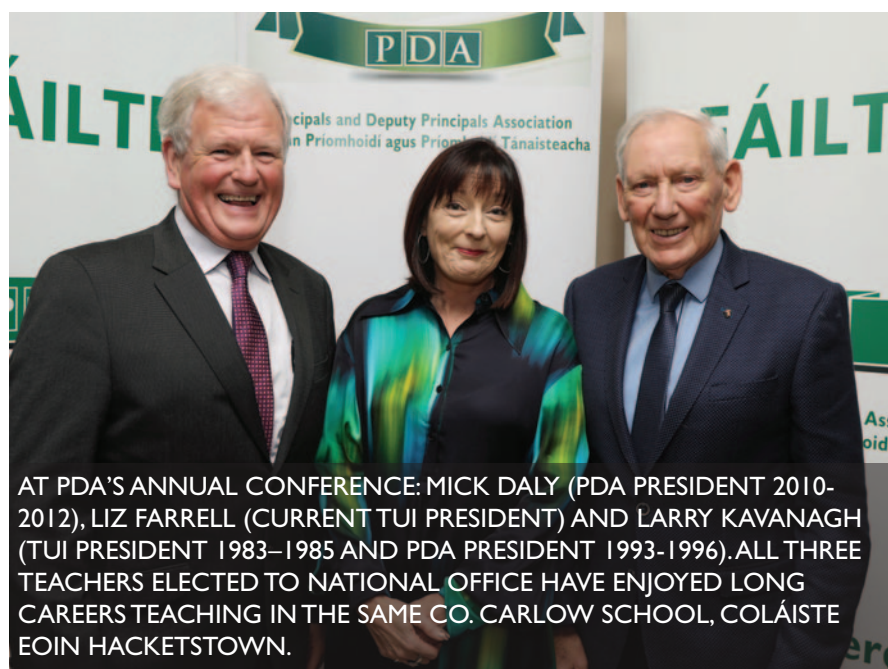
The Principals and Deputy Principals' Association continues to work closely with the TUI to further our agenda of reducing the administrative burden on and workload of school leadership teams so that they may concentrate on the essential duties of

leading teaching and learning in our schools and, most importantly, supporting teachers as they endeavour to continually enhance the learning experience for the students in their care.

I would like to thank the TUI for their generous support of our conference, and their ongoing support and advice relating to many issues. We will continue to support the TUI in gaining insight into the issues affecting school leadership in any way we can. By working together, I believe we can help to enhance the working conditions for all school staff and hopefully ease the burden on a sector with high expectations and relatively poor resources. We will continue to advocate for the full restoration of posts of responsibility which we believe is key to easing this burden on school leaders, distributing leadership across the school and providing more advancement opportunities for teachers.

Finally, I would like to take the opportunity to wish you all, teachers and school leaders alike, a productive and successful 2023.

Mise le meas,  
**Adrian Power**  
PDA President



AT PDA'S ANNUAL CONFERENCE: MICK DALY (PDA PRESIDENT 2010-2012), LIZ FARRELL (CURRENT TUI PRESIDENT) AND LARRY KAVANAGH (TUI PRESIDENT 1983-1985 AND PDA PRESIDENT 1993-1996). ALL THREE TEACHERS ELECTED TO NATIONAL OFFICE HAVE ENJOYED LONG CAREERS TEACHING IN THE SAME CO. CARLOW SCHOOL, COLÁISTE EOIN HACKETSTOWN.

*The following notices were forwarded by the Teaching Council*

## Revised Curricular Subject Registration Requirements (Post-Primary)

In the context of a range of factors including ongoing developments in the continuum of teacher education, teacher supply issues and Junior Cycle reform, the Council initiated a review of its Curricular Subject Requirements at Post-Primary level in 2018. This included an extensive consultation process with all key stakeholders between June 2018 and April 2019.

These revised requirements were published in 2020 and are in effect from January 2023 for applicants applying for registration with the Council. The revised requirements include the new Leaving Certificate curricular languages of Lithuanian, Mandarin Chinese, Polish and Portuguese.

Visit [www.teachingcouncil.ie](http://www.teachingcouncil.ie) to read the revised Curricular Subject Requirements (Post-primary) as effective from 1 January 2023.

### EXPIRING CONDITIONS ON YOUR REGISTRATION

If you are reaching the expiration date of your registration with conditions, you are required to submit evidence that you have met the requirement. If you have not been

in a position to meet the requirements you must request an extension of time. If you intend to request an extension of time to comply with the conditions attached to your registration, the Council would kindly ask that you engage in a timely manner. You can help us deliver a more efficient service to you and all other teachers requesting extensions by submitting the required documentation and promptly responding to any follow up queries. You can make your extension request and submit the supporting documentation by logging onto the MyRegistration portal and selecting My Conditions. It is important to note that teachers who do not engage or do not show evidence of attempting to address their conditions are putting their registration at risk.

