



TEACHERS' UNION OF IRELAND / AONTAS MÚINTEOIRÍ ÉIREANN

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VOL.41 / NO.3

November/December 2018



***Recruitment and retention
crisis will continue until
pay equality is delivered***

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INTO PRESIDENT JOE KILLEEN, ASTI PRESIDENT BREDÁ LYNCH AND TUI PRESIDENT SEAMUS LAHART AT A RECENT MEETING.

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Printed by:
 Typecraft Ltd.

A Word from the President – Seamus Lahart



TUI PRESIDENT, SEAMUS LAHART

Members accept pay proposal in ballot – campaign for pay equality continues

In October, TUI members accepted a proposal to remove points 4 and 8 from post-1st January 2011 scales in the context of the Union's ongoing campaign to eliminate pay inequality. The measure was accepted in a national ballot by a margin of 53% to 47%.

In announcing the ballot result, TUI made clear that this measure does not deliver pay equality. In addition, it was stated on numerous occasions that it will have little impact on the continuing, widespread crisis of recruitment and retention in schools all over the country, from Dublin to Galway and from Donegal to Cork.

The new measure, which will be implemented on 1st March 2019, will allow new and recent entrants to progress up the scale quicker. Those who have suffered from pay discrimination for the longest period of time (i.e. those who entered the profession in 2011 and the years immediately afterwards) will stand to benefit first from the measure's gains by 'jumping' to higher salary points

on their increment date, but ultimately all new and recent members will benefit.

Members will no doubt be aware that INTO members rejected the measure in a national ballot. At the time of writing, ASTI members are being balloted on the same measure. Irrespective of ballot outcomes, representatives from all teacher unions are in regular contact and every effort will be made to liaise in the ongoing fight to eliminate pay discrimination. It is clear that a joint campaign by the three teacher unions, working together, is the best way of eliminating the injustice of pay inequality.

In this regard, it is important to note that TUI still holds a mandate for industrial action, up to including strike action, on this issue. This mandate was comprehensively delivered by members last year and can be activated by the Union if and when it deems it appropriate to do so.

Keep an eye on the Union's various communications channels for updates on this campaign.

International report endorses work of teachers and lecturers

The latest OECD indicators illustrate alarmingly low levels of investment in the Irish education system. Ireland was ranked joint last of 33 countries in terms of GDP invested in the education system. The report also makes clear that it is the most vulnerable in society who suffer when education budgets are cut or neglected to stagnate. In other findings, Irish teachers continue to have more teaching hours than their counterparts, while the ratio of third level students to academic staff in Ireland is high above both European and OECD norms.

'Woefully inadequate' additional funding for third level

The additional €57m in current funding announced for higher education in Budget 2019 is woefully inadequate and will do very little to boost a sector that has been devastated by steep funding cuts. The failure of Government over successive years to make the necessary investment has had an extremely damaging effect on the working conditions of academic staff, on student experience and on the positioning of Irish institutions in international rankings. Denial of the oxygen of public investment is choking the life of a prime national asset.

An organisation built on democracy

With the end of yet another calendar year already in sight, it is worth reminding members of the vital importance of playing an active part in TUI. The Union is not a bricks and mortar headquarters, it is you and your colleagues and 17,000+ other teachers and lecturers around the country in an organisation built on democracy. Regardless of your grade and career stage, your input is always of critical importance. If you have strong feelings on any aspect of the Union's policies, attend your Branch's meetings and make these feelings clear. Branches submit motions to TUI's Annual Congress, which sets the national priorities of the Union. Help to shape the priorities of TUI as the Union campaigns on existing and ever-arising new challenges, some of which may threaten terms and conditions of employment. United we are stronger.

A handwritten signature in blue ink, which appears to read 'Seamus Lahart'. The signature is written in a cursive style.

Members vote to accept proposal on 'new entrant' salary scales in context of union's ongoing campaign



In a national ballot in October, TUI members voted to accept a proposal on 'new entrant' salary scale issues by a margin of 53% to 47% in the context of the union's ongoing campaign for pay equality. In accepting the proposal, members took the pragmatic view that it represented another step in the campaign for pay equality, in that the measure will allow new and recent entrants to progress up the scale quicker.

However, the TUI is very clear that, of itself, this measure does not deliver pay equality, will have little impact on the deepening crisis of recruitment and retention in Irish schools and that the union's campaign will continue until this pay equality is achieved.

