

# news

VOL.36 / NO.6

May 2014



# Annual Congress 2014

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# Have you activated your TUI membership card yet?



**This new initiative is part of a larger TUI project to:**

- **Enhance the union's communication with members**
- **Allow members to update their personal details**
- **Provide members with access to union documents and relevant information**

*See p.36 for full details.*



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**Printed by:**  
Typecraft Ltd.



TUI PRESIDENT, GERARD CRAUGHWELL

Colleagues, in this - my last editorial as your President - I want to thank you, the members, for allowing me the privilege of being your President. I want to thank all of those branch officers who welcomed me to their meetings and supported me; the school and college representatives who welcomed me to their workplaces, and the many teachers who corresponded with me to offer their support and keep me on the right track.

Over the last two years, we have faced attacks from all sides. We continue to face these attacks. In our recent ballot, we have held the line on the proposed changes to the Junior Certificate. I am deeply grateful to our second level members who, in the most democratic process, made clear TUI's opposition to the changes in assessment proposed by the Minister for Education and Skills. However, this matter is far from concluded. The Minister is determined to push ahead with plans to implement his changes from September, and we must continue to work with our sister union, the ASTI, in order to ensure that any new Junior Certificate is educationally sound and acceptable.

Many commitments were made by the Department of Education and Skills during the negotiations on Haddington Road. TUI must ensure that all commitments are delivered on fully. In recent weeks, the review of the 33 "Croke Park hours" took place. TUI has obtained agreement that the 33 hours

cannot be a "one size fits all" matter and, as a result, there will be a better alignment of the usage of these hours to the needs of the differing sectors. Agreement has been reached in respect of post-primary schools on the usage of five of the 33 hours for "planning and development work" other than on a whole school basis.

Activities must be agreed between individual teachers/groups of teachers and management. Use of these hours, and the remaining 28 hours, cannot cut into tuition time. Discussions on the usage of these hours in the further education sector and in prison education units is ongoing.

With respect to further education, the announcement of the Minister for Education and Skills that 52-week provision should be established has focused keen attention on the sector. Couple this announcement with the publication of the SOLAS Further Education and Training Strategy, and there are clearly challenges coming down the line. For example, the funding model for programmes is to change to an outputs-based model. The strategy raises the possibility of an increase in the use of outsourcing on a strategic basis, whatever that means in practice. The strategy raises concerns regarding the skills and qualifications of teachers employed in the sector with respect to the needs of industry. One of the key objectives outlined at the launch of this strategy focuses on "consistency, quality assurance and formal accreditation". SOLAS is on record as saying that "poorly-performing programmes" will no longer be financed. Another concern the report gives rise to, is the attitude towards courses of long standing in many FE colleges insofar as the report states that continuing to offer more or less the same course profile from one year to the next is not appropriate. Over the coming months, it will be vital that the TUI puts in place its own strategies to deal with the opportunities and challenges ahead. I will ensure that a significant consultative process with

branches is established in that regard.

With respect to the Institute of Technology (IoT) sector, we have been offered no convincing rationale for the establishment of technological universities. Moreover, a significant number of our members have expressed a preference for stand-alone IoTs. TUI must ensure that any merging of the IoT sector into clusters or technological universities is not being driven as a cost-saving exercise or an opportunity to dismantle lecturers' conditions of service. TUI must ensure that IoTs continue to provide programmes at Levels 6 to 10, including a high-quality apprenticeship provision. The challenges ahead for the IoT sector are many. We must work assiduously to ensure the best possible outcomes for our members.

The most pressing and immediate task for TUI is to work to bring about an equalisation of teachers' salary scales. TUI is working to ensure that teachers are treated similarly. As regards the proliferation of split jobs, I am calling on our principal teacher members and Heads of School to ensure that as far as possible teachers and lecturers are appointed to permanent wholetime positions and that those currently in part-time positions have their hours increased. As a part of the Haddington Road Agreement, TUI secured a process aimed at addressing the crisis of casualisation. I look forward to a successful completion of this work.

Finally, colleagues, it has been an honour to have served you over the last two years. I look forward to witnessing the successful completion of the work already started to restore our pay and conditions of work.

A handwritten signature in black ink that reads "Gerard P. Craughwell". The signature is written in a cursive, flowing style.

*‘It seems to me increasingly illogical, often absurd and certainly wasteful to have two unions at second level.’*

***In his keynote address to over 400 delegates at Annual Congress in Kilkenny, TUI General Secretary John MacGabhann tackled a range of issues relating to education and industrial relations including the Haddington Road Agreement and the continuing effects of cutbacks. He also stated it is time to for TUI and ASTI to seriously consider merging.***

### **Haddington Road Agreement – the lesser of two evils**

The Haddington Road Agreement is highly unpalatable and was accepted by our members only with justifiable resentment at the constrained nature of the choice they faced. It was a case of the lesser of two evils.

With deep misgiving and understandable suspicion, our members decided to trust that Government will honour its pledge this time round and will restore the pay cuts according to the schedule set out in the agreement. Woe betide Government if it again reneges. Trust will then be beyond recall.

### **Casualties of FEMPI**

It is becoming a default for Government to bypass tried and trusted industrial relations mechanisms and to undermine real collective bargaining. This may well garner bouquets from free-marketeers

and wannabe neo-liberals, but it significantly damages real democracy as expressed by collective bargaining.

A further casualty is social justice, in that Government chose, on a discriminatory basis, to single out public servants for steep cuts while those primarily responsible for the crisis are largely unaffected.

In responding to the economic crisis, Government has refused to use fair, progressive taxation - the clearest possible articulation of social solidarity. It may be simple but it is not simple-minded to say that those who earn most should pay most.

### **Public trust in the education system**

The unwarranted demonisation of public servants, including teachers and lecturers, is not unrelated to the unseemly public scratching of the persistent privatisation itch. Notwithstanding clear evidence of public trust in the Irish education system, there are those who would dismantle and privatise swathes of it. The extremely high levels of public trust were referred to in recent months by the Chief Inspector and the OECD, no less. This trust remains in spite of palpable damage inflicted by a slew of cutbacks. This trust is a resource, a valuable national resource, which should not be lightly cast aside. It is incumbent on us, as public servants, to deserve and to retain that trust.

### **System capacity - increased bureaucratisation**

It is incumbent upon the Minister and Government to support the workings of what the Minister himself has described as the daily “miracle” of our high-quality public education system. This means, among other things, that schools and colleges must be relieved of the intolerable, intrusive and frequently unnecessary administrative burden that has accumulated.

### **Unrealistic expectations and challenging behaviours**

They must also be relieved of the frankly nonsensical expectation that schools and higher education institutes can put right all the wrongs of society. It is also dishonest to maintain a pretence that some of the very serious problems evident in society at large are somehow neutralised in the school or college context. A young man or woman who is volatile or violent in the home or on the street typically brings that volatility and those violent tendencies into a school setting and can, in some circumstances, represent a real threat to fellow students and to staff. Because process has become so bureaucratised, it is increasingly evident to our members that school management is, too often, taking the line of least resistance when difficulty arises in terms of student behaviour and, as a consequence, is not addressing the problem effectively. We want fair process but we want fair process that is effective.

## TUI and ASTI

It seems to me increasingly illogical, often absurd and certainly wasteful to have two unions at second level. The TUI and the ASTI have different origins and proud traditions. At one time a merger of the two would have been impractical and unnecessary. That time, I believe, is past. The evolution and democratisation of Irish society, the massification of public education, the panoply of underpinning legislation enacted in recent decades that applies equally to all, the confluence and merging of what were once discrete curricular strands, the presence of both unions in comprehensive schools, community schools, gaelcholáistí, dedicated community colleges and schools under the patronage of Education Together - all of these argue against what is, at this point, an artificial divide. What's more, we face common challenges, common threats and we can seize common opportunities. We will, more effectively, see off those threats, meet those challenges and seize those opportunities if we act as one.

I am also certain that our members at third level, our members in non-mainstream and atypical settings, our members in adult and further education, would be better served were there a merger of the unions.

## The effect of cuts

We are not helped in our campaign to maintain quality by cuts in Government investment in education. Although Budget 2014 was, relatively speaking, less damaging to education than the preceding four Budgets, nonetheless, in the region of €45 million was taken out of the education system. However, the Budget is not the only mechanism utilised to reduce public investment in education.

The pernicious influence of the Employment Control Framework is



GENERAL SECRETARY JOHN MACGABHANN ADDRESSES CONGRESS

operating, year on year, in third level colleges. In addition, budgetary curtailments are effected by decisions of the HEA, including, now, a withholding tax, essentially, by dint of which a significant proportion of a much reduced funding allocation depends upon meeting targets, some of them inimical to the core-purpose of the institutes.

The provision in Budget 2013 for a cut in the pupil teacher ratio at Further Education/PLC, took effect from September last and has resulted in course curtailment and the loss of hours and jobs by teachers on fixed-term contracts.

Similarly, the working through of the cut in ex-quota guidance counselling provision is now having a significant negative impact on the capacity of schools to deal, in particular, with critical incidents.

Cuts also create the climate in which the demand for privatisation flourishes and those who impose the cuts know that.

## Third level

We, in TUI, are committed to the continued provision of high quality public sector higher education on a regional, geographically equitable basis.

To the presidents of the Institutes of Technology, to the HEA, to the Minister we say that we will talk to you, we will

explore with you ways and means of improving the range and the quality of the public education service in the Institute of Technology sector. We have not said no to Technological Universities, but we are not convinced by the model as described to date. If you want us as partners - and if you wish to make progress in this project, you need us as partners - you will have to talk to us, provide the resources that will enable us to be properly engaged and show appropriate respect for the academic staff that are at the very heart of any higher education institution.

## The economy and pay

As well as defending our public education system we must also be assertive about the value of the public servants, including teachers and lecturers, whose excellence and ethic animate it.

At present, there is mixed opinion as to whether our economy is in the early stages of a sustainable recovery.

At an appropriate time and not too far from now, we in TUI and our colleagues in other unions will have to reinstate the practice of making pay claims. When we do so we must be faithful to our pledge to our new entrants to prioritise the reintegration of the teaching and lecturing scales so that all are on the pre-2011 scale.

*‘Our students do not deserve the level of compromise that endless austerity has created.’*

## Key points of TUI President Gerard Craughwell’s response to Minister Ruairi Quinn’s speech at the union’s Annual Congress in Kilkenny.

### Croke Park Hours

As you are aware, discussions have commenced on the usage of the “Croke Park” hours. Minister, setting aside the insult to the professionalism of teachers in these detention hours, I ask that you instruct your officials to ensure that the hours are put to more productive use. Do this in ways that are more respectful of teachers. It is ridiculous that the personal professional development of teachers, undertaken by teachers outside school time, is not recognised. And why are the many co-curricular and extra-curricular activities undertaken by individual teachers not counted? These hours are demeaning. They belittle teachers and are, in their present form, a box-ticking exercise of little net value to the school community.

There is nowhere to hide on this issue, because it is not an issue of resources: rectifying the punitive conditions which apply to the “33” hours does not cost money. This is about goodwill. It is about respect. It is past time that some modicum of respect was extended to teachers. It is available to you to ease the needless antagonism of teachers by ensuring that these Croke Park hours may be devoted to a broader range of activities undertaken by teachers

- whether on an individual, group or collective basis
- whether within school or outside school (without infringing on teaching time) or
- whether of an hour’s length or less.

These hours must be put to use in locally-determined, flexible, family-friendly and teacher-friendly arrangements. Frankly, this is the very least you should do.

### Institutes of Technology

You have shared with us some of the benefits you perceive in the plan to merge Institutes of Technology (IoTs) and develop Technological Universities. We are not convinced. To date, we have been offered no convincing rationale for the proposal, and a significant percentage of our members want to continue working in stand-alone IoTs. That’s a reasonable position, because, of all the sectors in which we organise, we can fairly say that the IoT sector is not broken. And you know what the old saying is: “If it’s not broken, don’t fix it”. If the merging of IoTs is not intended as another cost-saving exercise and an opportunity to dismantle lecturers’ conditions of service, then confirm to us, formally, that provision at Levels 6 to 10 will be retained; that student pathways will not be narrowed; that the focus on quality and shared services is not driven by the ongoing rationalisation and austerity craze; and that our members’ conditions of service will be safeguarded. Confirm to us that no effort will be made to meddle with or dismantle lecturers’ conditions of service.

The IoT sector is distinguished by the gold-standard excellence of its education provision, devised, as it is, by innovative and committed members of this Union. Your Government is running a real risk of killing the goose that laid the golden egg.

Our lecturers are being pushed to breaking point as a result of Government policies. Class sizes are close to overcrowding, class contact time for lecturers has increased to unworkable levels and resources are being stretched beyond capacity. Minister, as a matter of urgency, you must cut lecturing hours if we are to continue to deliver the standard of education we are famous for. You must also, as a matter of urgency, resource our IoTs better. Regardless of future developments in respect of merging, clustering or fully-fledged amalgamation, you must act on these issues now.

### SOLAS

Last year, I asked you, in particular, to appoint a member of the TUI to the board of SOLAS. You continue to ignore that request. Surely, you know that teachers in the PLC/FE sector are the drivers of the sector, innovating and delivering education and training programmes since the 1980s, despite the absence of formal recognition. I am deeply disappointed that you have excluded the workforce when it came to appointments to the board of SOLAS. There were so many good people available to you who could have made a great contribution to this board but you chose the managers and the employer representatives instead. Did you once look to those you appointed and ask what contribution they have made to the innovation that built the further education and sector? You are losing a great opportunity. There is an urgent need for a change of mind-set in this country.

Decision-makers at all levels must recognise their workforce as equals who have valuable contributions to make, not as useless tools of production.

### Young teachers' salaries

Speaking of the better times ahead, there is one wrong you can right for teachers – right now. You can equalise teachers' salary scales. Respect your young and new teachers, Minister. Abolish the new entrants' rates immediately.

### Casualisation

And, on the matter of new entrants – and not-so-new, new entrants – there is much you have to do. You are presiding over an education system that obliges its newly-appointed teachers and lecturers to suffer the indignity and poverty of years of part-time teaching. These are the most vulnerable teachers. Principals know that newly-appointed teachers have no choice other than to accept whatever scraps of work schools offer, in whatever conditions.

It is a blight on teaching and lecturing in Ireland that almost a third of all teachers and lecturers are employed on piecemeal and part-time hours. Minister, the requirement to redress this is the most urgent task you face. We ask you to ensure the creation for the forthcoming academic session of permanent whole-time teaching and lecturing jobs. You may wish that your legacy to education would be defined differently, but we believe that ending the cancer of part-time teaching and lecturing would be a noble and righteous legacy to leave. Minister, this is an emergency. We ask you to act on it with the urgency and moral conviction that it requires.

### Junior Cycle

On the matter of Junior Cycle reform, I regret that I have to say that we are not amused by your gentle chiding and disparaging of us, by metaphors of boats embarking and so on. By noting to us that all the other education partners are engaging actively. By telling us it is time to lead on the issue. We determine our views and our policies, not you. Do you actually think you are winning friends and influencing people in your discourse and approach? That you are getting us on board? Excuse the pun. We haven't purchased any tickets for your trip, Minister.