### RENEWALS

Application for renewal of registration can now be made online via your MyRegistration account on the Teaching Council website. If it is your first time using the portal you will need to activate your account. An email providing your unique link to activate your account was previously emailed to you from the

Teaching Council. Once you activate your account you can then begin the online renewal process. Please ensure that you update your contact information and provide any missing data such as post codes and mobile phone numbers. Please note that it is no longer possible for staff to take over the phone payments. Further information can be found on the Registration Renewal/My Registration section of the Teaching Council website.

### RE-VETTING

The Council invites teachers on a rotational basis to apply for re-vetting. If you have received an invitation to apply for re-vetting we would ask that you do immediately by logging onto the MyRegistration Portal and commencing the re-vetting process.

### DROICHEAD

Please note that the last day to register to commence Droichead in the 2022/2023 school year will be Friday 11 March 2023. Registration for Droichead will re-open the first week of September for the 2023/2024 school year.

## Dancing with Memory – new poetry collection by TUI member Rachael Hegarty

“On the morning of our Ma’s 80th birthday I asked her how she was feeling about the big day. The Ma, Bernie Hegarty, said, ‘I’ve had a long and lucky life but if I had me time over I’d have been a dancer’. I nearly fell off the kitchen chair. I knew Ma loved to dance but this was news to me. Ma read the shock on my face and went on, ‘yes, a dancer, when I think back on me life, dance is the one constant. No matter where I was or who I was with, dance has made me the happiest. Dance has been me best thing’.

I smiled and then asked Ma would she like to have a dance with me. We shoved the kitchen table over into the corner, I played Leonard Cohen’s ‘Dance Me to the End of Love’ from my phone and we had a slow waltz around the kitchen. Ma was the female lead. She made lovely twirls under my outstretched arm. We had a laugh.

But I could not forget my mother’s statement: ‘if I had my time over, I’d have been a dancer’. So over the next few months Ma and I had chats about her memories of dance. She’d tell stories of different dances from down the years and I’d take notes. However, before her next birthday Ma was diagnosed with frontal lobe dementia. After the diagnosis Ma held my hand and said, ‘good job you’re a poet, you can write down my memories’.

The poetry collection is a ballroom of memory for the Ma, my favourite dancer.”

Rachael works in Parnell CDETB and the Trinity Access Programme. Copies of *Dancing with Memory* can be bought at your local book shop or from [salmonpoetry.com](http://salmonpoetry.com)

### Connemara Ceili 1949

*The Gaeltacht Prize from the Brickies’ Union  
made your Granda so proud of me – he yipped.  
I went to Galway with your godmother.  
Our first time to be let out of Dublin.  
The train chugged us west, made us pure giddy.  
Connemara was all mountains, lakes, stone  
walls, a big sky and lovely, woolly sheep.  
I loved the days spent in the old language  
and the nights’ dancing in the Halla Mór.  
Rows of eight girls facing rows of eight boys,  
stepping out, stepping in, shy face to face  
letting on not to flirt like bold, bold things.  
Clasping hands for some wild dizzying spins –  
felt the charge of teenage skin on skin.*



# Education trade unions condemn injustices and dangers faced by Palestinian schoolchildren

Representatives of six trade unions representing education workers in Ireland and Britain – including the TUI – issued a statement in January condemning the injustices and dangers faced by Palestinian schoolchildren.

The unions called on the Israeli authorities to halt the demolition of schools in the West Bank and to take action to prevent further killings and attacks on children by Israeli armed forces and settlers.

The statement read:

“As trade unions representing teachers and educators in Britain and Ireland, we express our solidarity with children and young people in Palestine and their families, and condemn the ongoing attacks on children's right to education and on their right to life.

“We call on the Israeli authorities to immediately halt the demolition of schools in the West Bank and take action to prevent further killings and attacks on children by Israeli armed forces and settlers.

“On 23 November 2022, Israeli forces demolished a primary school in Isfey Al-Fouqa, Masafer Yatta, attended by 22 students from neighbouring communities in the occupied West Bank. Isfey Al Fauqa is one of 13 herding communities in Masafer Yatta located in an area designated by the Israeli military as a 'Firing Zone 918', home to around 1,150 Palestinians, half of whom are children.

“Students who can no longer attend the school in Isfey Al-Fouqa will attend Al-Majaz school in the interim. A demolition order for Al-Majaz is imminent.

“We note that Israel has also issued demolition orders for the school in Khirbet al-Fakhit and for the schools in the neighbouring communities of Khirbet Jenbah, Khirbet al-Majaz and Khamat a-Dabe', in which 44 teachers teach a total of 172 children.

“The Israeli government has also begun confiscating vehicles in the area, making movement difficult and creating further barriers to education.