There is no such thing as partial pay equality and the continuing injustice of discrimination against new and recent entrants to teaching remains to be comprehensively addressed.

Moreover, because the degree of discrimination is most significant in the initial years of employment as a teacher, the crisis of teacher recruitment and retention will remain and almost certainly worsen in the coming years.

Which grades of TUI members will benefit from this measure?

TUI members in the following grades who commenced employment on or after 1st January 2011 will benefit:

- Teachers
- Assistant Lecturers
- Youthreach Resource Persons
- BTEI Adult Educators
- Adult Guidance Counsellor/Co-Ordinators
- Adult Literacy Organisers
- Community Education Facilitators

What will members gain from this measure?

From 1st March 2019, two scale points (4 and 8) will be removed from the various post-1st January 2011 'new entrant' scales, meaning that new and recent entrants will progress up the scale more quickly.

Where can I see how the measure will benefit me?

Detailed examples of how the measure benefits members depending on grade and date of commencement of employment were provided in the TUI News ballot special (Vol 41 No 2). These can also be downloaded from the TUI website.

What about the Union's mandate for industrial action on new entrant pay?

TUI members chose to reject the proposed Public Service Stability Agreement (PSSA) in a national ballot in September 2017 as it failed to provide a fair and sustainable resolution to pay inequality. In a simultaneous ballot, members voted to provide a mandate for industrial action as directed by the Executive Committee.

This mandate can still be activated by the Union if and when it sees fit to do so.

What has been achieved for new and recent entrants since the imposition (in 2011 and 2012) of discriminatory salary scales?

November 2013

In negotiations that led to the Haddington Road Agreement (HRA), teacher unions secured improved salary scales for post 1st January 2011 and post 1st February 2012 entrants.

Under the HRA, implementation of the Ward Report reduced the qualifying period for a Contract of Indefinite Duration (CID) from four years to two years.

September 2016

Following its rejection of the Lansdowne Road Agreement (LRA), the TUI balloted for and commenced a campaign of industrial action on issues not covered by the LRA,

principally new entrant pay. TUI secured negotiations with Government. As a result of this, TUI secured, with INTO, an agreement to incorporate the value of the Honours Primary Degree Allowance (€4,918) into a revised salary scale for those appointed on or after 1st January 2011. The first half of the value of the allowance was added on 1st January 2017, with the second half of the value of the allowance being added on 1st January 2018

October 2018

From 1st March 2019, two scale points (4 and 8) will be removed from the various post-1st January 2011 'new entrant' scales, meaning that new entrants will progress up the scale quicker. Those who have longest

suffered the imposition of discriminatory pay scales will benefit soonest.

For example, a teacher who commenced on 1st September 2011 is currently on point 7. On 1st March 2019 (increment date) that teacher will move three incremental points to point 10 (encompassing the normal incremental move of one point and a two point 'jump' because of new measure). This is an increase of €4,956 in salary, of which €3,466 is attributable to the removal of the two points.

(Full details of how and when the measure will benefit new and recent entrants depending on year of entry are available in TUI News special Vol 41/No 2 and also on the TUI website).

Joint campaign by the teacher unions - what's the current position?

Contrary to what some commentary suggests, the joint campaign envisaged by the unions has not been set aside by recent developments. Such complication as there is results from the fact that different procedures and timelines apply in each union.

None of the three unions has repudiated the PSSA. All are currently regarded as encompassed by that agreement.

The TUI has accepted the proposed measure on new entrant pay on the basis that it represents a move forward in the context of the Union's ongoing campaign for pay equality. It is a road-sign, not a destination. The unambiguous message to members in the TUI News Ballot Special (October 2018) was that, regardless of the outcome of the ballot, whether accepted or not accepted, "the Union's ongoing campaign will continue until pay equality is delivered". Moreover, the TUI has a mandate for industrial action.

The processes of the other union are ongoing. While the INTO by ballot decided not to accept the proposed measure in regard to new entrant pay, it does not yet have a mandate for industrial action and would have to ballot members for such a mandate. The ASTI is currently balloting its members on the proposed measure. It too may hold a subsequent ballot in order to seek a mandate for industrial action.

Once these processes conclude, the potential for a campaign of co-ordinated action will have been clarified.

For its part, the TUI is entirely committed to securing pay equality and will, insofar as possible, pursue that objective in a joint campaign with our colleagues in ASTI and INTO.