PRESIDENT GERARD P CRAUGHWELL ADDRESSES CONGRESS

Why have you allowed this project to proceed, as far as it has, without proper engagement with the professional teachers you need to make it work? Do you seriously believe your plan can be implemented without our consent? Are you foolish enough to believe that we are so eroded by your treatment of us that we have lost the capacity to fight back? Minister, not only are we not eroded, we are not even denuded! On this issue, attitudes are not being weathered, they are hardening. Our position is rock solid. Attitudes are hardening, and there's an increasing polarisation of our positions.

Minister, to take the proposals given to you by the NCCA and discard some significant parts of those proposals without open debate or consultation with some of the key stakeholders has left teachers, as professionals, lacking belief and faith in your proposals. You must know by now that teachers see your proposals as flawed and will not co-operate with them.

It is with the greatest of respect that I invite us all to commit to a new discussion. If this matter is to be resolved without tears, I wish that we all commit to respectful and inclusive consultation and negotiation on your proposals.

### Health and safety

Minister, I have to turn to the effects cuts are having on our schools. The increases in the pupil-teacher ratio over the last number of years have had devastating effects at second level and in further education. Key posts such as year head

and the provision of ex-quota guidance have been lost. Special education needs allocations have been decimated. Now, some of our schools are frightening places. Some of our teachers, quite frankly, wake up in dread of their working day as teachers. Some of our teachers start their working day wondering if they will be the next unwitting and undeserving victim of threatening and violent pupil behaviour. I wish to serve notice to school employers. The TUI has adopted a zero tolerance policy on your almost total tolerance of intolerable pupil behaviour. We have adopted a policy of zero tolerance on your absolute neglect of your obligation, under health and safety legislation, to provide safe systems of work for teachers, your employees. We are coming for your risk assessments of challenging pupil behaviour. We are coming for your safety statements. Have them ready, please. Notice has been served!

### The straw and the camel's back

Schools are creaking. While some of the cracks have been painted over, through the voluntary and unrecognised efforts of our members, this cannot, and will not last. It cannot because it is unsustainable. The education system is a camel. Its back is sore. Just one more straw will break the camel's back, Minister. You must realise that my members can't keep carrying the can. We cannot continue to do more with less. You are not giving us enough to provide the basics. Above all else, our students do not deserve the level of compromise that endless austerity has created.

# Meet your new head office staff

*A number of staffing changes have taken place at TUI head office in recent months.*



ROISÍN FARRELLY

**Roisín Farrelly** was appointed Development Officer with the union in November 2013. Roisín previously held the position of Press and Information Officer with TUI for one year, covering a career break. Prior to her appointment in the union, Roisín was a journalist with Industrial Relations News. She is an experienced researcher and writer, having worked on research and consultancy projects in the area of industrial relations and with trade unions.

She was also a senior member of the Irish National Centre for the European Foundation for the Improvement of Living and Working Conditions, and has lectured on industrial relations and human resource management at Trinity College Dublin (TCD).

Roisín holds a BA in business and sociology, and an MLitt in industrial relations from TCD; where she was an Industrial Relations Research Trust Scholar, conducting research focusing on trade union structures and organising. She has also completed a Post-Graduate Diploma in Conflict and Dispute Resolution.



DAVID DUFFY

**David Duffy** was appointed Education & Research Officer with the union in April 2014. Originally from Dublin, David completed a B.Comm. and H.Dip in UCD. Whilst teaching he completed a BA in UCD and then an M.Ed. in Maynooth.

He has been involved in the Business Studies Teachers' Association of Ireland and the Network of School Planners Ireland. From 1995 to 2007 he taught Business Studies and Maths in St. MacDara's Community College in Templeogue. He was a staff rep on the Board of Management and was involved in a wide range of extracurricular activities.

He then took up a three year secondment to local development with CPLN Area Partnership (now South Dublin County Partnership) where he worked on a range of education and youth issues and where he was also involved in policy development and the commissioning, analysis and dissemination of research on a range of issues.

From 2010 until April of this year he taught Business Studies in Adamstown Community College and was also a year head and the LCA co-ordinator. He was one of the staff representatives on the Board of Management and was involved in a scholarship programme for talented students and a programme to support parents in helping their children with their maths homework.



MUIREANN O' TOOLE

**Muireann O' Toole** was appointed Workplace Organiser in November 2013. Originally from Swinford in Mayo, Muireann studied Arts in UCD and holds a H.Dip from NUIG and also a MSc in Technology in Education from Trinity College. She worked for two years as an IT trainer with the Local Government Computer Services Board (LGCSB) and subsequently worked for three years with FÁS in Dublin.

For the past six years she was employed by Mayo VEC, where she spent three years teaching in the Senior Traveller Training Centre in Ballina until its closure in 2010 and subsequently in Davitt College and Castlebar College of Further Education.

Muireann held various branch officer positions in the Mayo branch of TUI including Branch Secretary, Vice Chairperson and PRO. In her position as PRO for the Mayo branch Muireann set about improving communication between branch officers and members and also increasing attendance at meetings.

She was involved in a survey of members undertaken by the Co Mayo branch in 2012/2013 school year.



# New Executive Committee members

*With effect from Congress 2014, there are five new Executive Committee members. Sincere thanks are extended to Ciaran O' Donnell, Fergal McCarthy, Mick Glynn, Kevin Farrell and Daithi Sims for their diligence and hard work on behalf of members in their areas over the course of their terms on the Executive Committee.*



KIERAN TUMMON

## Area 13 –

**Community & Comprehensive schools: Dublin, Kildare, Louth, Meath, Wicklow and Cavan**

**Kieran Tummon**  
replaces Mick Glynn



BARRY WILLIAMS

## Area 3 –

**ETBs: Cavan, Monaghan, Louth and Meath**

**Barry Williams**  
replaces Ciaran O' Donnell



MARTIN MARJORAM

## Area 15 –

**College Areas: Dublin (excluding city), Louth, Monaghan, Cavan, Meath, Kildare, Offaly, Laois, Wicklow, Carlow, Kilkenny and Wexford**

**Martin Marjoram**  
replaces Kevin Farrell



DONAL MCELLIGOTT

## Area 9 –

**ETBs: Cork City, Co Cork**

**Donal McElligott**  
replaces Fergal McCarthy



WILLIAM O' HALLORAN

## Area 19 –

**College Areas: Kerry, Limerick, Clare, Mayo and Galway**

**William O' Halloran**  
replaces Daithi Sims

# Junior Cycle – Where are we now?

On March 26th the result of the TUI ballot was released. Members voted overwhelmingly, by 88% to 12%, on a turnout of 62%, in favour of taking industrial action in response to the planned changes to the Junior Cycle. In accordance with the outcome of the ballot, the union notified the relevant employers that industrial action would begin and that the Executive Committee of TUI had issued a directive to the effect that, until further notice, all TUI members, irrespective of grade, in schools and centres - including Junior Cycle Network Schools – are to withdraw co-operation with the introduction or implementation of the Junior Cycle Framework Proposals. The directive – which is binding - requires members of the union

1. Not to attend CPD organised in connection with the Junior Cycle Framework Proposals.
2. Not to attend meetings associated with the Junior Cycle Framework Proposals.
3. Not to attend any planning meeting or participate in any planning activities organised in connection with the Junior Cycle Framework Proposals.
4. Not to engage in any aspect of school-based assessment for the purpose of the Junior Cycle Student Award (JCSA).
5. Not to engage in any development of or delivery of Junior Cycle Framework Short Courses.
6. Not to engage in any event, activity or function related to points 1 to 5 above.

Employers were also advised that the ballot of members provided a mandate for strike action and that activation of this aspect of the mandate would be separately notified at an appropriate time.

More recently, a number of motions passed at TUI Annual Congress 2014 in Kilkenny re-affirmed the union's position. Moreover, the TUI President, Gerard Craughwell, in his response to the Minister's address to Congress, clearly set out members' opinion and resolve on this issue.

Addressing the Oireachtas Committee on Education and Social Protection on the status of the new programme on Wednesday 14th May, Minister Quinn stated his belief in the capacity of teachers to deliver change. We share this belief. Indeed, this capacity has been proven time and time again in the successful implementation of positive and educationally innovative developments such as Transition Year and the Leaving Certificate Applied programme. However, teachers are properly of the view that they have a professional responsibility to consider in the first instance whether proposed changes will enhance the quality of the public education service available to students. The unequivocal outcome of both the TUI and ASTI ballots makes abundantly clear the concern of teachers that significant elements of the new Junior Cycle programme will damage, rather than enhance, quality.

In his update to the Oireachtas Committee, the Minister once again asked teacher unions to submit a written statement of the resources they would see as necessary in implementing the programme. This has become a recurring theme over recent months and is more than a little disingenuous, given that the Minister is seeking that we provide details of the resources needed to implement his conceptualisation of the new programme rather than one that teachers – the expert practitioners - believe would ensure the maintenance of public trust in the quality of public education provision and in the associated assessment processes

conducted under the aegis of the State Examinations Commission.

Teachers have no reason to apologise either for their desire to maintain high standards or their scepticism about the proposals advanced by the Minister. Teachers have a real and deep commitment to and concern for their students; by contrast with some commentators who merely affect concern. It doesn't suit the purpose of such commentators to acknowledge that teachers in the Irish public education system innovate and inspire. In many cases, teachers' creativity patches over resource and infrastructural deficits caused by six years of austerity cutbacks. It is teachers who have managed to ensure that public trust in our education system has been retained through the bleakness of recent years.

It is worth noting that, of OECD countries, Ireland enjoys the highest level of public satisfaction with the education system and schools – 82 per cent, compared to the OECD average of 66 per cent. This trust is the cornerstone of effective public education and must be maintained.

Teachers do not fear change but insist that it must be properly thought through, resourced and managed. Our members do not seek to be inoculated against change and see positives in aspects of the new Junior Cycle programme. The Minister has asked for further engagement to help resolve the impasse. We are willing to talk but we will continue to fight for the maintenance of standards and quality and, to that end, to insist that any new version of the Junior Cycle must be externally assessed and nationally certified. It would represent significant progress if the Minister indicated his willingness to engage on this basis and to provide the resources necessary to meet these requirements.



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## ‘TUI not opposed to concept of Technological Universities but unimpressed by the rationale and model currently on offer’

In his presentation to the Joint Committee on Education and Social Protection on April 16th, TUI General Secretary John McGabhann outlined the union’s various concerns in relation to Technological Universities, warning that where established industrial relations procedures are not followed, the union will respond in an assertive manner.

### Collective Agreement

TUI members voted to accept the Haddington Road Agreement (HRA) in 2013. The agreement provides for both security of employment and continuity of employment. There is a possible tension between provisions of the Head of Bill for Technological Universities (2014) and the HRA. TUI requires and is entitled to expect the protections of the Haddington Road Agreement to prevail for our members for the full duration of the agreement. This is of critical importance in respect of any proposed restructuring of higher education institutions.

### Transfer of Undertakings

TUI is unequivocal in insisting that the terms of collective agreements on remuneration, terms of employment, conditions of service and pensions will continue in cases where a transfer might occur. TUI will also insist that all members are transferred to the new entity. TUI does not accept as valid the provision in the Head of Bill that on ‘establishment day’ of a merged entity or a Technological University, staff could be arbitrarily transferred to other public sector bodies. An attempt to effect such transfers will be opposed, if necessary by means of industrial action.

### Information and Consultation

TUI considers there is an unacceptable absence from the Head of Bill of robust provisions for real and meaningful consultation with trade unions and the provision of full, relevant information prior to any decision to either merge or apply for university designation. TUI has already raised serious concerns with Institutes of Technology that have not



engaged in adequate consultation and have not provided the required information relating to plans to merge with other institutes.

TUI has formally stated that where consultation and information is not fully provided for, the union will utilise all available options to protect the interests of members.

### Regional Provision and Access

TUI is concerned that the Head of Bill, if implemented as it is currently drafted, could lead to a dramatic reduction in regional provision of programmes and a corresponding inequity in respect of access to higher education. TUI considers that the regional provision of multi-level higher education programmes needs to remain the cornerstone of the Institutes and the new Technological Universities, not least for reasons of equity and access. Regional provision has greatly reduced inequality based on income level.

### Academic Freedom/ Casualisation

It is the position of TUI that the minimum target for tenured employment should be set at 95% for academic and research staff. In this regard, TUI is gravely concerned

about the casualisation of the academic workforce which has occurred in recent times, largely by means of employing staff on part-time, temporary, precarious employment contracts, including the odious zero hours and variable hours contracts. Such contracts frequently purport to create ‘teaching only’ positions which is a contradiction in terms and is intrinsically at odds with the concept of collegiality that is central to effective, appropriate and democratic functioning of higher education institutions.

### In conclusion

We are not opposed to the concept of Technological Universities but are unimpressed by the rationale and the model currently on offer. TUI is willing to work towards the development of a more inclusive conceptualisation of Technological Universities. However, TUI expects there will be full consultation, assurances on the maintenance of existing conditions of services, employment conditions and remuneration, including pension rights. TUI expects collective agreements to be fully respected. In cases where the established industrial relations procedures and mechanisms are not followed, the union will respond in an assertive and purposeful manner.

## Survey highlights reservations of lecturers over move towards Technological Universities

**Findings of a snap survey conducted by TUI show that Institute of Technology lecturers remain far from convinced by the move towards Technological University status. The findings were released before Congress and covered in the Irish Times and Irish Examiner.**

Headline findings show that:

- 51% of lecturers polled believe that their Institute should not merge and apply for Technological University status
- 49% of lecturers would rather that their Institute remained standalone
- 40% disagreed that their Institute should develop merger proposals with another Institute (more details at end of statement)

The online survey ran for 7 days (14th - 21st March 2014) and was distributed to members' emails.

The sample population was n=3,500 members in the IoT sector. The response rate was 31.6% (n=1,107). Responses were received from all 14 Institutes of Technology. The respondents comprised 15% senior academics (management grades),

71% lecturers (career grade), 12% assistant lecturers (recruitment grade) and 2% other grades. The results in respect of the three main topics are presented below:

*'The Institute I work in should remain stand-alone.'*

- Questioned on whether their Institute should remain a stand-alone IoT, 48.7% indicated agreement, compared to 32.8% who indicated disagreement; 20.3% indicated neutral.

*'The Institute I work in should enter into discussion with another/other IoT(s) with a view to developing a proposal for a possible merger.'*

- Questioned on whether their Institute should develop merger proposals with another IoT(s) 39.8% indicated disagreement, compared to 39.45% who indicated agreement; 19.8% indicated neutral.

*'The Institute I work in should legally merge with another IoT and apply for Technological University status.'*

- Questioned on whether their Institute should merge and apply for Technological University status, 50.7% indicated disagreement, compared to 29.2% who indicated agreement; 19.8% indicated neutral.