“This destruction is happening despite the signing by Israel of the Optional Protocol to the Rights of the Child in Armed Conflict on 14 November 2001 and ratified on 18 July 2005.

“Israel is a signatory to the Universal Declaration of Human Rights[1], including Articles 25, 26 & 27. Israel is also a signatory to the UN Convention on the Rights of the Child [2], including Articles 28, 29, 30 and 31. These articles of international law are being violated as schools are being demolished.

“2022 was also the deadliest year for children living in the West Bank since 2006. The number of children killed by Israeli security forces and settlers more than doubled to 35. Three children have been

killed by Israeli armed forces since the start of 2023.

“As a group of education trade unions who are committed to the realisation of rights under the Universal Declaration and the UN convention on the Rights of the Child, and whose members dedicate their professional lives to children and young people's education, this is a situation that we are profoundly concerned about, that we understand to be completely beyond the law, and that we call upon the Israeli authorities to bring to an immediate end.”

The statement was signed by the following signatories:

**Michael Gillespie, General Secretary, TUI (Teachers' Union of Ireland)**

**John Boyle, General Secretary, INTO (Irish National Teachers' Organisation)**

**Jo Grady, General Secretary, UCU (University and College Union)**

**Andrea Bradley, General Secretary, EIS (Educational Institute of Scotland)**

**Frank Jones, General Secretary, IFUT (Irish Federation of University Teachers)**

**Mary Boustead and Kevin Courtney, Joint General Secretaries, NEU (National Education Union)**

# Risk Assessments – an overview

TUI members in our schools, colleges and centres have been issued with risk assessment forms and have been asked to carry out risk assessment by employers, school management or line managers.

The Health and Safety Authority (HSA) has produced templates for use in post-primary settings. These templates (74 in total) can be accessed at [https://www.hsa.ie/eng/education/managing\\_safety\\_and\\_health\\_in\\_schools/new\\_guidelines\\_files/PartC.pdf](https://www.hsa.ie/eng/education/managing_safety_and_health_in_schools/new_guidelines_files/PartC.pdf). In the ETB Sector, these documents were agreed, with ETBI, as sufficient for the purposes of satisfying the ETBs' requirements and those of their insurer, Irish Public Bodies Insurance. It was further agreed with ETBI that time would be provided, either from Croke Park Hours (where relevant) or from the timetable, for the purpose of completing these forms.

In some instances, additional risk assessment forms may have been produced locally. It is becoming increasingly common for insurance companies to introduce new requirements such as this form, that the Insured, in this case, the employer must comply with. This is an attempt by Insurance Companies to limit their liability and to give them grounds to refuse to deal with claims. The level of detail in a risk assessment should be proportionate to the risk and appropriate to the nature of the work.

## EMPLOYEE'S RESPONSIBILITIES

Insignificant risks can usually be ignored, as can risks arising from routine activities associated with life in general, unless the work activity compounds or significantly alters those risks. A risk assessment should only include what you could reasonably be expected to know – you are not expected to anticipate unforeseeable risks. The responsibility of the employee is to report 'any defects (faults) in equipment or the workplace which might be a danger to health and

safety'. The HSA templates provide a template to assist our members in discharging this responsibility. Any additional obvious risks should be noted and reported to the employer through an agreed reporting mechanism in a timely manner. **Please note, a teacher cannot be expected to do risk assessments of services provided by a third party.**

By undertaking the task of carrying out a risk assessment, a teacher or any staff member is taking on legal liabilities as set out in the SAFETY, HEALTH AND WELFARE AT WORK ACT, 2005, Section 13. If an appropriate teacher takes on this task, he or she will take on a duty of care to anyone who may suffer injury or loss because of carelessness or negligence. Protocols have been developed to clarify exactly what is required of a teacher when completing risk assessments and the extent to which a risk assessment can be carried out. Teachers, if even doing the most basic risk assessment, must receive sufficient time to carry out the appropriate checks and time to fill in the forms which should be prepopulated for ease of use in the acceptable situations where teacher would have a reasonable expectation of carrying out a risk assessment (see HSA templates above).

**It is clear from the legislation that it is the obligation of the employer to carry out the risk assessment.**

## EMPLOYERS' RESPONSIBILITIES

Section 19 of the Safety, Health and Welfare at Work Act 2005 placed an obligation on each employer to carry out risk assessments. The Section provides as follows:

*"Every employer shall identify the hazards in the place of work under his or her control, assess the risks presented by those hazards and be in possession of a written assessment (to be known and referred to in this Act as a "risk assessment") of the risks to the safety, health and welfare at work of*

*his or her employees, including the safety, health and welfare of any single employee or group or groups of employees who may be exposed to any unusual or other risks under the relevant statutory provisions."*

In the ETB Sector, the Chief Executive is the Accounting Officer in respect of ensuring the duties of the employer as set out in the 2005 Act are complied with. In other sectors it is the Board of Management that acts as the employer. Under the Safety, Health and Welfare Act 2005 responsibility rests with the employer to ensure appropriate safety systems are in place with clear roles and delegated functions assigned to support a culture of safety first.