Processes to deal with the outstanding issues – the H.Dip. allowance and entry point on scale

H. Dip./PME allowance

The TUI brought the matter of the (Higher Diploma in Education) H.Dip./PME allowance to the Teachers' Conciliation Council (TCC) in October 2016 and in spring 2017 submitted a paper setting out in detail the Union's position. In discussion of the issue at the Council, the Department of Public Expenditure and Reform (DPER) offered the view that it could be encompassed by the talks under Section 4 of the PSSA.

When the TUI raised the issue at those talks the DPER representatives advised that they did not have a remit to build a costing for restoration of the H.Dip./PME allowance into the proposal (that was published on 24th September).

At the most recent meeting of the Teachers' Conciliation Council, it was acknowledged by the DES that the Section 4 talks had not encompassed the matter of the allowance and that it could now be considered as a claim by the Council.

The TUI is updating its earlier submission to take account of recent developments, including government-endorsed proposals to enhance certain allowance arrangements in the health sector of the public service.

Initial Placement on the Incremental Scale

In late 2017, the TUI and our sister teacher unions made a joint submission to the Public Service Pay Commission (PSPC) in relation to recruitment and retention issues in the education sector, most particularly in relation to teachers. The PSPC was tasked by government with reporting on the health sector in the first instance. This it did in September 2018. The TUI will be pressing for completion of the Commission's consideration of the education sector as a matter of urgency, given the recruitment and retention crisis, the existence and severity of which is now frankly recognised by all relevant parties.

In the submission to the Commission, the unions made the point that elimination of incremental recognition for the period of unpaid, pre-service training has had a seriously detrimental impact on the attractiveness of teaching as a profession and have sought re-instatement of initial placement on the third point of scale for teachers.

Remaining differentials

The elimination of the remaining differentials between the early points of the new entrant scales and the pre-2011 scales has also been identified by the TUI as a matter that needs to be resolved. Unlike the H.Dip. allowance and initial placement on the incremental scale, this is a matter that is cross-sectoral and that can be effectively addressed only on a public service-wide basis.

‘In desperation, a school in Dublin offers free accommodation to any Home Economics teacher but still can’t source one’

Recruitment and retention crisis in schools remains to be addressed



TUI PRESIDENT,
SEAMUS LAHART

We hear the stories every day: a school in Limerick can't get a Physics teacher; a school in Cork can't get a Maths teacher; a Chemistry teacher leaves a Kildare school for a better option in the pharmaceutical industry. In desperation, a school in Dublin offers free accommodation to any Home Economics teacher but still can't source one. In desperation, a school in Dublin offers free accommodation to any Home Economics teacher but still can't source one.

While the proposal on new entrant pay announced this week represents further movement, it won't of itself deliver pay equality. And because the most significant difference in salary scales for those appointed on or after 1st January 2011 will still be in the initial career stage, the crisis of teacher recruitment and retention will remain and possibly worsen in the coming years. It should now be clear to all concerned that, until this injustice is comprehensively addressed, graduates will vote with their feet and schools will continue to struggle – and in some cases fail - to recruit and retain suitably qualified teachers across a range of subjects.

In many instances, extortionate accommodation costs in cities and large towns are resulting in teachers choosing to seek opportunities elsewhere. A technology teacher I spoke to earlier this month left a full-time post in Dublin to take up a contract of part-time hours in a school nearer his family home in Tipperary. He had done the maths, and the switch from his city apartment back to his childhood bedroom left him with a higher disposable income and a better chance of saving even a meagre amount each month. However, this is only one factor, as we have also had reports from rural areas that similar recruitment issues are arising there, often because part-time contracts are all that are on offer in particular subject areas



‘Graduates will vote with their feet and schools will continue to struggle’

in smaller schools.

So is it a crisis? Surely it must be when parents see the range of optional subjects decrease in their children's schools. Even allowing for an element of flux at the start of any school year, recruitment problems are evident both across the country and across a broad range of subjects including, but not limited to, Modern Languages, Mathematics, Science, Irish, Home Economics and the technologies. By their very nature, schools are innovative and will do everything they can to provide the full range of subjects, but it is becoming increasingly difficult to do so, given the absolute shortage of qualified teachers in certain areas.

It is an indictment of the current system

that a spell teaching in the Middle East has come to be seen as a necessity for young teachers seeking to scrape together a deposit for a mortgage. We are exporting one of our best resources.