## TUI Higher Education conference, April 2014

As part of the Teachers' Union of Ireland education conference series, a national conference on higher education was held in the Limerick Institute of Technology on April 5th. The conference was entitled *'Higher Education, Concerns and Considerations of the 3 R's; Reform/Restructuring /Reshaping'*. The guest speakers included: Prof. Ulrich Teichler (Germany), Prof. Ken Jones (England) Jens Vraa-Jensen (Netherlands) Dr. Norman Brady (UK), Dr Aidan Seary and Dr Andrew Loxley (Trinity College), Fergal Costello (HEA), Rolle Alho (Finland), Dr Paul Hannigan (IoT), Dr Meaney (DTU), and Prof. Maria Slowey (DCU). Nearly 100 participants attended the event, which was open to members and research students. Participants could register for a Continuous Professional Development certificate in recognition of their attendance.



DR AIDAN SEARY AND DR ANDREW LOXLEY (BOTH TCD) AND JENS VRAA-JENSEN (NETHERLANDS)



JOHN O'SULLIVAN, ÁINE NÍ SHÉ AND SHEREE BORGE (ALL CIT)



PROF ULRICH TEICHLER SPEAKING AT TUI'S HIGHER EDUCATION CONFERENCE

# Dublin hosts second Education International World Women's Conference

400 delegates from all over the world gathered in Dublin from April 7th to April 9th for the second Education International World Women's Conference. The conference theme was 'Women in trade unions and in education: from words to action'. Over the course of three days, representatives of EI's affiliates shared, debated and provided feedback on good union practices that have concretely improved equality for women and men in unions and in education. The conference was co-hosted by the four Irish teacher unions: TUI, ASTI, IFUT and INTO.

In an era of increased attacks on education unions and on public education, and when 100 million young women cannot read a single sentence, EI's role as a trade union, a professional organisation, and an advocate for quality education has never been more important, conference delegates were told. In terms of EI's accomplishments and gender equity in its composition, "we are a role model for other organisations around the world", said EI Founding President Mary Hatwood Futrell in her keynote speech at the conference.

EI Deputy General Secretary Haldis Holst pointed out that "structures alone cannot change anything. It is about the people behind them. You have to empower those people, they have to



TUI VICE PRESIDENT ELECT JOANNE IRWIN, DEPUTY GENERAL SECRETARY ANNETTE DOLAN AND ROSE O' MAHONY AT EI WORLD WOMEN'S CONFERENCE, DUBLIN

believe in their goals and use the structures to achieve them." She urged delegates not just to stand on the shoulders of the women who had gone before them in their organisations but to make young female union members capable of standing on these delegates' shoulders. Monitoring, mentoring, and provision of increased opportunities for female participation across EI's activities and networks was a key outcome to emerge from the conference.

Addressing the conference, EI President Susan Hopgood said: "Quality education is fundamental to the achievement of all other development goals, including

gender equality, health, nutrition, and environmental sustainability." But this will not be achieved "without appropriate investment in teachers' competences through training, continuous professional development, decent working conditions and salaries, and access to social dialogue matched by the appropriate tools and environments needed to facilitate teaching and learning." During her speech Ms Hopgood congratulated TUI Vice-President elect Joanne Irwin on her recent election success and welcomed her as a future leader in the education trade union movement.

## Important notice:

### Retirement grace period extended to the end of June 2015

Following ongoing discussions between the Public Services Committee of ICTU (of which TUI is a member) and the Government, the retirement 'grace period' under the Haddington Road Agreement has been extended to the end of June 2015.

This means that TUI members who retire before the 30th June 2015 are entitled to have their pensions and pension lump sums calculated as if the pay reduction under the Haddington Road Agreement, as well as any incremental pause or freeze, had not been applied to their salary.



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## Full Banking System that is “not for Profit but Service”

TUI Credit Union is entering an exciting new period in its history by offering a Full Banking System to all our members and potentially to all TUI members and their families. We will be able to issue our own unique Debit Card and offer all banking services to members. All going well we propose to have the TUICU Banking System up and running in the new academic year 2014/2015. Further details will be in the September 2014 issue of TUI News.

## TUI Congress 2014 - Kilkenny

The TUI Congress in Kilkenny this year was a great success. Congratulations to the organisers and the delegates. We in TUI Credit Union would like to thank all the delegates who visited our stand and congratulations to John McGarvey from Letterkenny Co. Donegal who was the winner of the iPad in our draw. We extend the warmest welcome to all the new members who joined TUICU during the Congress. We also welcome those who signed up for our confined members draw. We hope all those who enquired about loans are satisfied with the service they received.

### CONFINED MEMBERS DRAW

#### March 2014

- 1st John McGarvey,** Letterkenny, Co Donegal €1,500
- 2nd Emma Heffernan,** Kilcock, Co. Kildare. €1,000
- 3rd Derek Simon,** Leixlip, Co. Kildare. €500

#### April 2014 (Congress in Kilkenny)

- 1st Vivienne Johnston,** Car Crumlin, Dublin 12
- 2nd Fiona Hennessy,** Minane Bridge, Co. Cork €1,500
- 3rd Mary O'Connor,** Crecora, Co. Limerick. €1,000
- 4th Breda Doran,** Terenure, Dublin 6. €500

*It's still not too late to join next month's draw - it only costs €5 per month.*

*Just download the application form from our home page at [www.tuicu.ie](http://www.tuicu.ie) or contact the office for more details.*



TUICU MANAGER PAUL ROCHE PRESENTING JOHN MCGARVEY WITH IPAD AT TUI CONGRESS IN KILKENNY



TUI PRESIDENT GERARD CRAUGHWELL WITH MADELEINE TILLEY DURING HIS VISIT TO THE TUICU STAND AT CONGRESS IN KILKENNY.

## TUI Third Level Conference Limerick

TUICU was delighted to have a stand at the TUI Third Level Conference in Limerick on the 5th April 2014. Again we welcome the new members who joined us during that conference. We also had a steady stream of delegates enquiring about our loans.



DELEGATES TO THE 3RD LEVEL CONFERENCE IN LIMERICK VISITING TUICU STAND.



PRESIDENT OF TUI GERARD CRAUGHWELL WITH FRANK MCGINN AND IVAN O'CALLAGHAN AT TUICU STAND AT LIMERICK 3RD LEVEL CONFERENCE.





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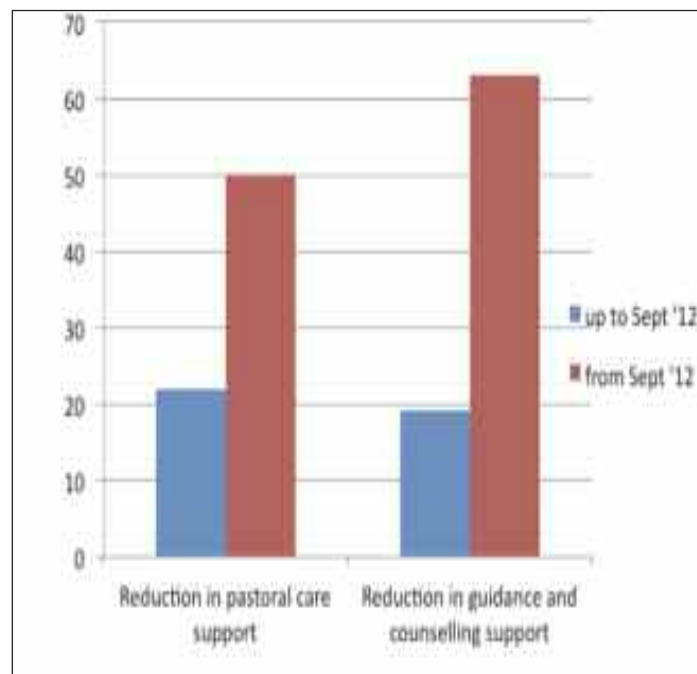
Further details will be in the September 2014 issue of TUI News.

# Surveys make damaging effects of guidance cuts clear

January 2013 brought the publication of two significant policy documents by the Department of Education and Skills and Department of Health, both of which seek to increase the level of support available for young people. *Well-Being in Post-Primary Schools: Guidelines for Mental Health Promotion and Suicide Prevention* is a response to strong evidence of growing incidences of poor mental health and self-harm among young people and an increase in youth suicide. The *Action Plan On Bullying* is also a comprehensive policy document. It lays the foundation for training for parents and boards of managements, the identification and provision of appropriate professional development for teachers, a public awareness campaign, a national anti-bullying website and the review of anti-bullying procedures for primary and post-primary schools.

The publication of these two policy documents can be taken as a demonstration of a laudable and welcome Government commitment to the welfare of students and young people. Such effort would, however, be more impressive and instil greater confidence in teachers and principals if it did not lie alongside contradictory policy decisions; decisions that have seen schools lose teachers, guidance and counselling support and middle management posts on an on-going basis since 2008. Teachers and principals live with the consequences of poorly thought out and disconnected policy decisions each day and it is difficult to imagine how the coherent approach advocated will emerge. They understand the negative impact the education cutbacks have had on the state of 'health' of their school. The critical point is that the reduction in teacher numbers and management posts, and diminished access to the expertise of guidance counsellors restrict how schools can support young people.

A TUI study (2012) gathered extensive data on the impact of the budget cuts on schools and students. In a sample of 88 schools, close to a quarter (22%) reported that the level of pastoral care had been reduced by September 2012 and 19% reported reductions in guidance provision. Following the decision to withdraw provision for ex-quota posts, many more schools reported expected reductions in these critical areas from September 2012 - 63% reported an expected reduction in guidance provision and 50% reported an expected reduction in pastoral care services. Later detail provided by schools confirmed that this drastic reduction in these essential services has become a reality. The allocation of a year head (from the reduced pool of senior posts) to each year group, seen by many as the key to strong pastoral care systems, is now a luxury in many schools. 70% of all respondents in the study (283) ranked the resulting negative impact on support and welfare services to students as high but management felt they had little choice.

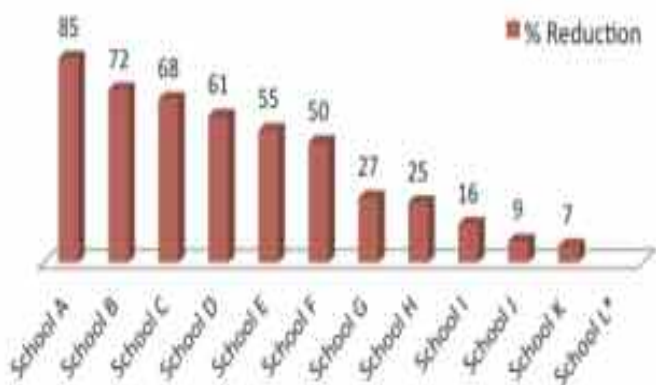


**Percentage schools reporting a reduction in pastoral care and guidance and counselling support (Source: Internal TUI Study, 2012)**

A recent small, localised study across 12 schools on the east coast showed that by September 2013 half of the schools involved had reduced discrete provision for guidance and counselling by over 50% and one third had reduced it by over 60% (the highest reduction was 85%). Just one quarter of the schools surveyed had retained discrete provision for guidance at over 80% of the original allocation. At the time of the study one school indicated it no longer had a guidance counsellor. Feedback also flagged that some guidance provision was now general in nature and delivered by non-specialist teachers or guest speakers.

Additional data and commentary from personnel in these schools showed that within the discrete time allocated to guidance work, many guidance counsellors are now expected to concentrate on delivering guidance to whole class groups. These trends have also been identified by a recent independent national study (LifeCare Psychological Services) in 240 second level schools which found that the amount of time guidance counsellors are spending on timetabled class room activity has increased by 19.8% which can include curriculum guidance, subject teaching, SPHE and other activities.

## Guidance Provision across 12 Schools on the East Coast



\* School L had no guidance counsellor at time of study

Both studies emphasised the provision for one-to-one support sessions as the biggest casualty of the removal of ex-quota guidance posts. The LifeCare Psychological Services study found a 51.4% reduction in the time available for one-to-one student counselling with guidance counsellors struggling to fit this in around timetabled and other commitments. The highly specialised expertise of the guidance counsellor and the 'necessary confidential space' are, therefore, no longer readily available to students who need individualised, high support to deal with personal issues and/or career advice. Individual sessions are by necessity restricted, often reserved for the extreme case that presents after a student has already endured significant personal distress or trauma. Notably, some guidance counsellors are not facilitated in attending their personal supervision sessions, an essential to ensure best practice. In addition, the guidance counsellor can no longer assign time to core planning or co-ordination activities that support other staff with less specialist expertise in working with students.

These trends clearly conflict with the whole-school strategy advocated. Both sets of guidelines/procedures recognise that someone has to have core responsibility and a small number of staff should have lead roles in order that effective responses are planned, co-ordinated and delivered. Critically, there is repeated reference to guidance, counselling, pastoral care services and care teams as core supports in identifying needs, planning, intervening, monitoring and review.

While the procedures and guidelines to address bullying are still under review (at time of writing), the guidelines for mental health promotion and suicide prevention are agreed and clearly articulate a continuum of support with three levels:

- 'Support for All' - universal support for all students
- 'Support for Some' - targeted support for the mild or transient needs of some
- 'Support for a Few' - intensive, individualised support for more complex and/or enduring needs.

It is difficult to see any compatibility between Government guidelines that clearly expect more time and attention to be given to student welfare and the plight of schools in a resource stripped environment with many competing priorities. In such an environment, it is not surprising that schools are expressing considerable concern about the impact on students. Furthermore, it will also cost the state more money in the long term.



Supporting you through your teaching journey

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# ICTU 'Decent Work' Student Film Awards

The 2013-2014 school year saw the launch of the inaugural 'Youth for Decent Work Film Competition', run by the Irish Congress of Trade Unions' Youth Connect programme and developed in collaboration with TUI and ASTI. The competition asked groups of second level students to make a three minute video about the 1913 Lockout and the concept of Decent Work.

The competition was launched as part of the Youth Connect '1913 schools programme' last October and an award ceremony for finalists was held on Thursday, 27th of March in the Savoy Cinema on Dublin's O'Connell Street. A full house of students, teachers and guests watched screenings of the nominated videos in each of the five award categories before the winners were announced.

Well done to all students and teachers – 47 teams in total from second level schools all over the country - who participated in the competition. The standard of creativity and engagement with the Decent Work theme was very impressive.

## THE WINNERS

Colaiste Chiaráin, Croom, Co. Limerick won the 'Best Overall Video' with their film 'Something to Fight For'. Team members Eoin Hayes, Tiernan O'Rourke, Adam Hannan, Bryan Lynch, Christina Enright, and Aoife Lannon will be heading to New York for five days with their teacher Conor Power to learn about the influence of Irish immigrants on American Politics and the American Labour Movement. During their trip the team will make a video journal of their experiences. This trip will be co-hosted by the Irish Embassy and National US Trade Unions based in New York and Washington DC. A similar competition is also being run in schools in New York State and it is intended that the winning teams will host their counterparts in their home country.