## ADVICE TO MEMBERS

Therefore, members need to clarify the following prior to agreeing to undertake any risk assessments:

1. Is the Safety Statement for the workplace the template agreed? If not, why not?
2. Are the HSA templates being used? If not, why not?
3. What is expected of each member i.e. The member is simply reporting risk/s to the Health and Safety Officer for follow up?
4. What training will be provided if required i.e. nature, extent, timing and the quality of such training?
5. When will the work be undertaken? Identify when and how this work will be done in a manner that does not increase your workload

Members are strongly advised to only complete the risk assessments provided by the HSA and to only engage in risk reporting to the Health and Safety Officer. Furthermore, members must be provided with appropriate training and time – both to attend the training and complete the risk reporting templates. Members are not to carry out risk assessment for outside agencies or organisations.



# IMF austerity policies undermining Ireland's aid budget and progress on education

A paper published in November by ActionAid Ireland and endorsed by the four leading Irish teachers' unions – TUI, ASTI, INTO and IFUT – highlights how the International Monetary Fund's (IMF) austerity policies are damaging global progress on education – and undermining Ireland's overseas aid investment.

In 2021, 7% of Ireland's aid budget, or €37,002,000, funded education work globally and Ireland is recognised by the Global Campaign for Education as a role model in terms of the quality of its aid to education. Ireland also just increased its overall aid budget to €1.2 billion. However, the paper highlights how IMF dogma on imposing austerity and cutting public services, including cutting funding for teachers, undermines this aid.

The paper, based on extensive research in 15 countries, shows that IMF austerity policies undermine public services, human rights and the achievement of the Sustainable Development Goals. This trend is likely to continue until at least 2025, when 75 per cent of the global population (129 countries) could still be living under austerity. At least 69 million more teachers are needed by 2030 to achieve Sustainable Development Goal 4 for inclusive and equitable quality education. However, the IMF continues to advise low-income countries to cut their wage bills and reduce teachers' pay and the number of teachers. This not only undermines this aid from Ireland, but also the right to education in these countries.

ActionAid Ireland, the Teachers' Union of Ireland (TUI), Irish National Teachers' Organisation (INTO), the Irish Federation of University Teachers (IFUT) and the Association of Secondary Teachers, Ireland (ASTI) are calling on the government to recognise that in order to deliver its important focus on education, Ireland needs to challenge austerity from the IMF and ensure its own policies and strong commitment to education are not undermined.

**Karol Balfé CEO ActionAid Ireland** said: "Education is a powerful tool for breaking the cycle of poverty. Educating girls specifically has enormous and far-reaching benefits, including reducing rates of child marriage, promoting healthier and smaller families, improving wages and jobs for women, and empowering women to become leaders at community and government levels. These austerity policies impact on the right to education and undermine progress made in education. Aid is important, but equally important is challenging macro-economic dogma that undermines the right to education for millions."

**Michael Gillespie, General Secretary of the TUI** said: "The suggestion that you need to cut spending on teachers to improve education makes no sense to anyone working in the education sector. Nothing is more important for quality learning than a quality teacher."



The paper is based on earlier international research, *The Public Versus Austerity*, published by ActionAid, Education International and Public Services International, which shows that public sector wage cuts continue to be recommended by the IMF and by Ministries of Finance who adhere to the same neoliberal ideology and economic policy. The research is based on reviewing 69 IMF documents from 15 countries, discussions with IMF economists and a literature review on public sector wage bills.

The research across 15 countries revealed that:

1. Despite IMF claims that public sector wage bill containment was only ever temporary, all of the 15 countries studied were given a steer to cut and/or freeze their public sector wage bill for three or more years, and eight of them for a period of five or six years.
2. In just those 15 countries, the recommended IMF cuts add up to nearly US\$ 10 billion – the equivalent of cutting over 3 million primary school teachers.
3. In just those 15 countries, a one-point rise in the percentage of GDP spent on the public sector wage bill would allow for the recruitment of 8 million new teachers.

ActionAid Ireland, the TUI, the ASTI, the INTO and IFUT recommend that:

- Ireland has had a welcome and progressive focus on education globally as the catalyst to delivering the SDGs. Ireland must ensure that this policy is not undermined by the role of the IMF. In their engagement with the IMF, The Department of Finance and Irish Aid should focus on policy coherence in relation to our development policy and engagement with the International Finance institutions, questioning in particular the logic and rationale behind promoting austerity policies.
- Ireland ought to carry out a gender and human rights impact assessment on austerity policies in the countries that we support through development aid.
- Ireland should make a commitment to the goals of the UN's 2022 Transforming Education Summit and support the actions for Track 5 on the Financing of Education.
- Ireland should continue to champion education in its aid budget.



