



TEACHERS' UNION OF IRELAND / AONTAS MÚINTEOIRÍ ÉIREANN

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DISTANCE LEARNING
COMMITMENT
INNOVATION
FLEXIBILITY
SOLIDARITY

19

Irish educators rise to
unprecedented challenge

A Word from the President – Seamus Lahart

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TUI PRESIDENT, SEAMUS LAHART

There are no perfect solutions to any of the many questions that we face, but you have unquestionably risen to the current challenges.

Cancellation of state examinations

There has been considerable public focus on the status of this year's state examinations in the context of the pandemic and how students would progress to the next stage of their education or to employment.

As you will be aware, every attempt was made to hold the Leaving Certificate examinations, but it simply was not possible due to public health advice and the shared aim of all stakeholders to protect the health and safety of students, teachers and the wider community. Of course, the Junior Cycle examinations had earlier been cancelled by the Department.

If we were to assist students in progressing to the next stage of their lives, the Executive Committee of the Union decided that there was no viable alternative other than the system of Calculated Grades as set out by Government decision. Notwithstanding many justified concerns and the need for extensive clarification and continuing consultation, it was decided that the Union would advise members to engage with this system on a once-off basis.

Unprecedented challenges

Colleagues, what we are experiencing at the moment is clearly unprecedented. As we have stated from the outset, this is a time for solidarity and I would like to take this opportunity to commend you for the flexibility, professionalism and compassion that you continue to display as educators in the face of the current health emergency.



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From the outset, TUI was vocal across national and regional media in seeking protections for teachers from any undue pressure in relation to their role in terms of Calculated Grades, and the Department has since put these in place.

Vulnerable students must not suffer

In our advisory role on contingency arrangements to allow student progression and in all other fora, TUI is working to ensure that those students who were already victims of educational disadvantage before ever we faced the coronavirus crisis do not have their prospects further damaged.

Contingency Assessment Arrangements in FET

Taking account of representation from TUI, ETBI issued a document outlining the principles that apply to contingency assessment arrangements in FET in the current health emergency. The full text of this is included elsewhere in this magazine.

Higher education

While public attention has inevitably focused on the Junior and Leaving Certificate issues, we are aware of the massive upheaval in our third level colleges. Ensuring the preservation of jobs in the sector and enabling the progression of students into this sector is vitally important. TUI is cognisant of the demands of the temporary emergency work

practices that the pandemic has brought about in the sector. Discussions on the return to work in September will be ongoing throughout the summer months

No precedent will be established by current measures

It is important to note that we have a full and clear commitment from government and the Department that no precedent is going to be established based on measures put in place to deal with the unprecedented challenge of a national public health emergency. Any such measure is on a one-off basis. This applies to all the sectors in which TUI members work.

TUI members providing important voluntary assistance

In addition to flexibility in their roles and ensuring continued teaching and learning through remote learning, we are well aware that our members are assisting the most vulnerable in their communities and also frontline healthcare workers through voluntary work and actions. There is nothing new or surprising about this; you have always given freely of your spare time in promoting sporting, music, debating and countless other activities. Inside this edition, we feature a small sample of the many workplaces around the country manufacturing Personal Protective Equipment (PPE) for healthcare workers.

Annual Congress 2020

Annual Congress, which would have taken place in Killarney in April, was of course postponed. We are currently investigating the possibility of an online Annual Congress in the near future that would allow us to progress important and time-sensitive business, with the hope of holding a Special Congress later this year. Again, we will relay details of developments in this regard as soon as we have them.

Looking after yourself

This is a stressful time for individuals and families, and we have all had to make significant and often fundamental adjustments to the way that we live. Put simply, we are all more likely to experience difficult days at the moment than would have been the case just months ago. Included in this edition is an article on maintaining wellbeing at this time. We also feature a reminder of the Inspire Workplaces service that is open to you.

Thank you once again for the magnificent way in which you have represented your profession in recent weeks and months. I wish you and your families the very best at this time and over the period ahead.

Keep safe,



Seamus Lahart
President, TUI



Guidelines on implementation of Calculated Grades system issued on 21st May 2020.

See **www.tui.ie** for full details, FAQs and all relevant updates

TUI members producing Personal Protective Equipment (PPE) for frontline healthcare workers

This is a small sample of the many workplaces around the country where teachers and lecturers have been producing Personal Protective Equipment (PPE) on a voluntary basis for frontline healthcare workers. Their efforts in this regard are hugely appreciated by their local communities.



KINSALE COMMUNITY SCHOOL, CO CORK



COLÁISTE GLEANN LÍ, TRALEE, CO KERRY



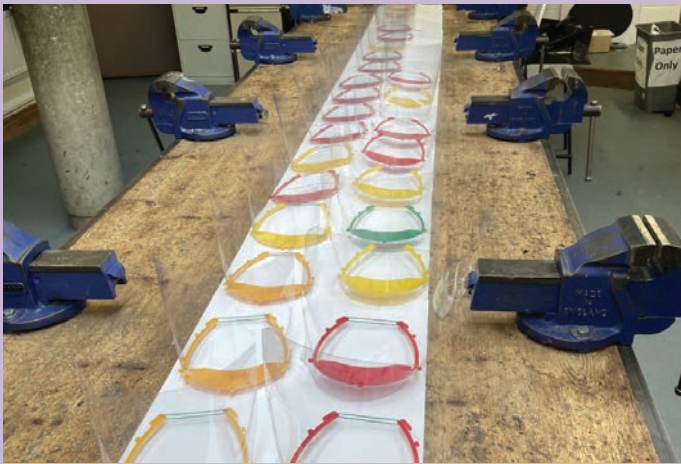
PPE PRODUCTION BY TUI MEMBERS IN DONEGAL



COLÁISTE DÚN AN RÍ, CO CAVAN



GRANGE COMMUNITY SCHOOL, DONAGHMEDE, DUBLIN 13



HARTSTOWN COMMUNITY SCHOOL, DUBLIN 15



IT SLIGO

A teacher's experience having to get to grips with online teaching in the midst of a global pandemic

by Lisa O'Donoghue



Lisa is a post-primary teacher of English and History in Colaiste Phobal Ros Cré, Co. Tipperary, Ireland. She graduated from the University of Limerick and Hibernia College, Dublin. She is an active member of the TUI and the Chairperson of the Irish Congress of Trade Unions' Youth Committee. This was originally published as a blog by Education International.

I sighed as I sat down at my kitchen table. To my left, a fresh cup of coffee, to my right stacks of textbooks, in front of me a fully charged Microsoft Surface Pro. Right, let's do this! My fingers hovered uncertainly over my keyboard as I perused my notes and carefully formulated plan for the day. It was Friday 13th March and I was about to enter in to my first official day of 'online teaching'.