The winning teams in the five award categories won a full day workshop in a related field. Pobalscoil Inbhear Scéine, Kenmare won 'Most Original/Creative' and a one-day film making workshop from the

award winning Digital Film School. Maynooth Post Primary won 'Best Interpretation' and a 'Make a movie in a day' workshop from Young Irish Filmmakers. Colaiste Bandon Grammar School won 'Best Screenplay' and a one-day screen writing workshop from Fighting Words. Loreto C.S Milford won 'Best Edit/Animation' and a one-day stop motion animation workshop from Paper Panther Productions. Colaiste Chiaráin, Croom, also won their category 'Best Acting' and a one day acting workshop from the renowned Gaiety School of Acting.

The winning videos can be viewed on the TUI website or on [www.youth-connect.ie](http://www.youth-connect.ie)

For more information on the '1913 schools programme' or the general Youth Connect school programme go to [www.youth-connect.ie](http://www.youth-connect.ie)



WINNERS OF 'BEST ACTING' & 'BEST OVERALL VIDEO' COLÁISTE CHIARÁIN WITH LOUISE LOWE OF ANU PRODUCTIONS AND JOHN DOUGLAS, PRESIDENT OF ICTU

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### PROGRAMME OVERVIEW

The programme is delivered using blended learning; the face-to-face teaching takes place on the campus at Marino Institute of Education (MIE) on Friday evenings and Saturdays. The curriculum includes Foundation Studies, Professional Studies and a Practical Teaching Programme. The Practical Teaching Programme includes two distinct educational placements involving both observation and six weeks of assessed teaching practice.

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**Closing Date for Applications: Friday May 30th 2014**

# Congress Motions 2014

## RESOLUTIONS CARRIED

### Motion Under Rule 22

**Cork Colleges / IT Tallaght / IT Sligo / Limerick IT / Dundalk IT / IADT / Donegal Colleges / AIT / Co. Galway / Co. Mayo / Co. Carlow / Cork City / Dublin City**

We are invoking Rule 22 in light of the Minister's comments at TUI Congress on radio yesterday afternoon regarding summer working in further education & IoTs.

Congress instructs the Executive to protect members' terms and conditions, including the agreed academic calendars, by all means including industrial action up to and including strike action.

### A. Conditions of Service – 2nd Level

#### 10 Co Monaghan

Congress calls on the Executive as a matter of urgency and in line with the Croke Park agreement to allow TUI officials to negotiate for a voluntary transfer scheme for teachers on a national basis where a teacher who wishes to move from one part of the country to another part of the country may do so, without any break in service, without any change to their permanent or CID contract and without any loss of posts of responsibility. It should take place before any compulsory transfers. It would then give teachers similar rights to Civil Servants.



**I Co Laois/Dublin City (x2)**

Congress instructs this Union to be far more proactive in its approach to matters that affect the interests of members. Congress condemns this union's abrogation of its responsibility to its members through its failure to provide clear instructions on the implementation of the additional 33 hours per annum. This failure to communicate effectively has led to a diminution in the standing this union previously enjoyed among its members. Congress instructs the Executive to negotiate with the DES to change the conditions relating to the 33 hours which were introduced under Croke Park I. These changes should allow teachers to have more flexibility in how they would work these hours. The inadequate response of this union to the IVEA guidelines has led to an erosion of confidence in TUI's ability to defend the interests of members.

**II Co Monaghan**

Congress calls on the Executive to request that principals give teachers with less than full hours first preference of paid substitution hours before a part time teacher is brought into the school.

**15 Dublin & Dún Laoghaire(x2)**

Congress instructs the Executive to legally challenge the shortlisting of candidates for Principal and Deputy Principal posts on the basis of specified management courses. Such criteria fail to take into account the financial hardship faced by many teachers and further marginalises those who depend solely on their teaching income to survive. In addition these measures gravely undervalue prior experience in the Teaching Profession. Furthermore, Congress instructs the Executive to legally challenge the shortlisting of candidates for Principal and Deputy Principal posts on the basis of experience gained as an Assistant Principal or Special Duties teacher in light of the moratorium on Posts of Responsibility in place since 2009, as this is inherently discriminatory against teachers who began employment since this date.

**18 Co Mayo (Amended by Tipperary SR)**

Congress notes that S&S has now become a contractual element of a teacher's day to day work. Congress notes that from a health and safety perspective, this requires teachers being outside in inclement weather and being required to deal with sudden onset illness, bouts of fisticuffs, situations of physical confrontation, dangerous driving, use of illegal substances, boisterous and often aggressive behaviour. Congress considers that teachers should be properly equipped through the provision of suitable outdoor attire for outdoor duties. Congress further considers comprehensive training for teachers must be provided in order to ensure that they are adequately prepared to deal reasonably with emergency situations bearing in mind the legal implications. Congress instructs the Executive to negotiate revised expenses to reflect supervision duties undertaken in outdoor areas.

**3 Co Donegal/Executive Committee**

Congress calls on the Executive to demand that the DES establishes and introduces, in consultation with teacher unions, a uniform selection and marking criteria for all teaching and promotional appointments and that these are provided to candidates with the application form. Furthermore, Congress demands that a mechanism be put in place nationally to oversee the operation of these procedures.

**6 Co Limerick**

Congress instructs the Executive to negotiate that all registered teachers who deliver the national curriculum should all have the same conditions and terms of employment.

**17 Co Cork**

Congress instructs the Executive to renegotiate the criteria for the use of Croke Park Hours (CPH) in schools and centres. Congress demands that the Executive seek to redefine the range and types of activities that can be considered for CPH to include extra-curricular activities and relevant in-service training/CPD completed on teachers' own time, for example. The current assignment of CPH is aggravating and arbitrary and has a negative impact on teachers' availability to engage in administration sport, music, drama and pastoral care in schools and centres. This seriously damages the perception of schools and staff as these activities are regularly delayed/cancelled to facilitate meetings that are often functional and unnecessary.

**7 Shannon/Executive Committee**

Congress notes the inherent inequity of the permanency of the opt-out from Supervision and Substitution. Members who opt out in 2014 currently have to stay out of the scheme for the duration of their careers. Congress instructs the Executive Committee to negotiate with the DES a facility for those who have opted-out to enter the S&S hours at a later stage.

## B. Conditions of Service - 3rd Level

### 37 Dundalk IT

Congress notes the expansion of on-line E-learning and other digital delivery methods for courses in the IT sector. Congress instructs the Executive to formulate a claim for the hours associated with design, delivery, support and assessment of these course types.

### 29 IT Carlow/IT Tallaght/Dublin Colleges

Congress notes that the weekly lecturing load of 16/18 hours per week dates from a time when the IoT sector operated predominantly at levels 6 and 7 on the National Framework of Qualifications. Congress is appalled at the imposition of extra weekly lecturing hours under the Public Service Agreement. Congress instructs the Executive that the continuation of these extra hours will be highly damaging to the quality of courses in the sector. Congress instructs the Executive to immediately launch a campaign for a reduction in the teaching loads in IOTs. In the incomprehensible absence of any analysis by management bodies of the negative impact of such a high number of teaching hours, Congress instructs the Executive to commission an independent study of their impact on educational quality, and to publicise the results in all media outlets before the end of the calendar year.

### 39 Dublin Colleges/Tipperary NR

Congress instructs the Executive to seek a fair allocation of Apprentices across all IoTs so that all Institutes retain their capacity to provide apprentice education in the future. Congress condemns the imposition of the student registration charge on apprentices. This Congress instructs the TUI Executive to demand that the DES reverses its decision to impose a student registration charge on apprenticeship training.

### 28 Cork Colleges

Congress demands that the Executive explain why the following motion passed at Congress 2013 is deemed industrial action and instructs the Executive to obtain independent legal counsel on the matter.  
*'Congress instructs the Executive to issue a directive that no member accepts a timetable in excess of 18 class-contact hours per week in the Lecturer grade and 20 class contact hours per week in the Assistant Lecturer grade'.*

### 45 Executive Committee

Congress condemns the lack of appropriate and meaningful consultation in relation to the Higher Education Landscapes proposal in particular in relation to the proposed new Technological Universities. Congress instructs the Executive to utilise appropriate action up to and including industrial action to resolve this matter to the union's satisfaction.



### 48 Executive Committee

Congress notes with concern the increase in student complaints at third level and the over-legalistic procedures utilised by Institutes to process such complaints. Congress instructs the Executive to negotiate a system for processing such complaints in order that complaints against members are processed in a manner which affords due process, fair procedures and natural justice.

### 26 Cork Colleges (Amended by IT Tallaght and Cork Colleges)

Congress instructs the Executive to negotiate a set of Principles and guidelines for online delivery in the IoT sector by September 2014.

## C. Conditions of Service - General

### 50 Shannon/Limerick Colleges/IT Carlow

Congress calls on the Executive to urge ICTU to have the draconian revised sick leave scheme for teachers/lecturers rescinded and to revert to the previous one. This new sick leave scheme is in fact another pay cut as all teachers are now feeling that they must take out income continuance as the current sick leave scheme is entirely inadequate for anyone who is unfortunate enough to undergo a serious illness. This scheme is inequitable and should be challenged under equality legislation as it punishes teachers more than other workers for being ill. The Executive of TUI is urged to use all means possible, to reverse the changes to sick leave provisions, including the following:  
Request that ICTU and the PSC renegotiate the sick leave scheme for teachers/lecturers, TUI to request negotiations with the DES and DPER if necessary to renegotiate this scheme on a sectoral basis for teachers/lecturers.

### 60 Executive Committee

Congress instructs the Executive to resist the introduction of the revised sick leave entitlements. In this regard, Congress instructs the Executive to initiate a campaign against the introduction of this revised sick leave scheme and that members would be balloted if industrial action is deemed appropriate by the Executive Committee.

## D. Posts of Responsibility

### 69 Dublin City/Dublin & Dún Laoghaire/Co. Clare (Amended by Waterford City)

Congress instructs the Executive to seek to enforce the Directive on Posts of Responsibility which prohibits members from carrying out the duties appropriate to an Assistant Principal or Special Duties Post of Responsibility without appropriate, pensionable remuneration and without being awarded the position through the selection process.

Congress requires the National Executive to instruct the General Secretary of TUI to issue a letter to Branch Officers on the Directive on Posts of Responsibility. This letter should state in detail the reasons why this Directive remains in place. It should also categorically state that a potential charge of unworthy conduct, specified in Section Q of the Rulebook, will be brought against any member of TUI who breaches this Directive where this breach is reported to TUI Head Office.

### 64 Co Donegal/Executive Committee

Congress calls on the Executive to demand that the moratorium on posts of responsibility be revoked immediately so that schools and centres can function without placing further unnecessary burdens on our principals and centre managers. Furthermore, Congress instructs the Executive to undertake an audit of all schools and centres to ascertain the true impact this moratorium is having on TUI members and the education of our students/learners.

## E. Teaching Council

### 78 Co Monaghan

Congress calls on the Executive to allow TUI Officials to negotiate with the Teaching Council that a teacher should only have to go through the full registration process for the Teaching Council once. If a member of the TUI lets their membership lapse for the "Teaching Council" they may re-join the Teaching Council following Garda vetting only.

### 84 Tipperary NR

The Teaching Council should allow Direct Debit or annually repeating Credit Card payment when teachers are required to renew membership each year. This can often cause teachers to fall into arrears due to missing payment dates. This Congress instructs the Executive Committee to negotiate with the Teaching Council to bring about an agreement whereby these methods of payments can be considered in the future.



### 77 Co Clare

Congress instructs the Executive to resist any attempts to limit the subjects that teachers registered under Section 31(2), Teaching Council Act 2001, are deemed qualified to teach.

## F. Junior Certificate

### 93 Co Cork/Co Cavan/Dublin & Dún Laoghaire

Congress instructs the Executive not to agree to any reforms in the Junior Cycle until adequate provision of training and resources to teachers is provided for. Congress further instructs the Executive to resist immediate plans for Junior Cycle Reform until appropriate arrangements are made to adequately address the very serious concerns held by teachers in respect of curriculum development, in-service training, funding, examination, assessment and remuneration. Failure to provide such resources, as deemed necessary, should result in non-compliance with the roll out of this new exam model. Congress demands that a greater lead-in time, additional planning and preparation for the delivery of programmes to facilitate an orderly transition to a new curriculum be secured by the Executive to ensure the rigour and integrity of the new curriculum.





**87 Co Offaly/Co Longford/Dublin City**

Congress instructs the Executive to demand that the setting, supervising and correcting of the Junior Certificate and Leaving Certificate Examinations (including project and portfolio corrections) does not and will not form part of a teacher's contract.

**89 Co Monaghan**

As part of the proposed Junior Certificate reforms: All course work and exams should be issued from the State Examinations Commission and corrected by the State Examinations Commission to facilitate a level playing field between private secondary schools and ETB schools.

- a. The current proposal where teachers correct their own students work would expediently increase the workload on teachers and management in an already stretched system.
- b. The only fault of the current Junior Certificate is that it works unlike other major institutions within the state i.e. Banks etc.

This congress instructs the Executive to conduct a ballot of TUI members to withdraw from all aspects of the proposed Junior Certificate reform including the current in-service for Principals and English teachers until the objective of having all course work and exams issued from the State Examinations Commission and corrected by the State Examinations Commission is achieved.

**106 Limerick City**

Congress instructs the Executive to give an undertaking that henceforth all correspondence from Branch Officers will be acknowledged and dealt with in a timely manner. Officials in TUI Head Office are retained and paid by the membership to look after members' interests. It therefore behoves them to treat branch officers who act on behalf of members with respect at all times and this extends to replying to all correspondence in a timely manner.

**153 Executive Committee**

Congress instructs the Executive Committee to put in place a series of positive actions which would improve female representation on the TUI Executive with the ultimate aim of achieving equal representation.

**G. Organisation****98 Co Donegal/Dublin & Dún Laoghaire**

Congress calls on the Executive to establish a members' only section on the TUI Extranet where Branches can upload general information on specific cases won at both local ETB level and at national level. The need for this is ever-increasing as members who possess this information are continually retiring from teaching and taking this knowledge and experience with them. Each year TUI Head Office provides such information to members via the Annual Report. In addition, this will assist other Branches who are pursuing similar cases and reduce the already strenuous workload of Branch Officers by removing the difficulties associated with trying to find comparators throughout the country. Furthermore Congress instructs the Executive to issue guidelines to Branches as to what specific information can be uploaded in order to comply with Data Protection Legislation.

**109 Co Monaghan (Amended by Waterford City)**

Congress calls on the Executive to put in place a policy that where a member, including Principals or School Representatives have an issue, then it must come through the Branch Officers in the first instance and then through the Area Representative, unless neither can be contacted. Some members including Principals go directly to Head Office which totally undermines the Branch Officers and TUI structure. If such calls should come to Head Office they should be redirected to the Branch Officers.

**H. Adult Education/Further Education****157 Co Donegal/Dublin & Dún Laoghaire/Executive Committee**

Congress notes with deep concern, the continued failure by the Minister for Education and Skills to allow TUI representation on the board of SOLAS. Congress directs the Executive to demand that all stakeholders be represented on the Board and Congress deplores this lack of partnership by the Minister. TUI, as the primary union representing members in further education and training in Ireland, will be integral to the success of SOLAS.