TUI PRESIDENT LIZ FARRELL PICTURED WITH BÉIBHINN BYRNE, THE RECIPIENT OF THE BERNIE RUANE MEDAL FOR ACADEMIC ACHIEVEMENT DURING HER RECENT CONFERRAL AT MARY IMMACULATE COLLEGE (MIC). IT WAS AN HONOUR FOR THE UNION TO BE REPRESENTED AT THE EVENT AND HUGE CONGRATULATIONS ARE EXTENDED TO BÉIBHINN WHO HAILS FROM TINAHELY, CO WICKLOW.

# Standardisation of the School Year in respect of Primary & Post-Primary Schools for the years 2023/24, 2024/25 and 2025/26

Circular letter 72/2022 sets out the agreement that has been reached between the parties to the Teachers' Conciliation Council in relation to the standardisation of the breaks at Christmas, Easter and mid-term in the first and second terms for the school years 2023/24, 2024/25 and 2025/26.

The following is a summary of the agreed arrangements in respect of the standardisation of the breaks at Christmas, Easter and mid-term in the first and second terms for the upcoming school years.

See circular letter 72/2022 for full details.



## SCHOOL YEAR 2023/24

### OCTOBER 2023 MID-TERM BREAK

All schools will close from Monday 30th October 2023 to Friday 3rd November 2023 inclusive.

### CHRISTMAS 2023

All schools will close on Friday 22nd December 2023, which will be the final day of the school term.

All schools will re-open on Monday 8th January 2024.

### FEBRUARY 2024 MID-TERM BREAK

Post-primary schools will close from Monday 12th February 2024 to Friday 16th February 2024 inclusive.

### EASTER 2024

All schools will close on Friday 22nd March 2024, which will be the final day of the school term. All schools will re-open on Monday 8th April 2024.

## SCHOOL YEAR 2024/25

### OCTOBER 2024 MID-TERM BREAK

All schools will close from Monday 28th October 2024 to 1st November 2024 inclusive.

### CHRISTMAS 2024

All schools will close on Friday 20th December 2024, which will be the final day of the school term. All schools will re-open on Monday 6th January 2025.

### FEBRUARY 2025 MID-TERM BREAK

Post-primary schools will close from Monday 17th February 2025 to Friday 21st February 2025 inclusive.

### EASTER 2025

All schools will close on Friday 11th April 2025 which will be the final day of the school term. All schools will re-open on Monday 28th April 2025.

## SCHOOL YEAR 2025/26

### OCTOBER 2025 MID-TERM BREAK

All schools will close from Monday 27th October 2025 to Friday 31st October 2025 inclusive.

### CHRISTMAS 2025

All schools will close on Friday 19th December 2025, which will be the final day of the school term. All schools will re-open on Monday 5th January 2026.

### FEBRUARY 2026 MID-TERM BREAK

Post-primary schools will close from Monday 16th February 2026 to Friday 20th February 2026 inclusive.

### EASTER 2026

All schools will close on Friday 27th March 2026, which will be the final day of the school term. All schools will re-open on Monday 13th April 2026.



## TUI in the media

The release of the latest PDA survey findings in relation to the teacher recruitment and retention crisis received widespread coverage on **26th October**. **TUI President Liz Farrell** outlined the measures required to tackle the crisis on **Newstalk's Breakfast** programme while **General Secretary Michael Gillespie** discussed the findings on **RTE's Morning Ireland**. **Liz Farrell** was also interviewed on the same issues on **Today FM's Last Word**.

On the day that the Junior Cycle results issued on **23rd November**, **Liz Farrell** highlighted the clear link between the teacher recruitment and retention crisis and the difficulties experienced by the State Examinations Commission (SEC) in securing examiners on **RTE's Drivetime**.

On **6th December**, TUI reacted strongly to suggestions from Government sources that the career break scheme for teachers might be suspended in an attempt to tackle teacher shortages. On **RTE's Drivetime** programme and later on the **RTE Nine**



**News**, **Michael Gillespie** made clear that any such impositions would worsen the teacher recruitment and retention crisis. Similar points were made on **Today FM's The Last Word** programme the following day, while **TUI President Liz Farrell** discussed the teacher recruitment and retention crisis on **RTE's Six and Nine news bulletins**.

A joint statement with the **Irish Secondary Students' Union (ISSU)** on **19th January** expressing serious concern over plans for students to sit Leaving Certificate examination papers at the end of fifth year was widely covered.