What is of even greater concern is that those who might once have considered teaching or have qualified as teachers are simply choosing to work in other professions. For example, large numbers of Home Economics graduates are headhunted by private industry in the agri-food area before they ever stand in front of a class, receiving better salaries and job security from the commencement of their careers in industry.

Meanwhile, there has been a fall of over 50% in the numbers applying for places on

the Professional Master of Education (PME) postgraduate teacher education courses between 2011 and 2018. It is no coincidence that this comes at a time when the HDip allowance, formerly payable to holders of the qualification, was withheld for new entrants, as was a starting point on the scale that recognised the training period.

Another significant factor is that it is a rarity that a second level teacher earns a 'full' salary from the get-go. The great majority start with part-time hours and

attempting to make ends meet, often relying on family to supplement income. I know of teachers who struggle to get by on contracts of just four or six hours a week. A TUI survey earlier this year found that just 22% of new entrants to teaching received a contract for full hours in their first year of teaching. The stark effect is that four out of every five new teachers at second level earn just a fraction of the starting salary. Moreover, they get their first teaching post at an average age of 26, often saddled with debt after six years of study. Strikingly and worryingly, in the same

survey, 52% said that they would not advise a younger relative to pursue the profession of teaching.

This crisis in recruitment and retention is damaging to students, schools and to the thousands of young teachers that we lose to other jurisdictions or other forms of employment. Until full pay equality and full-time hours are delivered, these problems will endure, and everybody will suffer.

This article by TUI President Seamus Lahart was originally published on thejournal.ie

TUI in the media



A sample of recent issues addressed by TUI in the national media

Teacher Supply Action Plan

The Teachers' Union of Ireland (TUI) said the plan does not address the root causes of the current crisis in Irish schools, which it says are pay inequality, the continuing casualisation of the profession and absence of promotional opportunities.

TUI president Seamus Lahart said: "Any merit that the proposals may have is greatly diluted by the failure to supplement them with substantive measures that tackle the real issues. This means that the action plan is little more than a list of 'sticking plaster' measures."

He said teacher recruitment problems are likely to worsen in the coming years over pay inequality, "because the discrimination is most significant in the initial years of employment as a teacher." - *Irish Examiner 9/11/18*

National ballot result – campaign to continue

TUI president Seamus Lahart said members had decided "that this proposal represents another step in the campaign for pay equality. The measure will allow new and recent entrants to progress up the scale quicker. However, it does not secure pay equality." - *Irish Independent 26/10/18*

"There is no such thing as partial pay equality and the continuing injustice of discrimination against new and recent entrants to teaching remains to be comprehensively addressed." Mr Lahart

said with better employment options available elsewhere, graduates will vote with their feet and schools will continue to struggle to recruit and retain suitably qualified teachers across a range of subjects. The union said its campaign will continue until pay equality is achieved. - *RTE 26/10/18*

Third level funding crisis

The availability of college places for today's first-class pupils is at risk unless there is urgent Government action on funding, it has been warned in an unprecedented, unified statement by third-level leaders, staff and students. It was issued by the Irish Universities Association, Technological Higher Education Association (representing institutes of technology), Union of Students in Ireland, and academic staff unions, the Irish Federation of University Teachers and Teachers' Union of Ireland. - *Irish Examiner 27/9/18*

Proposal on new entrant pay

"The TUI's concern about the crisis of teacher recruitment and retention remains," it said. "As a result, schools will continue to struggle – and in some cases fail - to recruit and retain suitably qualified teachers across a range of subjects." - *Newstalk, 24/9/18*

TUI member David Waters and TUI General Secretary John MacGabhann interviewed on injustice of discriminatory pay on *RTE's Six One News 24/9/18*

OECD Education At A Glance report

TUI President Seamus Lahart said failure to invest in education is an attack on the most vulnerable. He said the report made clear that it was those from disadvantaged backgrounds who suffered most from flat-lining or declining education budgets. "The failure of successive Irish governments to invest appropriately in Irish education is a sustained attack on the most vulnerable in communities across the country. Investment in education pays huge dividends to society in terms of increased tax and social contributions and to the individual in terms of better life prospects," he said. - *Irish Independent 11/9/18*