Though, to be fair, that would be to do myself and my colleagues a disservice. It wasn't that I hadn't previously used technology with my classes. I had even set up groups of students on Microsoft Teams prior to now, and often used online resources as an accompaniment to my

teaching – but, as a medium for teaching? As sole access to my students? In the place of the classroom? I was certainly delving deeper, diving further into water that I had only previously paddled in. Nervous, but also excited, I took a deep breath and began.

As I look back now at the last few weeks, I think it is fair to say that it has been a steep learning curve. Adapting and creating resources to allow for more student-led learning, while also talking students through processes such as how to attach a document or submit an assignment (bearing in mind they are using devices as diverse as smartphones, tablets and laptops with different layouts/operating systems

etc.). Meanwhile wondering if that student who hasn't interacted with any of your carefully curated resources is a 'can't do' or 'won't do', means that I entered the Easter Holidays emotionally and mentally drained but also somewhat proud of my profession and the potential that I see arising out of all this chaos.

First of all, let's look at and celebrate the good. Book companies, often seen at this time of year in staffrooms pitching their latest textbooks and resources, have stepped up their game, giving in certain circumstances unlimited access to their electronic textbooks to both staff and students around the country. This has allowed teachers and students to be both literally and figuratively on the same page as they negotiate this new and unfamiliar terrain. This of course raises the issue as to whether we need to examine educational resources as a whole after this crisis is over. While I am all for copyright and understand the importance of maintaining the integrity of academic property, we do need to look at who the gatekeepers are for this property and who the key holders are. Education, after all, should be attainable and accessible to all. How can we improve this provision going forward for the benefit of not just learners but educators the world over?

Collaboration between colleagues, while always a key part of our profession, has proved key in supporting both teachers and students. Never have I had such a wide variety of resources made available to me, not just from my colleagues at school, but from those further afield through online platforms as diverse as Scoilnet, Tes and Facebook, to name but a few. The Professional Development Service for

Teachers has launched workshops and tutorials for teachers. Even RTE (Irish TV Station) has got onboard by announcing a schedule of airings of Shakespeare's most popular works and their Home School Hub offering aimed at primary schools. If I am stuck with a particular technology related issue, a quick post on the staff Team's page for my school will usually get a multitude of responses/screencasts/ offers of help. There is a lot to celebrate in this new and uncertain world of online education.

No doubt there are pitfalls - unequal access to technology and resources for both teachers and students, parents unable to support their children, broadband blackspots, unsuitable study environments, working from home while also caring for children. I could go on and on. It is not an ideal world and, in my darker musings, as I struggle to upload a particular resource or to make a particular piece of technology work for me, I wonder if some of the investment, or lack thereof, in education in recent years could have been better directed? Instead of endless seminars and webinars on the uses of Padlet and Kahoot (two very useful apps by the way, but they are definitely mentioned at almost every CPD I've attended in recent years), perhaps we should instead be teaching teachers and students alike how to condense files, pre-record presentations and interact through online platforms? I, like many teachers, have sat through numerous presentations on GDPR, internet safety and various concerns around it. These tend to be, not quite scaremongering in nature, but certainly leave many of us, particularly the less digitally literate, almost fearful of the digital world and all of its perceived pitfalls. The focus of training needs to change.



LISA O'DONOGHUE

Teachers need to become digitally literate in terms of the basics of data privacy and security so that they, themselves, can make, and be trusted to make, sound judgements in relation to online learning material. The student too, should not be forgotten in this journey, how can our students be guided more towards a greater level of digital literacy, such that they will be able to contribute to their own learning going forward? Simply 'Googling' a term or using Wikipedia as a basis for a classroom assignment is not enough. We need to train our young people, as well as our educators, to become discerning digital consumers, to be able to verify sources, to fully understand both the said and the unsaid online. I hope that when this chaos ends and we are back to 'normal', whatever and whenever that may be, that we learn from this experience, applaud our successes but equally, learn from our failures and seek to create a world where the provision of online education can work in tandem with our in-classroom work and ethics.

Contingency Assessment Arrangements in FET - Agreed National Approach

Following engagement with ETBI in relation to contingency assessment arrangements in FET in the context of Covid-19, and having regard to matters raised by the Union, the ETBI issued a document setting out overarching principles that will apply and to which local contingency arrangements must adhere. The text of this document is set out below.

Contingency planning for Further Education and Training in the ETB sector

This paper has been prepared to address the requirement of the ETB sector to implement alternatives to current assessment approaches due to the exceptional circumstances COVID19 has presented. The content has been agreed by the ETBI Directors of Further Education and Training Forum and approved by the Chief Executives Forum.

It is based on what is deemed reasonable as alternative methods of assessment to those previously validated or detailed in component specifications. By reasonable, it is meant that the learning outcomes can be assessed and approved by academic governance, the approach requires the alternative methods to be practicable, and adequate time be allowed for the development of the alternative assessment methods.

Like other providers, once the ETBs have agreed a contingency plan either at sector level or provider level, a copy will be provided to QQI and published on each provider's website.

OVERALL APPROACH:

ETBs will work towards meeting the applicable programme deadline (where at all possible) using the following overarching principles:

1. Learners will be communicated with regularly using appropriate methods to keep them informed.
2. Alternative methods of assessment are being used solely and strictly on

an exceptional basis (i.e.COVID19) and will have no precedent value into the future

3. All exams (exceptions outlined below) will be replaced with alternative methods of assessment
- 4.As far as possible, learners will be enabled to submit recorded skills demonstrations remotely
5. As far as possible practical exams or exams that cannot be delivered remotely will take place where required, adhering to HSE guidelines.
6. Teachers/tutors to identify learners that:
 - Do not have access to digital technology and the internet
 - Require access to learning resources
 - Require time management/self-directed learning skills
7. Consider a centralised approach at ETB level to developing a loan system for devices that can be provided to learners
8. Consider developing a resource kit for learners that equips them with time management skills and effective strategies to succeed in digital learning environments where required
9. Internal Verification must take place
10. CAO courses will be processed for certification as a priority
11. External Authentication to take place where it can be conducted remotely

12. Options to address modules with common assessment components both within the various settings of an ETB and across the ETB sector will be explored
13. The setting of alternative methods of assessment will take place at class/centre level as determined by the professional judgement of teachers/tutors and will be advised to local management and Quality Councils, where they exist.
14. If a local issue arises in respect of alternative assessment arrangements it should be addressed by the teacher/tutor in the normal manner, i.e. in the first instance to the Line Manager/Principal/Co-ordinator and if necessary to the Director of FET who may be advised by the ETBI FET Quality Group

Other points for consideration

Communications around contingency planning to take place with staff representatives and key stakeholders, locally and/or nationally if required

DFET Forum Quality Strategy Group to act as advisory group to ETBs for any assessment-related issues that may arise over the course of the coming weeks On-going engagement with QQI and relevant stakeholders

The following may be considered by ETBs in responding to the challenges that have arisen as a result of the national emergency COVID19.