## Annual Congress 2023

**Tuesday 11th to Thursday 13th April 2023**

TUI's Annual Congress 2023 will take place in Cork City at the Clayton Silver Springs Hotel.

Keep an eye on the TUI website for the most up-to-date information

# #TUI23



# Families encouraged to access the National Childcare Scheme as minimum universal subsidy increases

*The Department of Children, Equality, Disability, Integration and Youth (DCEDIY) is encouraging parents to avail of supports available to them under the National Childcare Scheme (NCS), particularly as the minimum rate for subsidies increased in January 2023.*

*From 2nd January 2023, families accessing Tusla registered early learning and childcare will receive a minimum hourly NCS subsidy of €1.40. This is an increase of €0.90 from the current minimum hourly rate.*

The increase, which was announced by Minister Roderic O’Gorman as part of Budget 2023 measures, will mean that any family who is not already on the highest level of subsidy will see an increase to their NCS award. This includes families on both the Universal and Income Assessed applications.

The new rate will automatically be updated for families with existing awards, where applicable, and they will be notified when this happens. These families do not need to take any steps to avail of the new rate.

Families who do not have an existing award from the NCS are encouraged to submit an application to begin receiving financial support with their early learning and childcare costs.

## HOW TO APPLY:

There are two types of NCS subsidies



available for children aged between 24 weeks and 15 years of age:

- A **Universal Subsidy**, which is not means tested and currently provides €0.50 cent per hour towards the cost of a registered early learning and childcare place for a maximum of 45 hours per week. From 2 January 2023, this rate will increase to €1.40.
- An **Income Assessed Subsidy**, which is means tested and will be calculated based on the applicant’s individual circumstances.

Parents may apply online for the NCS using their MyGovID at [ncs.gov.ie](https://ncs.gov.ie). Alternatively, parents may contact the NCS Parent Support Centre on 01 906 8530 to make a paper application.

Once an application has been approved, parents will receive a unique code called a ‘CHICK’. This is all parents need to bring to their chosen Tusla registered early learning and childcare provider to unlock their subsidy.

The provider will upload the CHICK to the system along with information about how many hours the parents need. Parents will then receive an email or letter, depending on how they applied, to confirm the details their provider has

registered. Once confirmed, the subsidy will be paid directly to the provider. The provider will subtract the awarded subsidy from their published fee so that parents can enjoy lower early learning and childcare costs.

At present only Tusla-registered childminders are able to offer the NCS. Currently, the legislation prevents most childminders from registering with Tusla. Work is underway through the National Action Plan for Childminding, to extend regulation to all paid non relative childminders, which will open the NCS to a much wider cohort of childminders.

For more information on eligibility and subsidies available, parents can visit [ncs.gov.ie](https://ncs.gov.ie).

Queries related to the Scheme may be directed as follows:

- Early learning and childcare providers should be directed to the Early Years Provider Centre by contacting [eypc@pobal.ie](mailto:eypc@pobal.ie), or calling 01 511 7222, Monday to Friday 9am to 5pm (10am to 5pm on Wednesday).
- Parents should be advised to contact the Parent Support Centre on 01 906 8530, Monday to Friday 9am-5pm.



# RMA News

As I write this at the beginning of January 2023, I would like to begin by wishing all our RMA members and their families a very happy new year.

The major issue of concern to the RMA over the past year has been the dismal failure by our former VEC/ETB employers to implement Building Momentum in a timely fashion. At time of writing, former VEC/ETB retirees are still awaiting payment of increases due to them. The treatment of these members has been deplorable. Their previous payments have been continually in 'migration', from Co. Councils to PMG to PSSE to NSSO to ESBS.

The extension to Building Momentum was accepted in autumn 2022 and as a result will see the following pay increases:

- 3% backdated to 2nd February 2022
- 2% from 1st March 2023
- 1.5% from 1st October 2023.
- Additionally, a 1% increase was payable from 1st October 2022 under the original Building Momentum Agreement.

All these increases will be passed on to retired teachers as the link between retired persons and their serving officer within the public service has been maintained until the end of 2023.

The link between pay and pension is only guaranteed until the end of 2023. Any change to this link will impact negatively on the future value of public service pensions. To effectively defend and promote our interests we need as many retired colleagues in our membership as possible.



RMA MEMBERS AT JERPOINT ABBEY, OCTOBER 2022

## RMA AGM and Spring Break – save the dates!

The AGM of the RMA will be held on Tuesday 9th May in the Shamrock Lodge Hotel, Athlone. This year the Spring Break will be combined with the AGM, but will not interfere with it.