'Sticking-plaster' measures won't resolve recruitment and retention issues

'As with previous sticking-plaster measures, the proposal to introduce quotas on certain teacher training areas seeks to tackle the symptoms rather than curing the disease of the current crisis of recruitment and retention. Schools are innovative and will do everything they can to provide the full range of subjects, but it is becoming increasingly difficult to do so. In many instances, spiralling accommodation costs in urban areas are resulting in teachers choosing to seek opportunities in other parts of the country. However, this is only one factor, as we have also had reports from rural areas that similar recruitment issues are arising there.' - *TUI President Seamus Lahart, Irish Times Letters 6/9/18*

Housing crisis having a hugely damaging effect on education

On 3rd October, TUI joined other trade unions, political parties, students' unions, housing agencies and community and campaign groups in a rally outside Leinster House to demand action on the housing crisis.

The crisis is having a devastating impact on the educational aspirations of a growing number of families, with the unacceptable situation of children living and studying in unsuitable, emergency accommodation, often located at significant distances from their schools.

In addition, new and recently qualified teachers are being priced out of the rental market in urban centres, while in the current climate, the first rung on the property ladder is nowhere within grasping distance for most. Clearly, this is a key factor in the recruitment and retention crisis afflicting schools around the country.

Government must, as a matter of extreme urgency, invest in and implement an extensive programme for the provision of social and affordable housing. The ideologically blinkered approach of looking to the private sector is exacerbating the crisis. Therefore, rather than relying excessively on a self-interested private sector – an approach that has manifestly failed - government must reinstate the local authorities as providers of such housing and release the necessary funding.



SOME OF TUI DELEGATION AT RAISE THE ROOF DEMONSTRATION



RAISE THE ROOF DEMONSTRATION

TUI in joint call for Government to address Higher Education funding crisis

Students and staff unions join with third-level representative bodies to demand government response

In an unprecedented move, unions representing students and teaching staff have joined forces with the representative bodies of universities and institutes of technology to call on the government to respond to the growing crisis in higher education funding. The TUI, the Irish University Association (IUA), The Technological Higher Education Association (THEA), Union of Students in Ireland (USI) and Irish Federation of University Teachers (IFUT) united in their demands.

In a joint statement the group said: "This is the first time that students and staff unions and advocacy bodies representing the higher education institutions have come together to call collectively for action. Government clearly knows what the problem is; now, they need to start fixing it. If urgent action is not taken, there's a real risk that today's 7 and 8-year old primary school students will not have sufficient college places available to them in 2030 when the demographic bulge peaks with an additional 40,000 students seeking to access third level."

John MacGabhann, General Secretary of TUI said that the failure by government to prioritise investment in Higher Education 'has significantly diminished the quality of the student experience and is causing reputational injury to the nation's higher education institutions.'

TUI described the additional €57m in current funding announced for higher education in Budget 2019 as being 'woefully inadequate', stating that denial of the oxygen of public investment is choking the life of a prime national asset.



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NATIONAL DEVELOPMENT PLAN



DEPARTMENT OF EDUCATION
AGUS SCÉILSINNÁ AND SKILLS

Maternity Leave – your questions answered

How much maternity leave am I entitled to?

Teachers are entitled to 26 weeks maternity leave and 16 weeks additional unpaid maternity leave.

When does maternity leave start?

Maternity leave will ordinarily begin on such day as the pregnant teacher selects, unless medically certified that the leave should commence on a particular date. However, the commencement date must not be later than 2 weeks before the end of the week of the baby's expected birth and four weeks must be taken after the end of the week of the baby's birth. For these purposes, Saturday is regarded as the end of a week.

Teachers may also take cognisance of the Department of Employment Affairs and Social Protection rules whereby eligibility for maternity benefit does not normally commence until the 24th week of pregnancy and ends when maternity leave ceases.

What happens if I give birth before I have commenced maternity leave?

If the birth occurs in a week before a teacher has commenced her maternity leave then the maternity leave must commence immediately and the employer must be informed.

What happens if I give birth after the expected date and there are less than 4 weeks maternity leave remaining?

If the birth occurs after the expected date and there are less than 4 weeks of maternity leave remaining, then the employer/Department of Employment Affairs and Social Protection must be

informed and the maternity leave will be extended to ensure that 4 weeks maternity leave are taken following the birth.

Can I take unpaid leave following maternity leave?

Commencing on the day immediately following completion of maternity leave, a teacher has the option to take a maximum of 16 consecutive weeks statutory additional unpaid maternity leave.