Teacher/Tutor challenges

- Professional development required to deliver effective digital instruction
- Access to digital tools needed to effectively deliver instruction from home
- Ability to stay connected to learners beyond digital tools
- Identifying learners that require support

Recommendations

- Provide training opportunities around digital learning to institutions and teachers where practicable
- Develop a resource hub for educators to access materials necessary for digital learning where appropriate
- If required, offer guidelines to educators on how to stay connected to

learners beyond traditional digital forms of communication (e.g. phone conversations, letter writing, etc) while adhering to the GDPR and having regard to privacy considerations for both educator and learner

- Consider a centralised solution to gathering of data on learners in a standardised way and the solutions to be agreed when cohort is identified

Remote learning challenges

- Remote learning can encompass a wide variety of learning opportunities that are unfamiliar
- Needs to consider ways that student learning can continue offline, and could include exploring the natural world, activities to support students' local communities (with appropriate social distancing), and engaging, hands-on projects and artistic creations that stem from students' own passions and

experiences, all in adherence with HSE guidelines.

Recommendations

It is suggested that the following approaches may be considered by ETBs:

- large-group video or audio conference calls
- 1:1 phone or video calls
- email
- work packets/projects
- reading lists include links with borrow box (Co. Council library free resource)
- online learning platforms, and other resources to effectively engage with students

These tools could be used to deliver lessons, provide individual student support, provide resources (including instructional material and student assignments), connect students to each other and their teacher, and provide feedback on student work.

Principals and Deputy Principals' Association News

By Adrian Power, President

Dear Principals, Deputy Principals and teachers,

These last number of weeks have tested the limits of the flexibility and versatility of the teaching profession in Ireland and we have stood up and answered the call admirably in very difficult circumstances. The abrupt transition from regular classroom teaching to online interactions with students has been jarring to say the least for both teachers and students. As time goes on and our new practices get embedded, this process will get easier and while online fora will never substitute for face-to-face teaching, we must make the best of a challenging situation.

Indeed, at this time, our students' wellbeing and mental health is just as important as their learning and we need to make sure that this experience builds resilience rather than stressing our students to breaking

point. Unpredictability and uncertainty feed and fuel anxiety, panic and high levels of stress in our school community and while providing a routine is not a complete antidote to this, it will help take the edge off. This task also falls to schools - to show leadership and direction. It has suddenly become apparent to so many just how supportive schools in our sector are to their students, vulnerable or otherwise, and we continue to provide this model of pastoral care as best we can. Our students need to be reassured that this crisis will come to an end, that we are all in it together and that we will get through it.

For school leaders, I would say that these times are trying and very busy. Whoever thought a school with no students or teachers in it could be more challenging to run! It is crucially important to pay attention to our own physical and psychological well-being, to look after

ourselves and take our down time. When working from home, the temptation to "just have a quick look" at emails or other tasks can be difficult to overcome but it is important that we realise that we cannot help our staff and students if we become tired and overwhelmed.

When the day comes that all of this is behind us, we will be measured by how we looked after our students, not just educationally, but emotionally and spiritually. Were we kind and patient? Did they feel supported, and did we make them believe that things would return to normal? Our strength is in our collective unity and our willingness to support each other.

"Sometimes we are tested, not to show our weakness, but to discover our strength."

FR. Rishabh.S



Right side up while inside out

HSE Clinical Psychologist Dr Lasairíona McGuinness discusses minding our minds and bodies during Covid-19



We are creatures of habit, we crave consistency, structure and familiarity. We've all lost our usual routines, some of us are doing new tasks while others have lost their jobs. In a small or larger way, Covid-19 has upheaved our lives and placed us in unknown territory.

While we might feel alone, the truth is we're all in this pandemic together - everyone is impacted and no-one is left out.

Feeling anxiety and worry is natural during this unsettling and uncertain time. These feelings may be unpleasant, but it is good to know that we need a healthy

amount of anxiety to drive us into action so that we are kept alert, safe and well. Of course, it isn't just anxiety that we are feeling; there are bound to be lots of other emotions too, like low mood, frustration, guilt, or even shame. Some of us may even find moments of contentment or joy.

As we get used to and find our way through this new normal, how can we manage our mental health in our socially limited bubbles, in a world that has largely become unpredictable?

Minding our emotions

Emotions love themselves. Like in the film *Inside Out*, our emotions have personalities, and they look for ways to grow. So how do we ensure that we don't over-indulge or overfeed them?

It is good to know that research shows naming how we feel can help to regulate our emotions (for example, saying "I am feeling anxious right now"). Sharing how we feel with those we trust and listening to our loved ones can also have positive effects on our emotion systems, both in our minds and bodies.

It may help to ask yourself questions about the thoughts you are having, as this might help stop the emotion spiralling. If you are finding it difficult under the restrictions to see a loved one, you might find yourself thinking 'will I ever see them again? What if something goes wrong, how will I make sure they are ok?' Or, if you've lost your job, you might find yourself thinking 'how will I ever get a job again?' That would be a very normal reaction. But it might help to ask yourself; am I imagining the worst happening? Am I jumping to conclusions? Do I have all the facts?

It is normal to be curious. For some of us that might mean scrolling endlessly through our social media feeds for news updates, or turning on the television to watch the news at every hour. But if we do too much of this, it can fuel anxiety and maintain it for longer.

And when we look for information, we must mind ourselves and access accurate information, rather than relying on interpretations. Websites like hse.ie or the national broadcaster and other sources are more reliable than social media posts and forwarded messages.

Be kind to yourself

We need to protect ourselves, now more than ever.

If you feel ill you should get medical advice.

Please do your best to sleep well; be careful not to over or under-sleep compared to your usual sleep pattern.

The recommendation is normally seven to eight hours per night.

Make sure to exercise every day, within the government restrictions. Eat and drink healthily everyday (Avoid too much alcohol. The occasional treat is fine, but keep unhealthy food as the exception and please avoid recreational drugs).

It's good to make sure everyone in the house is taking care of themselves physically too (showering, brushing our teeth, wearing clean clothes).

We like treats. We like to plan and have something to look forward to. Even if that simply means holding off on watching a film you have been looking forward to until the weekend, as a Saturday night treat.

Feed your brain

We have excellent problem-solving skills and creativity, and we can use these to keep our brains and bodies alive and active. Doing small tasks or activities each day can increase our sense of being in control, of mastery, and feelings of joy. Even rewarding ourselves for completing a small task may go a long way in terms of prolonging positive emotions.