**161 Cork City/Dublin & Dún Laoghaire**

Congress instructs the Executive to provide a detailed policy (to be published within 9 months of this Congress) of union strategy regarding the future development of the FE sector in the context of the role that will be played by SOLAS and the merger of FÁS into the ETB structure. These threats may include the tutorisation of courses, removal of educational provision in favour of training, threats to the integrity of the 167 class contact days and consequent threats to the conditions of service to members.



### 165 Dublin City (x3)

Congress believes that the increase in PTR introduced in September 2013 was wrong and ill-considered; it has led to the loss of courses and student places in FE courses; it has resulted in a decrease in staff levels of over 10% in all FE colleges through loss of virtually all non-permanent staff, non-replacement of retired staff and transfer of teachers.

Congress condemns the Government for its failure to support the FE sector. Instead of cutting teaching jobs the government should be providing jobs in the FE sector including technicians, librarians and support staff jobs as recommended in the McIver report. The total opposition of this union to this cut to a vital educational sector should be raised, where possible, at all future meetings with the Minister for Education and Skills.

Congress instructs the TUI Executive to launch a strong campaign to seek the reversal of the increase in the PTR starting with clearly informing the government that we will not tolerate the destruction of the FE sector and the loss of over 200 jobs. The campaign should include a major public demonstration and a plan of resistance to the implementation of the proposed change to the PTR. Congress calls on the Executive of the Union to work with other Unions to defend jobs and services and, in particular, calls for the TUI Executive to put a strong motion to the Public Services Committee of the ICTU for concerted industrial actions against the cuts to jobs, pay and conditions.

### 159 Cork City

Congress deplores the designation of some PLC courses/modules to be tutor delivered, Circular letter 52/2013 appendix C. Congress instructs the Executive to intensify the campaign to have this re-designation reversed. Congress further instructs that a ballot for immediate industrial action be initiated should any additional courses be re-designated.

### 173 Dublin & Dún Laoghaire

In the context of the merger between the FE sector and FAS under SOLAS, and the establishment of Education and Training Boards, Congress affirms the achievement of the FE sector as a success story of Irish education over the last thirty years. Congress instructs the Executive to defend the FE sector in the present reform process. Defending FE should include the following stances:

- Rather than causing FE standards to be downgraded in the direction of 'tutorised' training courses, the existing training provision in FAS should be upgraded to incorporate a stronger educational component. As labour market requirements have become more dynamic, the education model (modified to incorporate increased periods of work placement) has become more relevant for career preparation than the training model.
- The proposal to facilitate competition between FE providers and private providers should be resisted as an ill thought out ideological fad. Education is a public good, best provided in the stable environment of the public sector. Strengths of the public system include: continuity of staff, long-term stability, conservation of high standards, protected employment conditions for staff and freedom from the distorting effects of payment by results. If FE providers get it wrong, in terms of the service they provide, learners stop applying for places on the courses.
- The FE sector still lacks formal recognition. A reform of the sector (as proposed in the McIver report in 2003) incorporating greater administrative and technical support allowing teachers more time for their teaching duties would yield a better return on public investment than chasing the chimera of public-private competition.

### 169 Dublin City (x2)

Congress instructs the National Executive to seek that this Union vigorously challenges any future attempt by educational institutions to introduce "tutor" positions when the work is clearly comparable to "mainstream" teaching. TUI must stand firm against the current onslaught on the awarding of proper terms and conditions in the profession, already evidenced in the treatment of new entrants and in the ongoing victimisation of teaching staff, as in the case of TUI members in the Adult Refugee Programme, through the application of specious arguments such as funding and the future viability of a programme

### 163 Cork City

Congress requests that this Congress calls on the Minister for Education and Skills to remove the €200 charge for PLC students.

### 160 Cork City

Congress instructs the Executive to take whatever means necessary to ensure that part time hours being offered as teaching hours this year in courses covered by Appendix C of circular letter 52/2013 will not be offered as tutor hours in future academic years but will remain as teacher hours.



### 176 Dublin & Dún Laoghaire

Adult learning plays an important role in helping adults to develop and maintain key skills, and acquire other knowledge and skills, throughout life. It is crucial to provide, and ensure access to, organised learning opportunities for adults beyond initial formal education, especially for the unemployed who need to adapt to changes.

And noting that the BTEI, VTOS and Community Education programmes in the Adult Education Services predominately cater for those from the lower socio economic group, who have not attained upper secondary level education and noting the extra costs necessary to attending courses, Congress instructs the Executive to take such action as is necessary in conjunction with ICTU to ensure that the block grants to programs, and that student grants and allowances are restored to pre 2013 budget levels.

### 177 Dublin & Dún Laoghaire/Galway City (Amended by Tipperary SR)

Congress instructs the Executive to enter discussions with the Department of Education and Skills to secure improvements in the pay, conditions, recognition of prior experience and career progression for all educators in the Adult Education Sector, recognising the valuable contribution these educators make to Irish Society. Congress instructs the Executive to begin negotiations regarding the awarding of CID's to tutors and resource workers.

### 166 Dublin City

Congress recognises that the Further Education sector has been under-represented and poorly served within the TUI. Congress notes that despite motions 125 and 148 at TUI Congress 2013 the Union has failed to launch a significant campaign in defence of Further Education.

Congress, therefore, determines that a Further Education Advisory Council be established within the TUI. The FE Advisory Council will be composed of representatives from the FE sector nominated by branches and it will meet on a regular basis.

## I. Imposed Cuts

### 186 Co Carlow/Co Cavan/ Limerick City/Dublin City/Dublin & Dun Laoghaire/Tipperary NR

Congress condemns as a retrograde and destructive act the Government's decision to incorporate Guidance counselling hours within the school allocation. In light of the current child protection guidelines, the current economic climate, rising mental health issues and the student's legal entitlement to 'appropriate guidance', it is essential that all schools and centres have proper guidance counselling services in place. Congress instructs the Executive to demand that the Department of Education and Skills reinstates the provision of ex-quota guidance hours to schools and centres as a matter of urgency.

### 184 Co Laois

Congress calls on the Executive to condemn this Government on its continual erosion of public services including the education service as it

- reduces staffing levels placing even more stress and workload on existing staff members,
- offers so-called incentives to teachers to retire prematurely thus depriving the service of irreplaceable skill and expertise,
- allows employers to reduce full-time positions created by the retirement of teachers to casual positions below the 18 hour threshold.
- creates a demoralised teaching profession caused by years of pay-cuts, poor promotion prospects, diminishing conditions of service relating to sickness benefits and pensions, the imposition of the 33 hours which must be whole-school and after school and an ever increasing workload.
- denies schools much needed resources for further development.

### 187 Shannon

Congress notes, with alarm, the significant drop in numbers of schools providing LCA. This is due to the change in the pupil teacher ratio and to the withdrawal of necessary resources. Congress urges the DES to have the previous pupil teacher ratio and resources, which were initially allocated to providers of this program, restored.

### 189 Dublin City

This Congress rejects the proposed cuts in education for the period up to 2015. These cuts are regressive and will in time diminish this country's chances of fully utilising its educational system as an important component in the drive towards economic recovery.

## J. Union Co-operation

### 193 Co Laois/Co Meath

Congress calls on the Executive Committee to immediately engage in talks with the ASTI for the purpose of bringing about unity of the two unions.

## K. Pay & Haddington Road Agreement

### 202 Executive Committee/Co Meath/Dublin & Dún Laoghaire/Co Kildare

Congress deplores the enactment of the Financial Emergency Measures in the Public Interest Act 2013 noting that it

- Unfairly discriminates against public servants
- Is wholly disproportionate in its effects on public servants
- Fundamentally undermines appropriate and recognised industrial relations processes, particularly collective bargaining
- Applies arbitrary prospective timeframes
- Confers anti-democratic powers on the Minister for Public Expenditure and Reform
- Applies an arbitrary definition of high pay and an unfair application of this on a pro-rata basis
- Adversely affects the pension entitlements of public servants.

Congress instructs the Executive Committee to pursue a vigorous campaign to have the Act rescinded and to seek the broadest level of support for this campaign both within the trade union movement and in civil society generally.

### 203 Executive Committee

Congress instructs the Executive Committee of the TUI to formulate a claim (or claims) to improve the pay of members, across all the grades that the union represents.



### 204 Executive Committee

Congress notes the slight improvement to the pay scale for new entrants as an initial step and further notes that it remains the Union's primary aim to improve the post December 2010 new entrants' salary scale. Congress therefore instructs the Executive to continue to campaign to improve the salary scale for new entrants until they are on par with their colleagues who were recruited up to December 2010.

### 205 Executive Committee

Congress calls on the Executive to join with the other Teacher Unions to commission a study to examine the impact that the Haddington Road Agreement, Croke Park and the other initiatives introduced by the Department of Education and Skills and other relevant bodies is having on teachers' and lecturers' physical and mental health and work-life balance.

### 195 Co Limerick

Congress instructs the Executive to seek that all teachers employed should be on the same pay scale the pre-2011 common basic scale.

### 196 Co Monaghan

Congress instructs the Executive to conduct a ballot of TUI members to pull out of the Haddington Road Agreement if the Government and the Department of Education and Skills do not honour all aspects of the Haddington Road Agreement at the time they should be honoured.

### 198 IT Carlow/IT Tallaght/Dublin Colleges

Congress deplores that repeated instructions to the Executive to take industrial action in defence of new entrants were ignored. Congress notes that under the Haddington Road Agreement the union has consented to discriminatory pay scales and that the resulting losses in career earnings are typically in the order of €150,000 or more. Congress instructs the Executive that a campaign of, as well as a ballot on, industrial action in defence of equal pay for equal work be planned for implementation on the expiry of the Haddington Road Agreement and be communicated to Branches by October of this year.



## L. Pensions

### 212 Executive Committee

Congress instructs the Executive vigorously to oppose and resist by all means up to and including a ballot for industrial action, any attempt by Government to interfere with any of the existing defined benefit pension schemes for members.

### 210 Dundalk IT/IT Tallaght/IT Carlow/Dublin Colleges/Executive Committee

Congress directs the Executive to lodge a claim for the immediate removal of the public sector pensions levy which is in force since 2009. Congress further instructs the Executive to put a motion to the ICTU PS Committee to seek their support for this claim from other public service unions. Congress further directs the Executive to ballot for appropriate industrial action in support of its claim.



## M. Equality

### 213 Limerick City/Dublin City(x2)/Dublin & Dún Laoghaire(x2)

Section 37.1 of the Employment Equality Act has a paralysing effect on individuals (including gay and lesbian teachers in schools) who are particularly vulnerable to its consequences. It privileges the rights of religious organisations over those of individual workers. Congress calls on the Executive to demand that the Houses of the Oireachtas repeal this draconian piece of legislation to guarantee teachers the legislative protection afforded to other workers and to embark on strong media campaign to achieve this end.

### 220 Dublin & Dún Laoghaire/Co Roscommon

Congress instructs the Executive, in consultation with the Equality Council, to draft and implement a policy document on mental health and well-being. In the current climate this policy document is urgently required in order to highlight the challenges facing our members and students and the supports required to ensure positive mental health and well-being. This document to be available before Congress 2015.

### 222 Dublin & Dún Laoghaire

Congress calls on the Executive to establish a working group of women who are actively involved in the Union, with a view to informing the Executive how best to increase female participation in the TUI at local and national level.

## N. Casualisation/Fixed Term/Part Time

### 234 IT Carlow/IT Tallaght

Congress notes the policy of the Government that all new entrants to the Public Service be employed on fixed term contracts. Congress further notes the legal requirement on the Government of Ireland to comply with the European directive relating to fixed term workers, and the fact that current Government policy breaches that directive by treating new entrants (in relation to pay and pensions) less favourably than their permanent whole-time comparators.

Congress instructs the Executive to make a formal written complaint to the European Commission requesting them to bring a case against Ireland for breach of the directive to the European Court of Justice. Congress further instructs the Executive to provide a copy of this letter to all branches.

### 240 Executive Committee

The new poor in the Irish education system are those with pro rata contracts of less than 22 hours. The entry into the teaching profession is almost never by being appointed to a permanent whole time position, a newly qualified Teacher can spend a number of years trying to survive on the salary gained by doing pro rata contracts often of 3, 4 and 5 hours. Survival was made possible until now by availing of paid substitution hours, but alas this is now gone due to the Haddington Road Agreement. Teachers have no choice but to stay with these poorly paid contracts and are borrowing money to support themselves. These Teachers should be entitled to avail of the support of the social welfare system and get unemployment benefit as we believe that a Teacher with a contract of for example 11 hours is unemployed for half of the working week and should receive the appropriate benefit for the other half.

Congress instructs the Executive to engage with the Department of Social Protection to point out the extreme

difficulties that Teachers are experiencing and to seek to allow payment of appropriate support for those on less than full contracts.

### 228 Co Monaghan/Co Mayo

Congress calls on the TUI to negotiate with the expert group (which is currently being set up) to investigate, identify and implement procedures to prevent the sharp practice by some school managements in reducing or collapsing the hours of members in their CID reference year.

### 239 Executive Committee/Co Offaly

Congress instructs the Executive Committee to continue the Union's campaign to tackle and eliminate the culture of casualisation that has characterised appointments in the teaching and lecturing professions in recent years. The primary goals of the campaign should be the making of initial appointments on a permanent basis and securing full time contracts for those teachers and lecturers who are in part-time positions.

## O. Education and Training Boards

### 250 Dublin City(x2)

Congress instructs the National Executive to ensure that there is no diminution in the existing contractual entitlements and statutory rights of teachers transferring to Education and Training Boards (ETBs) under the proposed new legislation. Congress instructs the National Executive that a robust legal defence of the full entitlements of existing teachers in ETBs transferring to Education and Training Boards be conducted, if necessary at European level, to ensure that the relevant EU Directive (98/50/EC) is upheld.

### 241 Co Donegal

Congress directs the Executive to demand that there is no worsening of the conditions of service for TUI members following the integration of the former FÁS organisation into the ETB structures.

### 249 Co Longford/Co Offaly

Congress instructs the Executive to demand that all registered teachers, employed in a teaching capacity, in Education and Training Boards are paid not as tutors but as teachers with commensurate conditions of service.

### 246 Co Limerick/Dublin City

Congress notes the refusal of the Government to extend the provisions of the Freedom of Information Act to Education and Training Boards, and instructs the Executive Committee to pursue a serious campaign to identify and remove the impediments to progress towards a culture of transparency and accountability in Irish Education. Congress seeks that the Freedom of Information Act be applied to Education and Training Boards (ETB) with the utmost urgency.



## P. Education

### 257 Dublin City/Co Meath(x2)

Congress instructs the National Executive to oppose the imposition of any hostile system of probation for members of this union. This union adopts the position that probationary powers must be vested in the DES Inspectorate, and nobody else. Principal teachers and deputy principal teachers in membership of the TUI should be directed not to facilitate the use of any probationary procedure that has not been agreed with the TUI. The use of un-agreed probationary procedures is a breach of an agreement at the Teachers' Conciliation Council. Until an agreed Probation Procedure is in place it is unacceptable that locally devised, un-agreed procedures be used in the interim.