The **AGM** will follow the usual format: Registration 10.30am - 11.30am, followed by the AGM, with a light lunch available at your own expense. The event will finish at 4.30pm and dinner will follow at 7.00pm. Branches are reminded that motions for the AGM and Amendments to the RMA constitution must be with the RMA secretary rmasec@tuimail.ie before 1st March 2023

The **Spring Break** arrangements are:

€85 pps, €105 Single per night DBB. Tours will be organised, probably including Athlone Castle and Museum, Clonmacnoise, a Shannon Cruise - possibly on a Viking boat – and a distillery visit (Kilbeggan or Tullamore Dew).

The Shamrock Lodge is not a 'big' hotel – just 40 rooms and some apartments

which will be available to us. The apartments have two twin/double bedrooms, two bathrooms and a sitting room. They have convenient parking and a covered walkway to the hotel, and occupants will have their breakfast in the hotel with everyone else.

The hotel asks that participants book with them at least 8 weeks before the event - ie. by March 14th. This is important as it is a longer lead in than usual, but understandable given that rooms may be in short supply. The hotel will only allow a maximum of 20 single rooms at the €105 nightly rate. The normal single DBB rate is €120.00 per night.

## Budget 2023

In Budget 2023 changes were made to free fuel allowance for over 70s which will be of benefit to some of our members, and also changes to tax credits which members should check to make sure they are on the correct tax rates etc.

**Dan Keane,**  
RMA Secretary

# RETIRING SOON?

## FREEDOM FROM WORK DOES NOT MEAN FREEDOM FROM THE COST OF LIVING

*Join the TUI Retired Members' Association and be involved in promoting your interests in retirement*

**YOUR FIRST YEAR'S MEMBERSHIP IS FREE**

Joining is simple

Visit the RMA TUI Website: [www.rmatui.ie](http://www.rmatui.ie)  
and fill in the online application form

**DO NOT LEAVE IT TO OTHERS**  
If we don't care who will?





Sponsored by

**cornmarket**  
group financial services ltd

# Crossword

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

**Congratulations to:**  
**Vol 45 No 3 winner**  
**Catherine Phelan**  
**Scoil Aireagail**  
**Co Kilkenny**

Only one entry per member.  
Photocopies can be submitted.