Be a social animal while isolating

Last but not least, we're social animals, not social isolation animals, and maintaining social connection helps us physically and psychologically. Luckily,



HSE CLINICAL PSYCHOLOGIST
DR LASAIRÍONA MCGUINNESS

never before has it been as easy to do this via technology. Pick up the phone, set up a video call, write a postcard or letter. Communicating with people we care about will help them, and us feel better.

This too shall pass

It is good to remember that this situation is temporary and in a state of flux. In the middle of all of the uncertainty in our daily lives, what is certain right now, is that this situation is only temporary.

This service is completely confidential and voluntary. Your employer will not be told who is using the service and will receive only anonymous usage statistics to evaluate the service. However, if there is a 'red flag' issue or risk of harm or involvement in criminality, confidentiality may be waived.



An Roinn Oideachais agus Scileanna
Department of Education and Skills

Whatever's on your mind, call us free and confidentially, 24/7, 365 days a year on:

1800 411 057

If you feel you need to, take the first step, pick up the phone and contact us to speak with someone who can help you to access appropriate support and advice.

Email us during office hours at:

workandstudy@inspirewellbeing.ie

For instant access to tailored wellbeing support tools and resources, visit:

inspiresupporthub.org

Inspire Workplaces
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Western Business Park
Ballymount
Dublin 12



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Take control of your wellbeing

Employee Assistance and Wellbeing Programme



Visit us at: inspiresupporthub.org



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The right help, right now

At one time or another, we all experience difficulties that can leave us feeling overwhelmed. Issues at work, relationship worries, family pressures, financial concerns – they can all make us **anxious and reduce our sense of wellbeing**.

That's where we come in.

In line with best practice clinical guidelines, the Inspire **Employee Assistance and Wellbeing Programme (EAWP)** broadens the support options available to you, providing access to a range of services that are tailored to your individual wellbeing needs.

Here's how it works:

Referral

Having contacted our support line, we'll guide you through the most appropriate next steps. Depending on the nature of the call, that may be to: provide general information, offer immediate support if in distress, refer you to one of our specialist information advisors, or schedule a telephone assessment with a case manager - all of who are professionally qualified Counsellors. If contacting us by email, we'll either email or call you back.

Assessment

If needed, we'll provide a telephone consultation with a case manager. During this call, you will be asked to complete a questionnaire for us to more fully understand your wellbeing needs. This evidence-based self-report measure covers a number of areas including: problems, wellbeing, functioning and risk. We'll then create a wellness plan that outlines the type of support that is right for you.

Support

Your wellness plan may involve case manager support/ information over the phone, direction to our online self-help resources, signposting to more appropriate statutory and community services, or referral to EAWP counselling, depending on your needs.

It helps to talk

At any time, you can access our **Freephone telephone support line**. Available 24 hours a day, 365 days a year, it is staffed by a network of accredited and highly experienced Counsellors who if required, can provide immediate, confidential support.

Whatever's on your mind, call us free and confidentially on:

1800 411 057

You can also contact us via email during office hours at: workandstudy@inspirewellbeing.ie

Inspire Support Hub

The **Inspire Support Hub** provides instant online access to a range of wellbeing information, guidance, screening and intervention tools. The hub will guide you through evidence-based self-assessment to personalised wellbeing reports, and recommendations for proactive next steps.

It includes a number of bespoke, innovative tools and resources, including:



Guided self-assessment via 'iHelp chatbot'



Self-help courses and digital intervention tools



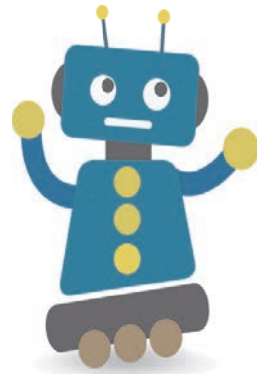
'5 ways to wellbeing' database



Wellbeing information library and Bibliotherapy



Mood Tracker



Visit us at: inspiresupporthub.org

When logging in at first, you will be prompted to enter the following PIN: **DOES2019** and to complete a sign up form. For more information on using the hub, contact: hubsupport@inspirewellbeing.org



Data protection during the Covid-19 lockdown



During the Covid-19 lockdown, where possible, members are working remotely from home to support the continuation of teaching, research and education activities. Remote working has become a new norm during this emergency but it presents new challenges in terms of maintaining compliance with General Data Protection Regulation (GDPR). The following provides members with some general and practical advice on GDPR to assist when working remotely from home.

Permission to use personal data

Get permission from your employer (school/college/ETB/institute/technological

university) to access and use personal data of students and staff for the purposes of remote working. For communications, request access to the email list (and only if necessary, the phone numbers) of students you teach, and other staff as required and if needed. Request external access to the employer's software packages including emails, working documents, communication platforms, virtual learning environments etc. Take time to familiarise yourself with the employer's usage policies regarding software packages. If you are in any doubt about how to use these software packages and the arising data protection issues, seek advice and, if required, training from the employer.

Use of Equipment/ devices

In the first instance you should request the employer to provide you with the IT and telecommunications equipment necessary to carry out remote work from home. If under the current emergency the employer cannot supply the equipment at this stage, you may decide to request permission to use your own equipment. If you want to use your own equipment seek advice from the employer on whether the equipment is compatible and secure for the purposes of processing student personal data. To protect personal data on devices, members should consider installing encryption software, using strong passwords and changing them

regularly, switching on tracking options to enable the finding of location in case of loss/theft and always installing up-to-date security software.

Email account

The email account provided by the employer should be used for all work-related matters, including communications with students and other staff colleagues. It is not advisable to use a private personal email account for work purposes. For security of email it is advisable to change your password on a regular basis and to close the email account when the device is left unattended. Also, do not share your password with others and update software regularly. It is good practice to clean the email account on a regular basis by deleting emails that have served their purpose. When sending group emails use the BCC option to protect the email addresses of those in the list.

Cybersecurity

Cybercrime is on the increase, with the use of sophisticated methods to defraud and steal information, identity, data, accounts and funds. To protect data when working remotely online, never provide a requester with your user name and password, do not open emails from unknown sources, do not open attachments or URL links from unknown sources and regularly delete emails in the spam and junk folders. Multi-factor authentication is a common way to provide devices and software with an extra security level. Criminals seek to target the individual through websites,

email and/or by phone to trick victims into providing the information they want. Be alert to their schemes, do not engage with them and report any suspicious activities to the employer or the Garda. It is good practice to shut down and switch off power supply to devices when they are not in use. It is advisable to have a password for your home WiFi and this should only be shared with family or trusted guests.

Confidentiality

When working remotely, measures should be taken to secure the confidentiality of work-related data. Set a password to log into your device, log out of accounts when leaving the device, password protect documents/folders, advise other users of the device that it contains protected work-related material that should not be accessed and request other users of the device not to access or download from unsecure websites.