### 251 Co Laois

This Congress instructs the Executive to take immediate action to deal with the educationally counter-productive and trade union undermining aspects of Subject Inspections, Whole School Evaluations and Incidental Inspections which have included:

- the subjectivity of an inspector's judgements,
- the lack of a holistic overview of a teacher's ability,
- the lack of transparent and accountable inspection criteria relating to teaching and learning, planning and preparation,
- the lack of unambiguous feedback to individual teachers,
- the lack of consistency in inspecting and in reporting,
- the grading/group grading of teaching and learning,
- the undermining of the professionalism of teachers.

This Congress instructs the Executive to re-engage with the DES to address these issues as a matter of urgency. This Congress then instructs the Executive to provide members with an up-to-date user-friendly information pack on all aspects of inspections including informal and formal review mechanisms relating to Subject Inspections or other types of inspections.

**262 Dublin C&C**

Congress demands that the SNA should only be used for working with students who have assessed educational needs. The SNA has no role in monitoring teaching, monitoring the work of the teacher in the classroom or in making comments and/or observations on the dynamics of the classroom.

**261 Donegal Colleges**

Congress requests the Executive to monitor developments in e-learning and to resist any attempts by big businesses to force through, purely for profit, untried and untested e-learning models to replace tried and tested educational practices.



Executive Committee to negotiate with the Department of Education and Skills to ensure that the teaching service of Youthreach Co-ordinators and Resource Persons is fully reckonable for the purposes of meeting the service thresholds for eligibility to apply for Principal and Deputy Principal teaching.

**Q. Health & Safety****268 Dublin City**

Congress instructs the National Executive to ensure that this union acts decisively on behalf of members subject to abuse, intimidation and violence in their workplaces. The strongest response possible should be made by this union where local management and the employer clearly fail in the duty of care due to teaching staff. In this respect a policy of routine reporting by TUI to the Health and Safety Authority (HSA) of instances of health and safety concerns affecting our members should be applied.

**R. Rules****271 Co Donegal/Executive Committee**

Congress instructs the Executive to amend Rule 98 by the addition of the following as point (iii):

- (iii) Any member who loses a teaching/lecturing position and who was in benefit or who was not more than three months in arrears at the time of termination of their contract, will not be required to pay the reinstatement fee in order to re-join the TUI providing that the application to re-join is made within six months of taking up the subsequent teaching/lecturing position.

**S. Youthreach****296 Executive Committee**

Congress instructs the Executive Committee to negotiate with the Department of Education and Skills to ensure that teaching service undertaken in Youthreach by former Co-Ordinators and Resource Persons appointed subsequently to teaching posts is fully reckonable for incremental credit purposes. Congress also instructs the

**289 Limerick City**

Congress instructs the Executive Committee to demand from the Department of Education and Skills the full recognition of the professional status as members of the teaching profession of Youthreach Co-ordinators and Resource Persons set out under Memo V7.

Current attempts to remove the professional teaching status of Youthreach Co-ordinators and Resource Persons are not acceptable. Furthermore, it is essential that all current and future correspondence from the DES and ETBs in relation to Youthreach Co-ordinators and Resource Persons accounts for their professional status as members of the teaching profession and allows them and the students they teach the dignity and respect they deserve.

**295 Executive Committee**

Congress notes that Youthreach Co-ordinators and Resource Persons are integral members of the teaching staff in Youthreach centres. As such, congress instructs the Executive to demand that the Department extend the three-year qualifying period for a CID under the HRA to all teaching staff, including Youthreach Co-ordinators and Resource Persons.

**287 Co Clare/Dublin City**

Congress instructs the Executive to use its influence in the ongoing clarification of the application of HRA provisions to uphold the concerns of members in Youthreach that the additional 2 hours per week worked by Resource and Coordinator grades under the HRA should clearly be designated "non class-contact hours" on the model of extra hours worked under recent agreements by teaching staff. The increase of 2 hours, from 35 to 37 hours per week, should be utilised only for administrative purposes.

## EMERGENCY MOTIONS CARRIED

### EMERGENCY MOTION NO. 1

IT Tallaght / Dublin Colleges / Athlone IT / Dundalk IT / Donegal Colleges / IT Carlow / Cork Colleges / Dun Laoghaire IADT / Co. Louth / Tipperary NR / IT Sligo /

Congress notes that:

1. Congress is the Governing Body of the union
2. The following motion was passed at Congress 2013:

#### 44 Dublin Colleges

“Congress instructs the Executive that no agreement on redeployment in the IoT sector is to be signed unless it is first approved by a ballot of third level members.”

Congress also notes that the Redeployment Scheme at Third Level provides that a lecturer may be subject to compulsory re-assignment or redeployment out of the lecturing profession.

Congress instructs the Executive Committee that the required ballot be held on the specific Redeployment Scheme, at an early date, in accordance with Congress instructions, and further instructs the Executive Committee that every effort be made to complete the ballot by the 20th June 2014.

### EMERGENCY MOTION NO. 2

Co. Monaghan / Co. Donegal / Co. Wexford / Co. Laois / Dublin Dun Laoghaire / Dundalk IT / Co. Louth / Co. Meath / Co. Limerick / Co. Kerry / Co. Mayo / Galway City / Co. Cavan / Co. Westmeath / Shannon

Congress notes the clarification on the directive on posts of responsibility which was printed in the February issues of TUI News. With this in mind, and in light of the nominations and election of staff representatives onto ETBs and school Boards of Management, this Congress instructs the Executive to issue a protocol that any TUI member in breach of any TUI directive is not eligible to stand as a TUI nominee to represent TUI members on:

- ETBs
- School Boards of Management
- TUI school work place committees
- TUI branch officers
- NCCA Committees etc.

## REFERRED MOTIONS

### 32 IT Carlow/IT Tallaght

Congress instructs the Executive that if the injustice visited upon TUI members by the failure to implement LCR 18366 is not righted by the close of this Congress, then the union is to immediately ballot third level members to take industrial action, up to and including strike action, in response.

RESULT Referred



### 80 Dublin City

Congress instructs the Executive to demand that newly qualified teachers are enabled to be fully registered with the Teaching Council upon successful completion of their PGDE, and not temporarily registered dependent upon a period of probation.

RESULT Referred

### 258 Dublin & Dún Laoghaire

Congress instructs the Executive to issue a directive prohibiting participation in peer evaluation or mentoring. Such a directive should encapsulate the issue that some Principals and Deputy Principals coerce staff members to participate in such schemes.

RESULT Referred

### EMERGENCY MOTION NO. 3

Co. Donegal / Galway City / Co. Sligo / Co. Carlow / Dublin City / Co. Kerry / Tipperary NR / Donegal Colleges / Dublin Colleges

In light of the revised sick leave arrangements introduced by the Government (and in light of questions asked in relation to these revised sick leave arrangements at Congress 2014) the TUI seek formal support from other teacher and public sector unions in bringing a legal case to the appropriate court. Failing support from other unions in this regard, Congress instructs the Executive to prepare and bring this case to the appropriate court.

RESULT Referred



# TUI Branch Survey 2014

Between February and April 2014, an online survey was distributed from TUI Head Office to all Branches. The survey was provided as both a URL link and as a PDF document. The purpose of the survey was to gather data from Branches on their recent activities and to assist in improving the services provided to Branches. Questions explored subjects such as meetings, funding, cases, campaigns, communications and facilities. Branch Officers were asked to meet to consider the survey and agree their responses. Branch Secretaries were requested to complete and submit the survey.

In total, 47 Branches responded to the survey, giving a high response rate of 81% (47/58). Some of the preliminary headline results are presented below. We would like to thank Branches for participating.

## Branch Meetings

On average, Branches held 6 'ordinary' Branch meetings in the school/academic year 2012-13. Average attendance at 'ordinary' Branch meetings was 20 members. 38% of Branches reported that less than 16 members attended their Branch meetings, 49% of Branches had an attendance of between 16 and 30 members and 13% said there were more than 30 members in attendance at Branch meetings. Over three quarters (78%) of Branches believe that the timing of Branch meetings is an obstacle to members attending the meeting, followed by members' family commitments (considered by 71% of Branches to be an obstacle to attendance) and the agenda not being of interest to members (mentioned by 52% as an obstacle).

Most Branches use a range of methods to notify members of upcoming Branch meetings. The most frequently used method is to send an email directly to Branch members, used by over 60% of Branches. This is followed by placing a notice on the TUI workplace notice board (44%) and sending an email to workplace representatives (40%).

## AGMs

Average attendance at Branch AGMs in the school/academic year 2012-13 was 23 members. 25% of Branches reported that less than 16 members attended their AGM, 64% of Branches had an attendance of between 16 and 30 members and 11% of Branches said that more than 30 members attended the AGM. About half (52%) of Branches held a social function to coincide with their AGM. Social functions included drinks or a meal after the meeting or the provision of tea/coffee and refreshments. The Branches that organised a social event consider that this allows for the

development of stronger bonds between members.

## Case work

The most common types of cases dealt with by Branches are those concerning 'fixed term/CID issues', with 85% of Branches reporting that they deal with such cases often or very often. This is followed by cases involving 'part time' issues (53% of Branches said they dealt with these often/very often) and individual grievances (often/very often dealt with by 38% of Branches).

## Communications & Training

Over half (56%) of Branches reported that Officers accessed the TUI Branch Extranet weekly or more frequently, with 19% stating they visited it daily. Nearly half (44%) of Branches reported that Officers access the Extranet once a month or less, with 12% of Branches reporting that Officers never logged on to the TUI Branch Extranet. A large majority of Branch Officers access the TUI mail account weekly or more frequently, with 85% of Branches reporting that this was the case. Three quarters (73%) of Branches stated that they would agree to have TUI News distributed by email directly to members.

The majority of Branches (60%) reported that their Officers have received no

training in the past three years. A number of areas were identified by Branches as areas of training priority. A large majority of Branches (84%) felt training on employment legislation was a high priority/essential. This was followed by training on grievance procedures (82%) and training on disciplinary procedures (72%).

## Recruitment

It was reported that an average of 17 members were recruited per Branch in the 2012-13 school/academic year. This figure varied considerably by Branch and ranged from two members recruited to 80 members recruited. Three-quarters (74%) of Branches reported that up to 15 members had been recruited across their Branch over the course of the year, 13% reported that between 16 and 30 new members had been recruited to the Branch and a further 13% stated that over 30 new members had been recruited.

The majority of Branches (77%) judged 'face to face' recruitment of new members by existing members to a most effective methods of recruitment. This was followed by school visits - which 28% of Branches said were an effective recruitment method - and social media, reported by 22% of Branches as one of the most effective ways of recruiting new members.



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# Revised usage of “33 hours” for post-primary schools

Agreement has been reached at the Teachers’ Conciliation Council on revised arrangements in respect of usage of the 33 “Croke Park” hours, to take effect from the commencement of the 2014/15 school year. The revised arrangements, which are agreed with the Department of Education and Skills and school management representative bodies, are set out in DES Circular 43/14.

It is agreed that “up to, but not in excess of 5 (of the 33) hours will be available for planning and development work on other than a whole-school basis and as approved by management.” In practice, this means that the hours do not require simultaneous involvement of the whole staff and may be undertaken by individual teachers/groups of teachers, as approved by management. Necessarily, therefore, local consultation is required.

The 5 hours “must be delivered outside of teacher timetabled hours for class contact and supervision/substitution”. This means that delivery must be outside the 22 hours (or fewer, as applicable) of a teacher’s timetabled class contact and outside her/his timetabled supervision/substitution. Therefore, delivery may be at other times during the school day including, for example, during the mid-day break, and/or at times outside the school day.

The 5 hours must be delivered “in tranches of no less than 30 minutes duration.” In this context, they may be delivered within a timeframe (of days, weeks or months) as approved by management.

The “planning and development work” undertaken during the 5 hours, as approved by management, can encompass a broad range of activities such as subject department and other planning meetings, co-curricular activities, individual or small-group professional development, other activities of benefit to the school.

Clearly, as the activities must be approved by management, there must be a process of consultation and discussion (with individual teachers/groups of teachers, as appropriate).

Usage of the 5 hours “will be subject to appropriate verification and accountability.” Therefore, a Meeting Record template form is attached to the circular.

**Please note that use of the 33 hours, inclusive of these 5 hours, cannot in any instance encroach or impinge on tuition time.**

## Usage of the remaining 28 (of the 33) hours

When account is taken of the 5 hours referred to in Circular 43/2014, 28 hours remain. Existing practice in relation to planning usage of these hours continues to apply. The usage should be planned prior to the end of the current school year and put into a school’s 2014/15 calendar.

Usage requiring consensus

Utilisation of some of the 28 hours outside the 167-day school year and/or in tranches of more than 2 hours within the 167-day school year requires consensus. The existing definition of and the process for development of consensus continues to apply.

In line with current practice and where there is consensus, members may agree to the scheduling, outside the 167-day school year, of a day/s for activities listed in paragraph 5 of DES CL25/2011, such as school planning and policy development.

## Usage requiring consultation

Please note that consensus is not required for usage of the hours in blocks of up to 2 hours, within the 167-day school year. However, there has to be consultation with teachers in relation to optimal usage and scheduling of the 28 hours.

Being presented with decisions as a fait accompli or being told what is going to happen is not consultation. Consultation must be a genuine engagement that seeks to reach agreement regarding matters raised (either by management or staff). Management should provide all the information necessary for fully-informed decision-making. The appropriate forum

for consultation and decision in respect of arrangements for use of the 28 hours is a properly convened staff meeting for which usage of the hours is a notified agenda item.

## TUI school meeting – part of a process

Prior to a staff meeting, a TUI meeting should be held to discuss and, if possible, agree members’ suggestions in respect of usage of the hours. The aim must be to formulate and present to management a coherent, consolidated view in respect of management proposals for usage of the hours and, also, as appropriate, to present coherent agreed proposals on behalf of the members.

This is especially important in regard to proposals for usage that require consensus.

Where – using this process - members’ position is established in respect of the utilisation of some or all of the 28 hours, that position should be supported by all members at a subsequent staff meeting.

## Sustaining Progress and Croke Park Agreement requirements

Please note that prior to and in addition to the 33 Croke Park hours, the *Sustaining Progress* national agreement involved a commitment by teachers to attendance at

- 3 parent/teacher meetings per year and
- one staff meeting per term (three in all) on a “half-in, half-out” basis.

This commitment came to a total of 12 hours per annum and is set out in DES CL M58/04.

Under the Croke Park Agreement, provision is made for 33 additional hours to cover, inter alia, further parent/teacher and staff meetings (see the activities listed in paragraph 5 of CL25/2011).

The following table describes a normal arrangement for the usage of the 33 hours, encompassing the further parent/teacher and staff meetings and other activities (listed in paragraph 5) as well as usage of the 5 hours under Circular 43/2014 :

Activity		Aggregate time per year	Whole-staff activity – Yes/No
Further/Additional parent/teacher meetings	3 mtgs x 3 hours per meeting	9 hours	Yes
Additional staff meetings	3 mtgs x 2 hours per meeting	6 hours	Yes
School planning, development, in-service on a whole-school basis	1 day (outside 167)	# 7 hours	Yes
Subject planning meetings on a whole-school basis	Minimum of one hour per meeting	3 hours	Yes
Open evening or equivalent	1 event x 3 hours	3 hours	Yes*
Circular 43/2014 hours	Minimum of 30 minutes per usage	5 hours	No
		33 hours	

Please note that time assigned to parent/teacher meetings and staff meetings is counted for all teachers.