Name \_\_\_\_\_

Workplace \_\_\_\_\_

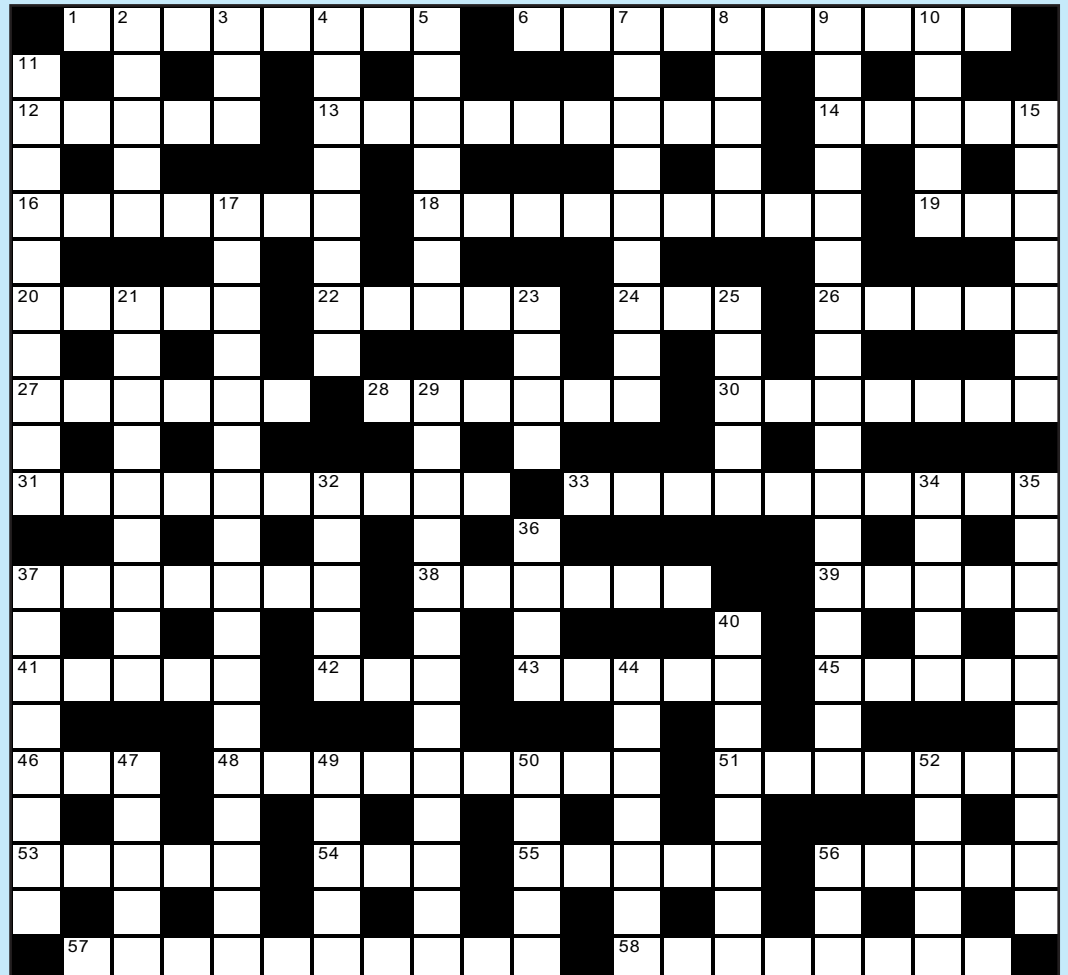
Address \_\_\_\_\_

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

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

Send entries to  
TUI Crossword February 2023,  
TUI, 73 Orwell Rd, Rathgar,  
Dublin 6, D06 YP89.

Closing date for entries:  
Friday, 17th March, 2023.



## ACROSS

- 1 A murderer (especially one who kills a prominent political figure) who kills by a surprise attack (8)
- 6 Making Greek in form or character. (10)
- 12 Aquatic or terrestrial annelid worm with suckers at both ends (5)
- 13 An antibody that can neutralize a specific toxin (9)
- 14 Small sponge cakes, usually soaked in rum-flavoured syrup (5)
- 16 An ----- and a Gentleman - 1982 romantic drama film starring Richard Gere (7)
- 18 A broadaxe formerly used as a weapon of war (6-3)
- 19 A room or establishment where alcoholic drinks are served over a counter (3)
- 20 Take away the weapons from; render harmless (5)
- 22 A split or indentation in something (5)
- 24 An overwhelming feeling of wonder or admiration (3)
- 26 Lubricated, coated, or impregnated with oil. (5)
- 27 Move (people) forcibly from their homeland into a new and foreign environment (6)
- 28 Turn into bone or bony tissue. (6)
- 30 Hold spellbound (7)
- 31 Not of prime or central importance (10)
- 33 Blame it on the -----, 1999 hit from B\*Witched (10)
- 37 A sheet with a border that hangs down to cover the top and sides of the base of a bed (7)
- 38 Small fragments of bread, cake, or biscuit. (6)
- 39 California Holly (5)
- 41 A group of female animals of the same species that are the mates of a single male (5)

- 42 Any of numerous evergreen trees or shrubs having red cup-shaped berries and flattened needle-like leaves (3)
- 43 --- -- Be Square, 1986 hit for Huey Lewis and the News (3,2)
- 45 Circumference (5)
- 46 Mother (3)
- 48 Quoth the raven (9)
- 51 Become or cause to become undone by separating the fibres or threads of (7)
- 53 Book of the ----- Women, 2009 novel by Marlon James (5)
- 54 A field covered with grass or herbage and suitable for grazing by livestock (3)
- 55 Dull on account of overuse (5)
- 56 Frequently, many times (5)
- 57 Without colour (10)
- 58 Twist together or entwine into a confusing mass (8)

## DOWN

- 2 A support that consists of a horizontal surface for holding objects (5)
- 3 Wood hurleys are made from (3)
- 4 The emblem of Greek football team Panathinaikos (8)
- 5 Widely known and esteemed (7)
- 7 Someone who acts as assistant (9)
- 8 A Latin American dance of 3 steps and a kick by people in single file (5)
- 9 Any of many extinct cats of the Old and New Worlds having long swordlike upper canine teeth; from the Oligocene through the Pleistocene (5-7,5)
- 10 A governor in India during the Mogul empire (5)

- 11 Cumulus clouds at an intermediate altitude of 2 or 3 miles (10)
- 15 Layered pastry with a filling that is usually sweet (7)
- 17 An integer that is a common multiple of the denominators of two or more fractions (6,11)
- 21 Related to the ear or hearing (9)
- 23 Three performers or singers who perform together (4)
- 25 Something that happens at a given place and time (5)
- 29 A document authorizing law enforcement officials to search for objects or people (6,7)
- 32 Demanding or needing attention, affection, or reassurance to an excessive degree (5)
- 34 Head of a town, borough, or county council, elected by council members and generally having purely ceremonial duties. (5)
- 35 Marked by blithe unconcern (10)
- 36 Verdant (4)
- 37 Showing strong feeling; forceful, passionate, or intense. (8)
- 40 Writing that provides information (especially information of an official nature) (8)
- 44 A previous statement or proposition from which another is inferred or follows as a conclusion (7)
- 47 The power of apparently influencing events by using mysterious or supernatural forces. (5)
- 49 A membrane or membranous part resembling a veil or curtain, such as a soft palate (5)
- 50 Of or relating to or resembling the eye (5)
- 52 Absolutely necessary (5)
- 56 Something that belongs to the person or thing mentioned. (3)