Data breach

If you become aware of a potential data breach (unauthorised access to data, circulation of data to the wrong recipients, lost or theft of data etc.) you should immediately report the matter to the employer, keeping your own record of the time, date and whom you reported the matter to. If you are concerned that your device has been hacked, shut it down, turn off the power supply and seek immediate advice from your employer.

Data access request

An individual has a right to request an organisation to disclose what type of personal data (if any) is stored relating to the individual and to supply copies of the personal data. Devices used for remote working are subject to data access requests. Data access requests are managed by the employer, who will circulate the data access request to the relevant staff and detail the instructions to be followed. If a member receives a data access request from an individual, the request should be sent immediately to the employer for processing.

It is advisable to get familiar with the employer's policy on data protection and any new measures introduced to accommodate remote working from home. In circumstances where the employer has not issued guidelines to staff, then the Data Protection Commission's guidelines should be followed.

Resources:

Data Protection Commission; Guide for working remotely

<https://www.data-protection.ie/en/protecting-personal-data-when-working-remotely-0>

Garda National Cyber Crime Bureau, Advice relating to online security

<https://www.garda.ie/en/about-us/specialist-units/garda-national-cyber-crime-bureau-gnccb/>

Your queries:

If you have any data protection questions please send them to the TUI Data Protection Officer at dpo@tui.ie

Congratulations to TUI members who completed inaugural course in Trade Union Studies

Eighteen TUI members from all sectors of the union recently graduated with a Certificate in Trade Union Studies. The online course was run in partnership with City of Glasgow College, which has extensive experience in providing training for union representatives. The course was delivered by Assistant General Secretary John O'Reilly in conjunction with Scott McCabe and Mark Pollitt of The City of Glasgow College Trade Union Centre.

The course was delivered through both face-to-face and online

learning, offering a high standard of training to members on the structures and operation of a trade union.

Congratulations to all concerned who completed this inaugural course.

Interested in taking part in next year's course?

Any members who are interested in next year's course should contact Assistant General Secretary John O' Reilly at joreilly@tui.ie.



PICTURED AT THE COMMENCEMENT OF THE COURSE ARE PARTICIPANTS, UNION PRESIDENT SEAMUS LAHART, GENERAL SECRETARY JOHN MACGABHANN, ASSISTANT GENERAL SECRETARIES JOHN O' REILLY AND JOANNE IRWIN AND TRADE UNION EDUCATION CENTRE TUTORS SCOTT MCCABE AND MARK POLLITT

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TUI in the media



TUI representatives have engaged with a significant number of national and regional media outlets in recent weeks and months in relation to developing issues around the various challenges that the public health emergency has posed for students, educators and the wider school community.

Developing issues have included the closure of schools and colleges, the postponement of TUI's Annual Congress, the initial postponement of the Leaving Certificate to late July, and, most recently, the announcement by the Department of Education and Skills of a system of Calculated Grades as a once-off mechanism due to continuing, serious

health concerns over the logistics of holding the Leaving Certificate's written examinations.

At all times Union representatives made clear that members were consistently facilitating the remote/online provision of service to all students, irrespective of the significant challenges involved, not least in terms of the substantial additional time required for online delivery.

Wherever possible, the Union has sought to deal in hard facts and reality rather than indulging in or facilitating the speculation of others at a time of stress for students, particularly those in examination years. A particular emphasis

was also placed on highlighting that no student would be further disadvantaged by any of the various contingency measures that have been introduced.

Representatives have sought to protect the professional integrity of members, most notably by making clear in a number of high-profile interviews that protocols were required to protect teachers from any lobbying or canvassing in terms of the system of Calculated Grades.

A full summary of recent media activities is accessible from a link on the homepage of the Union's website.



SEAMUS LAHART ON VIRGIN MEDIA'S TONIGHT SHOW WITH IVAN YATES 22ND APRIL 2020

Leaving Cert: Teachers seek safeguards against parental pressure on grades
- Irish Times



JOHN MACGABHANN ON RTE'S SATURDAY WITH CORMAC O HEADHRA 9TH MAY 2020



JOHN MACGABHANN INTERVIEWED LIVE ON RTE'S SIX ONE NEWS 11TH MAY 2020



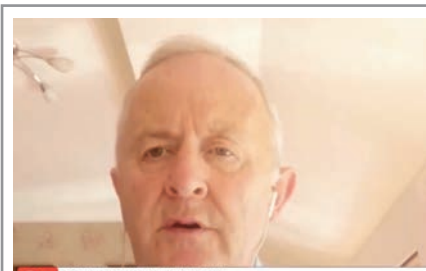
LIZ FARRELL
NEWS TEACHER, COLAISTE EÓIN, MACKETSTOWN, CARLOW
LIZ FARRELL ON VIRGIN MEDIA NEWS 9TH MAY 2020



JOHN MacGABHANN
GENERAL SECRETARY, TEACHERS' UNION OF IRELAND
JOHN MACGABHANN INTERVIEWED ON VIRGIN MEDIA NEWS 11TH MAY 2020



JOHN MacGABHANN
General Secretary, TUI
JOHN MACGABHANN ON RTE'S THE WEEK IN POLITICS 10TH MAY 2020



SEAMUS LAHART
NEWS PRESIDENT, TUI
SEAMUS LAHART ON VIRGIN MEDIA NEWS 21ST MAY 2020

Teachers want protections for vulnerable students while out of school
- Irish Examiner



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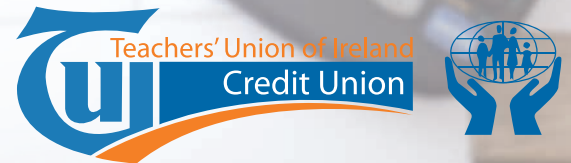
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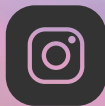
It's Giveaway Time...

At times like these, we could do with some much-needed cheering-up.

To win this hamper, simply tell us in 400 words or less how you have been spending your time at home.

Email your entry before 5th June 2020 to marketing@tuicu.ie with your full name, address, and contact number.

Winner will be announced on our website and social media channels on 8th June 2020.





URGENT APPEAL



"We are all facing this crisis together - you, me and families of 340 children with highly complex and life-threatening medical conditions under our care. Our fundraising has been devastated and we are now facing a massive shortfall of

€500,000

Please SAVE Jack and Jill's vital home nursing and end-of-life care."

Jonathan Irwin
Charity Founder

Please text WECARE to 50300 to donate €4
Or donate at www.jackandjill.ie

WECARE to 50300 text costs €4. Jack & Jill will receive a minimum of €3.60.
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Jack & Jill Children's Foundation Registered Charity Number: 20036201

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We want to do our part to protect your financial wellbeing, so we are offering:

Free TUI Income Continuance for 6 months

for new members who apply to join up until 30th June*

€80 Car insurance discount

when you buy online up until 17th May** (subject to a minimum premium of €311.23)

€100 Cashback

when you purchase or renew a car, home or health insurance policy up until 30th August and also purchase a new Life Product within the following 2 months†

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We love meeting you face to face under normal circumstances. But for now, our financial consultants can talk to you over the phone or video chat.