# Defined by national management.

\*A proportion of the 28 hours may be used for Open Evenings or other equivalent activities (such as graduations,

award evenings, enrolment meetings, exhibitions or other after-school/evening activities, as approved by management). Local circumstances will determine whether or not any one of these activities/events requires attendance by all the teaching staff i.e. whether or not it is a whole-staff activity. Where such

activities/events are not designated by management as whole-staff activities and where, over the course of the year, there is a number of such activities/events, they may be treated as a menu of activities/events to be shared amongst staff - with all teachers having the same attendance obligation in terms of a specified number of hours. Obviously, in such a case, each teacher would have to attend at least one, but not all, of the activities/events in order to discharge her/his obligation.

**For noting**

Teachers job-sharing and those in pro-rata contracts of less than full hours will have a reduced, pro-rata liability in respect of the 33 hours.

Teachers employed on an hourly-paid basis have no liability to undertake any of the 28 hours.

**Further information and/or advice will issue as necessary.**

## A Thank You message from Bernie Judge

*Bernie Judge, Education/Research Officer with TUI since 2006, recently took up the role of principal with the new Hansfield Educate Together Secondary School in Dublin 15. She wishes to extend her thanks to the TUI membership.*

“As I embark on a new challenge I want to extend thanks to TUI members for your much valued support over the past eight years. During that time I worked with four Presidents (Tim, Don, Bernie and Gerry) and under the direction of three general secretaries (Jim, Peter and John). Each had different styles and approaches and I have learned an enormous amount from each of them about what and what not to do and how and how not to do.

I gleaned much and benefitted hugely from the combined experience and support of TUI members through direct contact and through the Executive and Education Sub- Committee and other sub- committees with which I worked from time to time. I can say likewise about the team of officials and staff in TUI Head Office.

Particular thanks to those who worked closely with me as TUI representatives on NCCA committees and the Teaching Council. Your commitment and effort was much appreciated and your willingness to engage openly and work collaboratively certainly enhanced and strengthened the TUI effort and message.

I want to especially acknowledge the branch officers and the wider membership of TUI from whom I have gained a wealth of ideas and knowledge.

Finally, I wish to extend every good wish to David Duffy as he gets settled into the Education/Research Officer role. Go raibh maith again, go leor.”

*Bernie*



BERNIE JUDGE

*We would like to take this opportunity to thank Bernie for her dedication, commitment and unfailingly sound judgement as Education/Research Officer. We extend best wishes to her in her exciting new role.*

# TUI Membership Cards and Members' Web Page



Membership cards for all TUI members were distributed to Branch Officers during Congress 2014. The cards will be distributed to individual members in their workplace during the month of May. Members have been calling for membership cards for some years and we are delighted to now be in a position to make them available.

Membership cards will allow members to have access to useful information and to participate in a range of union activities. The initiative is part of a larger TUI project to:

- Enhance the union's communication with members
- Allow members to update their personal details
- Provide members with access to union documents and relevant information

Please make sure you receive your membership card. If there is a problem with your card please email [tuiservices@tui.ie](mailto:tuiservices@tui.ie)

## Members only web page

The membership card is the key to gaining access to the new members' 'Personal Page' – where a member can update and change their personal/contact details and to a 'Members' Portal' web page which

contains important documents and communications from the union.

The members are the union. We want members' involvement and hope that this initiative will assist and facilitate that involvement. Please let us know what you think of the card and the access it provides to the Personal Page and the Members only page.

Please also be assured that members' personal data is treated very carefully in accordance with the Data Protection Acts.

## Log on and Win

TUI is running a competition for members to win a tablet computer. To enter, simply use your membership card to log on to the 'Personal Page' and 'Members only' web page. A person will then be chosen at random from the first 500 members who log on. The winner will be announced in the next TUI News.

## Instructions on How to Set up Your Account & Log In

To begin using your membership card you have to activate it by logging onto a secure website [www.TUIServices.ie](http://www.TUIServices.ie) and providing the information requested on this website. You must create a user account using the 'Union Reference Code' which is printed on your membership card.

To create your user account please:

- (1) Enter the following link into your internet browser [www.TUIServices.ie](http://www.TUIServices.ie)
- (2) When the site opens click on the 'Log In' button (top right of the web page).
- (3) Enter a '**Username**' in the box. **Your username should be between 6 and 10 characters long, and easy for you to identify/remember.**
- (4) Then create a 'Password'. Your password should be between 7 and 10 characters long and should include both letters and numbers with at least one symbol (\*&+).
- (5) Provide an E-Mail address. You should provide an e-mail which you use on a regular basis. Ideally, this should not be an employer based e-mail account.
- (6) Then enter your Union Reference Code. This is on the back of your membership card and consists of two sets of four characters.
- (7) When the above details have been entered you should click on the Submit button.
- (8) You will receive an Email with a URL Link. Click to validate your account. Once validated you will be brought back to the [TUIServices.ie](http://TUIServices.ie) website from where you may login to the site.
- (9) You will then have access to the 'My Profile' tab to provide/amend your contact and other union-related details. You can also access the Members only web page to view union documents and communications.

Please note, when entering the 'My Profile Page' you will be required to enter your 'Union Reference Code' as well as your username and password. This is a triple-lock security measure put in place to protect access to your information.



# TUI consultation conference on restructuring

The first of three consultation conferences on union restructuring was held last March in the Galway Mayo Institute of Technology. The specific focus of the conference and the ongoing consultation process is on how best to restructure the union with a view to:

- Increasing the participation of membership within the union structure
- Building representation capacity within the union structure
- Enhancing advice & information processes within the union structure

The first consultation meeting consisted of two main components. Firstly, other education trade unions shared their experiences of restructuring and secondly, active discussion groups considered the three key topics above and mapped out concerns and opinions. All Branches were invited to nominate participants.

The feedback from discussion groups in the area of participation included the need to attract new members, how to encourage and involve young members and how to address low attendance at branch meetings. On the issue of enhancing TUI's advice/information processes, participants identified email, the TUI website, publications and training as areas that need to be improved. With regard to representation, the role of TUI representatives, the length of time served as a representative, encouraging new activists to get involved and strengthening workplace structures were identified as areas that need to be addressed. A short report detailing the key issues discussed at the March conference was given to delegates at Congress 2014 and is available on the Branch extranet.

Two further consultation conferences will be held between September and November 2014. The union will also carry out a survey of the membership in May 2014. The purpose of the survey will be to gather empirical data in order to inform the second consultation conference. The second conference, scheduled for September, will build on the feedback from the first session with a view to identifying the most suitable restructuring options to be considered. The third and final consultation conference will focus on the specific structural changes necessary to give effect to the improvements needed in member participation, representation and information/ advice services. A final report will be produced for the Executive Committee to consider.



EDDIE CONLON DUBLIN COLLEGES BRANCH, AGS AIDAN KENNY, GARETH ROE GMIT BRANCH



GEFF COLLINS CO WATERFORD, JEAN BESWICK GALWAY CITY



MICHAEL MCNULTY TIPPERARY NR, CAIT LEYNE TIPPERARY NR, SEAMUS LAHART AREA 4 REPRESENTATIVE, TIM CORCORAN TIPPERARY SR

# TUI calls for further development of targeted training and mentoring programmes for women

The Biennial ICTU Women's Conference 2014 took place in Wexford in March. The theme of the conference was 'Organising for Decent Work'.

Opening the conference, ICTU President John Douglas noted the results of the 2013 ICTU Equality Audit, stating that they demonstrate a big challenge for ICTU and its affiliate unions in terms of gender balance in the makeup of employment within unions as well as in the internal membership structures of unions. The ICTU President committed "all of us in Congress to continue to progress our stated commitment to achieving gender equality in our programmes and structures by agreeing an equality action plan with stated targets and time lines".

The TUI motion called for ICTU to continue to develop targeted leadership training and mentoring programmes for women. Proposing the motion, TUI President Gerard Craughwell pointed to the European Trade Union Confederation (ETUC) resource guide 'From Membership to Leadership: Advancing Women in Trade Unions' which advocates the important role of mentoring and training in achieving gender balanced representation in trade unions. Seconding the motion, Past-President Bernie Ruane, noted that, to date, there have been just two female Presidents of TUI and that the gender balance of the TUI Executive is very unequal and will actually disimprove this



TUI EXECUTIVE COMMITTEE MEMBER EILEEN MAGEEAN SPEAKING AT ICTU'S WOMEN'S CONFERENCE

year. This is despite the fact that up to 70% of TUI members are female, she stated. Also speaking in support of the motion, Executive member Eileen Mageean, said that much more needs to be done by the trade union movement to ensure that equality comes to the fore and that representation at leadership level is reflective of the

makeup of the membership. The TUI motion was widely supported by delegates from other unions and was unanimously passed.

Other motions debated at the conference focused on issues such as parental leave, universal childcare, pensions, flexible working, decent work and the gender pay gap.

## New contract agreed for chaplains

Following vigorous representations over a number of years, TUI recently agreed a permanent contract for chaplains. TUI represents chaplains in Community and Comprehensive schools and in designated Community Colleges.

As a result of this agreement, chaplains now have the same security of tenure as other teachers. The agreement also sets out the conditions of service for chaplains, including an outline of tuition time for them. It was also agreed that existing chaplains can opt for the new contract from September 2014.

A Department of Education and Skills circular letter will issue shortly, which will be effective from September 2014.

## RMA News

We enjoyed a wonderful spring break since I last wrote. As I mentioned, we stayed in the Falls Hotel in Ennistymon, Co Clare. We were blessed with wonderful weather for the three days we were there. The 140-bedroom hotel is family-run with very friendly and excellent staff. When you look back from the front door of the old Georgian house you see the majestic and magnificent Ennistoymon falls. The Welsh poet Gordon Thomas married the daughter of the owner and lived there for a time. On our first day we went to the Vandeleur Walled Gardens, which were built by a Dutch merchant in the 18th century and recently restored by local initiative. Our guide was a Hungarian gardener whose knowledge and passion for his work impressed all of us, and we spent a long time there asking questions and receiving many a fascinating story. He recounted how when they took to restoring the walled garden, the wall - which was twelve feet high and enclosed two acres of land - was not damaged in any way. It stood straight without buttresses and was not inclined in any direction due to the workmanship of the original builders.

From there we went to Kilrush, the beautiful seaside town built by the same Dutch family. After lunch in Kilrush we went on an Atlantic coast drive with spectacular views of the sea and coast with its many stacks. There were over fifty of us on the break and we had a lovely dinner that night in the hotel. The next day we went to Inis Óírr. When originally planning this we thought it was very risky at this time of year, what with the wind and rain. As it turned out the weather was magnificent, sun shining all day and fantastic views of all the islands, stacks and of course the Cliffs of Moher. The weather was so good that on our return to Doolin from the island we were able to travel very close along the Cliffs of Moher, a route accompanied by a very interesting commentary from the ship's captain.

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RMA MEMBERS ON SPRING BREAK IN CO CLARE

Our Chairman Jim McCarthy and I attended the TUI Annual Congress in Kilkenny. Jim gave an address to Congress on the RMA which was much appreciated by the members. It is very important to keep the current members of TUI constantly aware of pensions issues not only because they will be there themselves at some time but because we also need their support. They were impressed that we now had eleven branches and the rate at which our numbers were growing.

Our branches are becoming more and more active and developing initiatives themselves on how to attract new members and how to better serve their members. The website has played a great part in this development and should be used more by all our members. Check it today and see if your Branch has a meeting coming up. Meetings are currently arranged for Kerry, Donegal, Carlow and Cork. See [www.rmatui.ie](http://www.rmatui.ie) for more details.

The Alliance of Retired Public Servants had its first meeting with officials of Minister Brendan Howlin since its official formation in January. The Minister has accepted that this Alliance is the body that he will recognise for the purpose of dealing with Public Service Pensions. A reinstatement of the pension reductions is on the cards in the future and we hope to be part of the framework to steer and push that reality. More on this in the next issue.

Our thoughts now are on the AGM which is being held in the City of Culture, Limerick on the 28th of May. You will already have received information on this and don't forget to check the website.

In January we lamented the passing of Dora Weafer, our very dear friend and great RMA supporter. Now we must lament the passing of Liam Carey, another stalwart of the RMA and former founder and Chairman.

Christy Conville,  
Secretary, RMA

# Mary Stokes – An Appreciation

On February 6th the staff of Ballsbridge College, both present and past, were shocked to learn of the death of Mary Stokes. Mary, who had only retired four years previously, had worked in Ballsbridge College since 1976, having started work in the CDVEC in 1973 in Coláiste Dhúlaigh.

During a 35 year career in the CDVEC Mary witnessed the huge changes in education and within the organisation and she played a major role in developing and implementing some key aspects in the FE sector.

37 years ago Mary was the Guidance Counsellor on what was then an innovative business linked secretarial course. Mary contributed hugely to the development of the FE sector and provided invaluable career advice and counselling to generations of Ballsbridge graduates. She taught the Work Experience module to all students in the college for many years.

As part of her Masters in Equality Studies, Mary researched the Higher Education Links Scheme (HELs) from an equality perspective. She was passionate in her commitment for equality of opportunity for all students.

As the VTOS co-ordinator from the very beginning of the scheme, Mary saw the opportunity to provide tangible practical help and advice to the long term unemployed. Mary's understanding of the issues of VTOS students as adult learners was tremendous. As the profile of VTOS students changed somewhat over the years so too did the need to understand different students' requirements. Mary never stopped finding different ways to be of help to these students. Mary was always more than willing to share her expertise with her colleagues and as a consequence the teaching community in Ballsbridge benefitted hugely from all of her hard work.

Mary was a great friend, from letting a colleague know about a recently published book in their subject area that might be of interest to them, to giving advice on how to cook the perfect risotto. And anyone who has had the pleasure of eating Mary's home-cooking would know, Mary could cook.



She was genuinely interested in people and was supportive of people in such an unassuming but empowering way.

Mary was Branch Secretary to the Dublin City Branch during the 1980s. Mary brought her high level of organisational skills and commitment to this role, she truly understood the concept of solidarity. Mary was absolutely a "TUI Person". As well as all the work Mary did in the branch she was the soundest of advisors to her fellow union members in Ballsbridge College. During the time of the PCW, for instance, Mary's encyclopaedic knowledge of national agreements was more than invaluable to many of her younger part-time and eligible part-time colleagues.

Mary was both compassionate and precise in the best possible sense if you wanted accuracy and truth you would go to Mary. There is and hopefully there always will be a very proud TUI tradition in Ballsbridge College and that is due in no small part to Mary Stokes.

Mary was a huge influence on everyone who was fortunate enough to have worked with her in the CDVEC and as a committed trade unionist in the TUI. Many of us work differently because we met her.

Mary's openness to new ideas and her immense commitment to equality and human rights remained characteristically paramount at all times.