To talk to a financial adviser call **(01) 420 0980** and we'll make an appointment for you

For the full terms, conditions and exclusions of all offers go to cornmarket.ie/covid-special-offers/

*Offer available to eligible members of the TUI. You must fulfil the eligibility criteria of the scheme. The TUI Income Continuance Plan is underwritten by New Ireland. New Ireland Assurance Company plc is regulated by the Central Bank of Ireland. A member of Bank of Ireland Group. **The Teachers' Car Insurance Scheme is underwritten by RSA. RSA Insurance Ireland DAC trading as RSA is regulated by the Central Bank of Ireland. Cornmarket Group Financial Services Ltd. is regulated by the Central Bank of Ireland. A member of the Irish Life Group Ltd. which is part of the Great-West Lifeco Group of companies. Telephone calls may be recorded for quality control and training purposes.

A good news story - historic victory for public education as World Bank freezes investment in private for-profit education

Amidst these challenging times, we are pleased to share with you some good news that was brought to our attention by Education International (EI), of which TUI is an affiliate organisation.

The International Finance Corporation (IFC), the World Bank's private sector arm, has made an official commitment to freeze any direct and indirect investments in private for-profit pre-primary, primary and secondary school education.

This is a major win for EI and is a result of years of union campaigning against private for-profit education. In particular, EI has fought hard to stop the IFC investing in commercial provider, Bridge International Academies. The cumulative pressure put on

the IFC through multiple letters, advocacy, research, statements, campaigns and protests by EI and member organisations has led to this victory.

As EI has consistently conveyed to World Bank leaders, using aid to fund private actors for the provision of education clearly contravenes the global commitment to Sustainable Development Goal (SDG) 4 on ensuring equitable, inclusive quality education for all. In a world where so many children are denied access to education, allocating scarce funding to anything but public education is totally unacceptable.

Following the freeze, there will be an evaluation of IFC's education portfolio by the World Bank's Independent Evaluation

Group on the basis of 'educational outcomes, access, poverty and inequality', and a public consultation process to determine whether there are exceptional circumstances under which future IFC investments in private for-profit schools could be made. EI will continue to monitor the situation in order to ensure that this does not reopen the door to funding private for-profit schools and will provide details on how to engage in this process when they are available.

This is a great victory during dark times, taking us one step closer to making free, quality, public education a reality for all.

trócaire | GAME CHANGERS | HOME CHALLENGE Create a game. Change the world.

A competition for young people who want to change the world and believe games are a way to do this! In these challenging times, here is a fun activity to help students explore the Sustainable Development Goals at home! You can create any of the following types of game:

BOARD GAME
CARD GAME
VIDEO GAME

Entries must be submitted by **30th June 2020** in one of the following home categories:

Team Category

Individual Category

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



Prizes will be awarded to the winning game in each category

For further information please visit trocaire.org/education/gamechangers

NEED A QUERY ANSWERED?

Email **tui@tui.ie** with full details

Please make sure to state your Branch/Area



School of Inclusive & Special Education, St. Patrick's Campus, Drumcondra

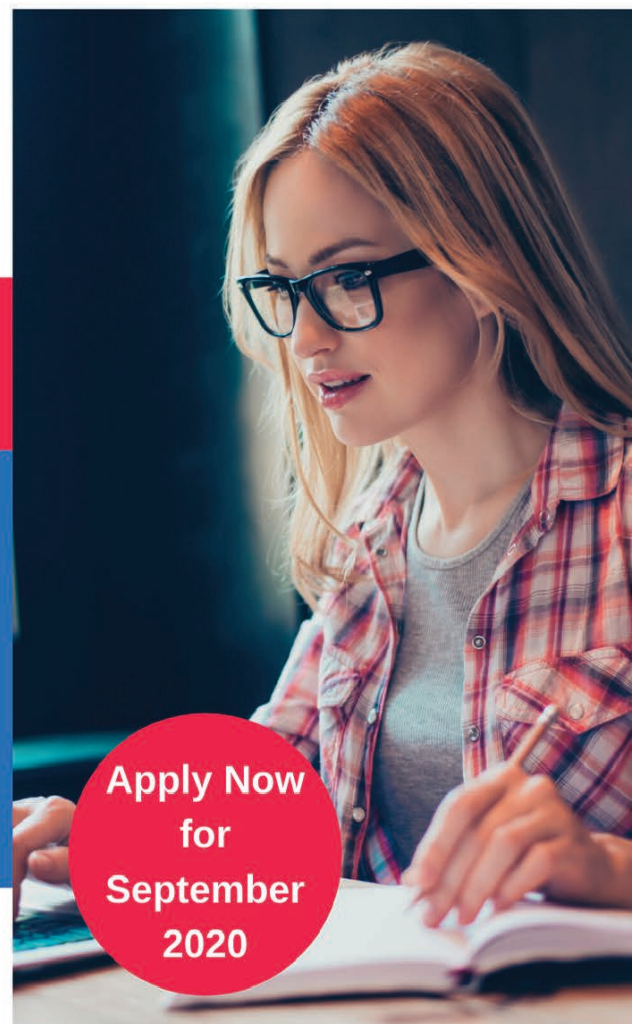
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This flexible, specialist award is designed to equip educators to respond effectively to the needs of pupils in today's inclusive schools and classrooms. Participants will specialise in a range of areas of SEN to become inclusion leaders. Fully online and part time, this course will allow you to gain a postgraduate qualification from the comfort of your own home.

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European Commission Erasmus+ Schemes



NO HUBS PROJECT MEETING

Erasmus+ Schemes provide opportunities for students, teachers, education professionals and social partners to engage in European-funded education and training projects. The scheme resources activities in three main areas - mobilities, strategic partnerships and policy exploration. TUI as a social partner has engaged in Erasmus+ projects since 2015.

Erasmus + I-VET-TP project

In 2020, TUI was successful in its application for a Key Action 1 Mobility entitled 'Innovation in Vocational Education and Training Teaching and Practice (I-VET-TP)'. This Erasmus+ mobility project is for teachers and principals who work in vocational schools in Ireland. The project will provide an opportunity for up to twenty teachers (including principals) from the project

consortium schools to visit a school in Prague, the Basque Country, Iceland or Sweden. The study visits will be for one-week's duration. The purpose is to introduce teachers to new innovative approaches to teaching practice in Vocational Education and Training (VET). This will include exploring teaching practice relating to technologies, sustainability, inclusion and rural location. The mobility will promote the status and value of VET teaching and practice and how this approach can contribute to enhance young people's pathways to work and career advancement. However, due to the Covid-19 crisis the project has been postponed pending advice from the Health Service Executive and the national agency Léargas.

Erasmus+ Optimal project

This was a European Commission funded Erasmus+ Key Action 2 Strategic Partnership which started in 2016 and ended in 2019. The Optimal project involved a consortium of partners from Ireland, Norway, Scotland and Belgium from VET schools, associations and training organisations. The partnership investigated the delivery of VET to work-based learners through the application of Student Rapid Response Systems (SRRS), Recognition of Prior Learning (RPL) and teaching methodologies and tools. It explored how teachers and/or instructors could optimise their approach to training adult work-based learners about relevant industry knowledge and skills in the classroom and during self-directed learning. The project built on the partners'



PACMAN PROJECT MEETING



VETMO4TL MEETING

expertise and experience of different VET teaching and training methodologies and methods, approaches to both formal and non-formal learning and the range of assessment and qualifications used in each partner's system. The project also engaged with industry to explore current needs and demands for training and qualifications. The partners looked at the practical application of using different types of questions and feedback in the classroom. The partners validated project material and outcomes through peer review engagement during transnational meetings. The project outcomes are based on the collaborative participation of all the project partners and the project piloted and tested several combined teaching and learning methodologies and methods in a VET school with adult learners studying fish farming. The project was aware of the aquaculture sector's need to both upskill workers and to provide accredited training for new workers. One of the intellectual outputs can be accessed from TUDublin Arrow <https://arrow.tudublin.ie/lcrep/5/>.

VETMO4TL project

This Erasmus+ funded Key Action 2 Strategic Partners project, involved 12 partner organisations including schools, colleges, associations and national agencies from ten European countries. The project focus was to develop a shared referencing system to include occupational profiles, standards and descriptors to support quality mobilities at European Qualification Framework (EQF) level 4. The partners reviewed specific qualification, standards and job profiles with a view to identifying commonalities from those in the 10 countries, all of which related to transport and logistics. Through project meetings and training events, an agreed set of referencing was developed. The shared referencing was validated by experts' groups which included participants from industry, education and training and national agencies. The project then developed learning outcomes and descriptors at EQF level 4 for three occupations: Transport Technician, Workhouse Technician and Driver. In addition, guidelines and resources were

developed to support mobility patterns between the schools and colleges in the partnership. The resources produced provide teachers and trainers with detailed information for planning and undertaking quality mobilities, including mobility agreements and student mobility documents. The project outcomes were scheduled to be presented at the NETIVET annual conference in Germany. However, this was postponed due to Covid-19. The final project outcomes will be available in May for public use.

Other Erasmus+ project news

The **VIVARPL** project which explores recognition of prior learning (RPL) methods and approaches for VET and adult learning is nearing completion. The final outcomes will be available in June for public release. This includes an RPL guideline document, a website of resources and videos describing the RPL process.

The **Know-Hubs** project which explores mentoring approaches and supports for young adult learners in rural communities will issue a guideline document this month for public release.

The **Erasmobility** project which is developing a website resource for student mobilities has postponed meetings due Covid-19

The **PACMAN** project which explores ICT and work-based learning tools for VET and young adults had to postpone activities such as meetings and training events due to Covid-19.

RMA News

I think it is fair to assume that in the lifetime of all current RMA TUI members, no event has ever occurred which compares to the Covid-19 pandemic and its disruptive effects on all our lives. Meetings, outings, coffee mornings and all our other usual activities have been put on hold. At this point, thankfully, we are not aware of any directly Covid-19-related deaths among our members.

Spring Break postponed

The decision to postpone our Spring Break was not taken lightly. We are aware that members look forward to the opportunity to meet old friends and enjoy the trips and the hospitality of the chosen hotel. When the decision was taken, the 'shutdown' had not been announced, but we presumed, rightly, that it was coming – meaning visitors' centres and tourist attractions would not be available. The risk of putting 50+ members on a tour bus for several hours would also have been too great.

At this point, the provisional arrangement is to have the Spring Break 2021 in the Rose Hotel, Tralee, Co Kerry during the same week - March 23rd, 24th and 25th.

AGM also falls victim to current circumstances

Our 2020 AGM has also fallen victim to the social distancing rules. While submitted motions have been circulated to all RMA TUI members, there have been no RMA Branch meetings since early March and no Management Committee meetings. The hosting hotel – The Ardilaun in Galway - has also been closed. No decision has been made to reschedule the AGM for later in the year or to defer it to May 2021. But as soon as the Management Committee can make that decision, it will be posted on the RMA TUI website.

If and when Annual Congress happens this year, we will be asking you to encourage delegates from your local TUI Branches to support motions of interest on pensions, parity, negotiation rights and on the Benevolent Fund.

Alliance of Retired Public Servants

The Alliance of Retired Public Servants was due to have its Biennial General Meeting later in May. This meeting has also been put on hold. In the absence of a new Government, and because of the

current Covid -19 crisis, lobbying has not been happening. Naturally, we have concerns about how the country will attempt to pay for the crisis, and I do recall asking the question in a previous TUI News article – will we have FEMPI 2? We must never allow a repeat of that disaster!

Autumn Break

Regarding our Autumn Break set for October, you should note the following:

Venue:

Treacy's West County Hotel in Ennis,

Dates: October 13th, 14th and 15th.

Prices: €180 pps, €210 single for three nights' DBB.

We propose one tour to Inis Oírr, returning via the Cliffs of Moher (by boat), and a tour to King John's Castle in Limerick. The booking form will be available on our website from June, and all members should get it in early September with the TUI Diary.

In the meantime, stay healthy.

Dan Keane,
RMA Secretary



Retired Members Association MEMBERSHIP RENEWAL 2019/20

Full details on how to renew or join can be found on our website

www.rmatui.ie

Join our team and be involved in protecting and promoting your interests in retirement

TUI Retired Members' Association Bank Account Details

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BIC: IPBSIE2D IBAN: IE54IPBS99060180049890



Crossword Sponsored by
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€250 prize for the first correct answer drawn from the entries

While TUI News was printed and distributed in the traditional manner March, many members may not have seen it as a result of the current health emergency. As a result, we have decided to re-run the same crossword for this edition, and any correct entries from the March edition will be entered into the new draw.

As this is an electronic only version of TUI News, it may suit members better to send an image or scan of the completed crossword to msandland@tui.ie

Only one entry per member.
 Photocopies can be submitted.