On 11th February, Mary's family invited all those who knew and loved her to gather in the Royal College of Physicians to remember Mary. At this poignant and beautiful celebration Mary's life was remembered in song, music, words, photographs, tears and laughter.

Mary is missed by all who knew her in Ballsbridge College, CDVEC and TUI. Thank you for everything Mary.



# Jerry O'Sullivan RIP



Jerry O'Sullivan died suddenly on February 12th, 2014 at the age of 66. He is survived by his widow Helen and son Cormac in Killarney. A wonderful union advocate, he always promoted the value for teachers to be active members of their teacher unions. A familiar presence and speaker at union meetings, he loved the annual TUI conferences where he met up with so many of his colleagues.

He qualified as a national teacher in St Patrick's TC, Drumcondra, Dublin, in 1967. His first teaching post was in Templarney NS, Arklow and then moved to St John Vianney NS, Bonnybrook, Dublin. He was active in the INTO.

When he moved to his native Kerry in 1974, he was appointed to the then Killarney VS. He joined the Kerry branch of the TUI and remained an active and enthusiastic member until his retirement from Killarney Community College.

He taught Gaeilge, English and History in Killarney for many years, before he became a full time Learning Support teacher in the college. He was a fluent Irish speaker and conversed in the native tongue he so much cherished at every opportunity. He also gave great service for many years promoting The Pan Celtic Festival in Killarney.

Ar dheis Dé go raibh anam Jerry, curtha faoi fóid glasa Achadh Dhá Eo.

Brón ar an mbás mar tá Diarmuid sciobtha uainn ro- luath ar fad.



## Fiontar

### MSc i nGnó agus i dTeicneolaíocht an Eolais

Tegann an clár seo den iatach do mháistir oiliúnaí fáil i réimse glao, an bheirteocht agus teicneolaíocht an eolais. Tá an clár seo níosanta ag na údair an Ardoidreach (HEA) faoi gclár Ríochtas Scéala na. Cailloa a sé seo nach inbha a ach €2,750 le blioc mar tháille in aghaidh na bliain in iomáí gábh- tháilí nuchéine.

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#### Struchtúr an Chláir

Is clár páirtinseartha é an bhliain thardáil bhliain agus atá ag leibhéal ara a gCreat Múlaíochtaí Cúlaíochtaí. Is oia léachtaíarsáilardáicí sa bhain sa bhliain acadúil i mbliain i agus dáá Sáatham déag i mbliain a. Tá dhá sheimeistair i agna bhliain acadúil ó dhéineadh mbéla. Féinbhigo dtána Holbig agus ó thar feabha go deireadh mbliain. Cloná math le seo, cuidear teicneolaíocht foghla na ar fáil trí chóras foghla na ar líne agus trí théagmháil rónáphout dírlíochtaí agus inic léa a. Cuidear bliain ar mbénaíochtaí lea a n-achá a chailloa a ach gá do inbhic léa a scrádaí be ndááááá.

#### Ríochtas Iontrála

Gráda a a inbeacháin ón óracha (Leibhéal B) iii na a bháar

#### Scoláireachtaí ar fáil

Tá scoláireachtaí €2,000 na ceana le fáil do a chéigeara gbeolbháth na tortnaí is fearm chléad bhliain.

#### Conas iarratas a dhéanamb

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Dún Laoghaire City University, Ollscoil Chathair Bhaile Átha Cliath



Letter from TUI President published in *Irish Examiner* on 18/3/14 responding to article on Junior Cycle proposals. 'Good teachers always underpin their teaching with creativity. On a daily basis, they see the damage that six years of austerity cuts have wreaked on staffing numbers and the supports and programmes that benefited the most vulnerable students. In many cases, their innovation patches over deficits caused by these cutbacks. Such creativity is essential, but it should complement rather than substitute for an appropriately funded, fully equitable education system. This is the very least that students deserve.'

**The TUI/ASTI lunchtime protest over Junior Cycle concerns** outside schools around the country received extensive media coverage across national and regional media on the 11th and 12th of March 2014. Dual union Newpark Comprehensive School was used as a flagship for the Dublin protest and this was extremely well attended by media. Wherever possible, regional media were also furnished with details of local events and template press statements were issued to branches from head office.

The TUI President was interviewed live on *RTE Radio 1's News at One*, while both *RTE* and *TV3* covered the event on their news bulletins. TUI representatives were interviewed on a range of radio news bulletins each day, while Assistant General Secretary Declan Glynn debated the issues with Minister Quinn on *Today FM's Last Word programme*. All national newspapers gave the event extensive coverage.

**TUI President Gerard Craughwell debates Junior Cycle changes with Minister Ruairi Quinn on Today With Sean O' Rourke (presented by Keelin Shanley) 10/3/14**

**Teacher pressure – Chalk Talk, Irish Times 25/2/14**

The TUI is seeking sustainable teaching career paths, and general secretary John MacGabhann comments: "It was once the case that second level teachers were appointed to permanent, full-time jobs, but regrettably it has become the recent norm for young teachers to spend many years on low hours and low incomes with no guarantee of being retained from year to year. Having only fragments of jobs, many experience income poverty and regularly struggle to meet basic financial commitments."

TUI Education and Research Officer Bernie Judge discusses planned protest over Junior Cycle changes and teacher concerns over the new programme



TUI AND ASTI MEMBERS INTERVIEWED BY MEDIA AT JUNIOR CYCLE PROTEST, NEWPARK COMPREHENSIVE SCHOOL 11/3/14

**RTE's Morning Ireland, 24/2/14**

TUI advocates that with regard to education related to sensitive issues such as relationships and sexuality, students should be provided with neutral, non-biased and accurate information and guidance. TUI Education & Research Officer Bernie Judge interviewed on *RTE Radio's Drivetime programme 18/2/14*

**Principals warn over secondary teacher shortage – Irish Daily Mail 17/2/14**

Principals have expressed concern that a 15 per cent increase in secondary level student population by 2020 will lead to a shortage of teachers. ....A spokesman for the Teachers' Union of Ireland said the TUI brought out figures last week showing that 30 per cent of secondary school teachers were on less than full-time hours. The coming surge in student numbers should ensure teaching can become a job of full hours again which should provide a 'huge opportunity to graduates.'

TUI Education and Research Officer Bernie Judge discusses **the challenges schools and teachers face in providing sex education**, including the effect of cutbacks and loss of posts – *Today FM's Last Word programme 4/2/14*

**TUI calls for the scrapping of a tax break that resulted in eight of Ireland's most affluent schools receiving an average of almost €50,000 in additional funding each from the State in 2012.** Speaking on *RTE News*, TUI General Secretary John MacGabhann said that TUI's 'issue is with the State conferring further advantage on the school that receives those donations

through the tax code, so this is an issue that has to do with advantage being conferred on advantage.' *3/2/14*

TUI General Secretary John MacGabhann discusses possibility of public disciplinary hearings for teachers and warns that Minister and Department must fully consult with TUI - *Today FM's Last Word programme 27/1/14*

**Holding schools and teachers to account - Irish Times letter by TUI President 27/1/14**

'It is important to emphasise that teachers are already subject to multiple levels of accountability. Second-level schools are subject to four different methods of inspection and teachers are also subject to the Teaching Council's code of professional conduct.'

**Hearings for teachers not up to the job - Sunday Times front page 26/1/14**

...The Teachers' Union of Ireland (TUI) has reacted with alarm to the proposal, and wants 'serious consultation' with Quinn before the plan is finalised in legislation...John MacGabhann, general secretary of the TUI said it would be 'extremely unfair' if teachers were brought before a public hearing except in serious cases. 'We want this proposal to be the subject of serious discussions between teachers, the Teaching Council and Minister Quinn,' he said.

**TUI President Gerard Craughwell explains on RTE's Morning Ireland why TUI is balloting members on proposed Junior Cycle changes 20/1/14**



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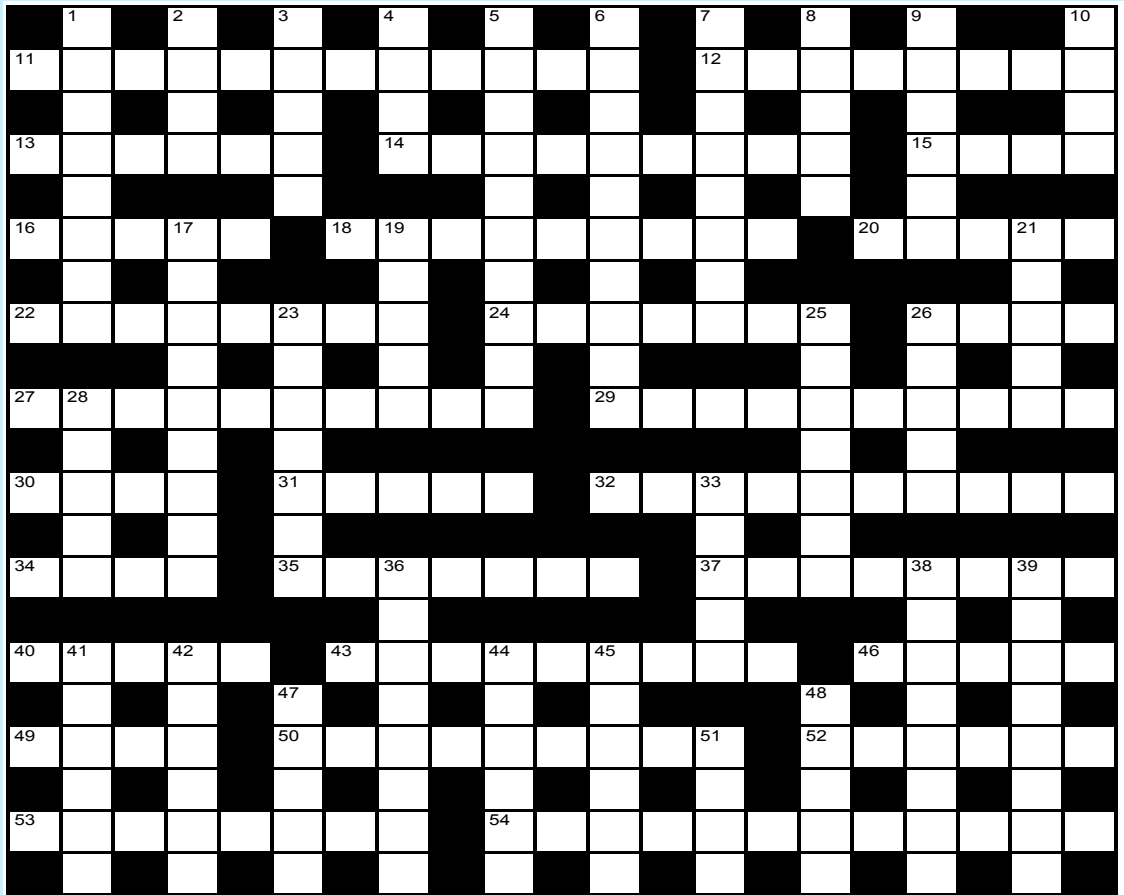
Address \_\_\_\_\_

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

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

Send entries to TUI  
Crossword May '14, TUI, 73  
Orwell Rd, Rathgar, Dublin 6

Closing date for entries:  
Friday July 4th 2014.



**ACROSS**

- 11 The lowest temperature theoretically attainable (8,4)
- 12 George Eliot's first novel (4,4)
- 13 Animated US television comedy about a secret agent (6)
- 14 A high-ranking Shiite religious leader who has political power (9)
- 15 Egyptian goddess of fertility (4)
- 16 The name of Salvador Dali's pet ocelot
- 18 Something which is particularly disliked (from French) (4,5)
- 20 A Kestrel for a -----, 1968 novel by Barry Hines (5)
- 22 Springfield's baseball team in The Simpsons (8)
- 24 A South American river 1,500 miles long (7)
- 26 City founded by the Romans as Eboracum in 71 AD (4)
- 27 A city in western France, capital of the Charente-Maritime department. (2,8)
- 29 The name of an epistemological theory that individuals are born without built-in mental content and that all of their knowledge comes from experience and perception. (6,4)
- 30 A genus of about ten species of annual grasses. Common name 'hair-grass' (4)
- 31 A gemstone and for making pestles and mortars (5)
- 32 1992 film starring Tom Cruise as an Irish emigrant (3,3,4)
- 34 Valley where David beat Goliath (4)
- 35 In an artificial environment outside the living organism (2,5)

- 37 Greek god of wine (8)
- 40 Attach to, at the very end (5)
- 43 The king who led the Greeks against Troy in the Trojan War (9)
- 46 ----- Schultz, nom de guerre of American gangster Arthur Flegenheimer (5)
- 49 ---- Flux, 2005 sci-fi movie starring Charlize Theron (4)
- 50 Large long-armed ape of Borneo and Sumatra having arboreal habits (5,4)
- 52 American rock band formed in 1971 by Glenn Frey, Don Henley, Bernie Leadon, and Randy Meisner (6)
- 53 Feeling great rapture or delight (8)
- 54 Norse explorer regarded as the first European to land in North America (4,8)

**DOWN**

- 1 A number of peoples belonging to a pre-Roman Iron Age culture inhabiting a peninsula now consisting of Spain and Portugal (8)
- 2 A sub-culture originating in the early 1980s influenced by the music of aesthetics of bands like The Cure, Siouxsie and the Banshees etc. (4)
- 3 An elementary particle and a fundamental constituent of matter. (5)
- 4 Second letter of the Greek alphabet (4)
- 5 Marine polyps that resemble flowers but have oral rings of tentacles; differ from corals in forming no hard skeleton (3,7)
- 6 Someone who makes or repairs watches (10)
- 7 Any one of several species of kangaroos of the genus Macropus (8)

- 8 Small village in Co. Donegal, one of three villages that makes up the parish of Drumholm (5)
- 9 Flann, AKA Myles na Gopaleen (1,5)
- 10 Gang from West Side Story (4)
- 17 A therapist who manipulates the skeleton and muscles (9)
- 19 An upright tripod for displaying something (5)
- 21 Ultramicroscopic infectious agent that replicates itself only within cells of living hosts (5)
- 23 Dynastic name of the last Persian royal family (7)
- 25 Historical fantasy novel by Virginia Woolf (7)
- 26 ----- mate - a holly plant used to make tea in South America (5)
- 28 Title character in Disney's The Little Mermaid (5)
- 33 An electronic receiver that detects and demodulates and amplifies transmitted signals (5)
- 36 The state of wandering from place to place; having no permanent home or means of livelihood (8)
- 38 A person who is the least old of a group (8)
- 39 Titular character in Harriet Beecher Stowe's famous novel (5,3)
- 41 A mural done with watercolours on wet plaster (6)
- 42 Not established by conditioning or learning (6)
- 44 in the Harry Potter novels, someone without magical powers (6)
- 45 A rectangular array of quantities or expressions set out by rows and columns (6)
- 47 The Mars -----, an American rock band from El Paso, Texas, formed in 2001 (5)
- 48 In printing, a short line at the end of the main strokes of a character (5)
- 51 Irish Times columnist ---- Whelan (4)