Name _____

Workplace _____

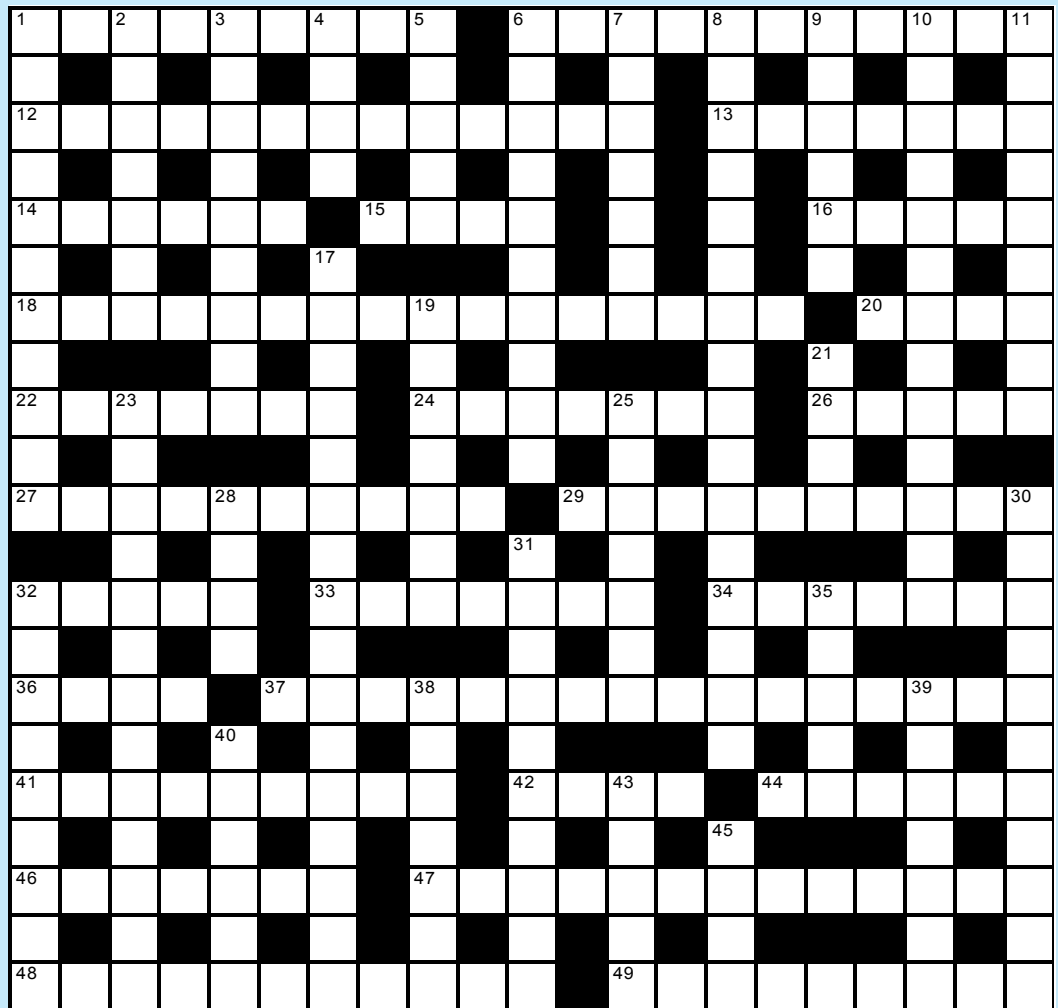
Address _____

Contact number _____

TUI Branch _____

Send entries to TUI Crossword
 May/June '20, TUI,
 73 Orwell Rd, Rathgar, Dublin 6.

Closing date for entries:
 Friday 26th June, 2020



ACROSS

- 1 Impressive because of unnecessary largeness or grandeur (9)
- 6 Telephone central (11)
- 12 A pungent preparation of ammonium carbonate and perfume; sniffed as a stimulant to relieve faintness (8,5)
- 13 A conveyance that transports people or objects (7)
- 14 Either of two folds of skin that can be moved to cover or open the eye (6)
- 15 A blemish made by dirt (4)
- 16 Marked by or showing unaffected simplicity and lack of guile or worldly experience (5)
- 18 Putting the wrong interpretation on (16)
- 20 A shop selling ready-to-eat food products (4)
- 22 Stop a process, activity or a habit (7)
- 24 A cocktail made of gin (or vodka) with dry vermouth (7)
- 26 Aquatic perennial plant native to eastern Asia; widely cultivated for its large pink or white flowers (5)
- 27 A short earthenware pipe on the top of a chimney to increase the draft (10)
- 29 An abstract spiritual world beyond earthly reality (10)
- 32 To hint, imply or suggest (5)
- 33 A person or company that underwrites an insurance risk (7)
- 34 Competition for the same objective or for superiority in the same field. (7)
- 36 Deal with reasonably well despite some difficulty; come

- to terms with (4)
 - 37 Involving or relating to three dimensions or aspects; giving the illusion of depth (5-11)
 - 41 Something that precedes and indicates the approach of something or someone (9)
 - 42 Afflicted with ill-health or disease (4)
 - 44 The innermost light-sensitive membrane covering the back wall of the eyeball; it is continuous with the optic nerve (6)
 - 46 The capital of Emilia-Romagna; located in northern Italy to the east of the Apennines (7)
 - 47 Sausage baked in batter (4-2-3-4)
 - 48 Having knowledge or skill from observation or participation (11)
 - 49 Claim back (9)
- DOWN**
- 1 Folk music consisting of a genre of a cappella music originating with Black slaves in the United States (6,5)
 - 2 Never looking old or appearing to grow old (7)
 - 3 Casual romantic relationship or period of brief involvement with something (9)
 - 4 Utter a high-pitched cry, characteristic of pigs (4)
 - 5 An upright tripod for displaying something (5)
 - 6 Consider or argue about fine details or subtle distinctions, esp. irrelevant ones; worry about minutiae (5,5)
 - 7 In place of, or as an alternative to (7)

- 8 Concerned with the design and construction of such public works as dams or bridges (5,11)
- 9 In, to or toward the rear (6)
- 10 Relating to the art or practice of designing and constructing buildings. (13)
- 11 The scientific study of food preparation and intake (9)
- 17 Atropa belladonna - perennial Eurasian herb with reddish bell-shaped flowers and shining black berries (6,10)
- 19 A request to be present (7)
- 21 A large number, amount or extent (4)
- 23 Self-restraint in the expression of emotion (5,5,3)
- 25 Serving during an intermediate interval of time (7)
- 28 A standard, model or pattern regarded as typical (4)
- 30 Premises where garments are cleaned with an organic solvent (3,8)
- 31 Attends the bride at a wedding (10)
- 32 Unable to do or achieve (9)
- 35 The ----- - TV singing competition (5)
- 38 Liable to sudden unpredictable change (7)
- 39 Causing or able to cause nausea; having an extremely offensive smell (7)
- 40 A sandwich consisting of a fried cake of minced beef served on a bun, often with other ingredients (6)
- 43 An officer who makes public announcements in a public place (5)
- 45 1997 Spice Girls single (4)