Can I take unpaid leave to the end of the school year?

On completion of maternity leave and statutory additional unpaid maternity leave, a teacher may apply for non-statutory additional unpaid maternity leave to the end of the school year.

In the context of this leave the end of the school year is taken to mean August 31st. For example, if all the other leave types referred to above were to expire by May 4th, and the teacher in question wished to remain out of school for the rest of the school year, rather than return for a short period, then the non-statutory additional unpaid leave must continue until August 31st inclusive.

This leave type is not a statutory entitlement and it is subject to obtaining written sanction from the employer at least six weeks in advance of an intention to avail of this leave.

When should I apply for maternity leave?

Application for maternity leave, both paid and unpaid, should be made by teachers to their employer at least 6 weeks in advance of commencement of the leave. Application should be made on the prescribed application form - available from the Department of Education website.

The applicant is responsible for completion of the form and should ensure that the school/ETB completes the employer's portion before forwarding to the Department of Employment Affairs and Social Protection at least 6 weeks prior to the start date. The form should NOT be sent to the Department of Education and Skills.

How will I be paid during maternity leave?

Continuation of salary during maternity leave is not a statutory entitlement and is contingent upon compliance with the agreed terms and conditions of this scheme.

Under the Department of Employment Affairs and Social Protection regulations any Maternity Benefit payable by the Department of Employment Affairs and Social Protection to PRSI contributors at the full rate (Class A), will issue directly to the teacher in question. A deduction from salary equivalent to the maximum weekly rate of Maternity Benefit payable to the teacher will initially be applied by the Department/ETB.

Under the Department of Employment Affairs and Social Protection regulations, PRSI contributors at the modified rate (Class D) have no entitlement to Maternity Benefit. Therefore no deduction is applied to their salary and they remain on their ordinary rate of pay.

If the amount of benefit payable to the teacher is less than the maximum, or if a person is not entitled to any Maternity Benefit, they should notify their payroll section immediately to ensure that the salary adjustments are correct. Changes to the automatic deduction can be made provided the teacher furnishes a copy of the Department of Employment Affairs and Social Protection's written notice of the actual Benefit rate applicable, if any, to the relevant employer/payroll section.

Maternity Benefit payment will be treated as taxable income.

Am I entitled to time off for ante-natal care appointments, post-natal care appointments and attendance at ante-natal classes.

Pregnant teachers are entitled to time off work, without loss of pay, to:

- (a) attend medical appointments related to ante-natal care,
- (b) attend one set of ante-natal classes in a working career, other than the last 3 classes in such a set, and
- (c) attend medical appointments related to post-natal care within 14 weeks of the birth.

If a pregnant teacher misses particular ante-natal classes in a set then it is permitted that during a subsequent pregnancy, or pregnancies, she may attend classes equivalent to those missed.

An expectant father is entitled to time off work, without loss of pay, to attend the last two ante-natal classes in a set attended by the pregnant mother.

Two weeks' notice should be given for each absence referred to in this section and appropriate certification provided.

Health and Safety of pregnant, post-natal, and breastfeeding teachers

The Safety, Health, and Welfare at Work Act 2005 and the Safety, Health and Welfare at Work (General Application) Regulations 2007 (S.I. No. 299 of 2007) place an obligation on the employer, as soon as it is notified by the teacher that she is pregnant, to assess any specific risk in the workplace to that teacher and to ensure that the pregnant, post-natal, or breastfeeding teacher is not exposed to any agents, processes or working conditions that will damage either the safety or health of the pregnant teacher and/or that of the developing child.

The teacher should be informed of the results of the risk assessment and the measures to be taken.



Where a risk has been identified and it is not possible to remove it, protective and preventive measures should be taken to safeguard the health of any teacher to whom the provisions apply, such as:

- (a) a temporary adjustment in the working environment of the teacher concerned so that exposure to the risk is avoided, or
- (b) in the event that such adjustment is not possible, by moving the teacher to suitable alternative work which does not entail the risk, or
- (c) in the event that such alternative work is not available, and having consulted with and received certification from the Occupational Health Service (OHS), by granting the teacher health and safety leave. The teacher is entitled to receive, on request, a certificate stating the reasons why she has been granted leave. The certificate must also state the start date and expected end date of the leave. Maternity Related Health & Safety Leave can be granted in respect of more than one period, provided the conditions outlined in 9.1 and 9.2 above are fulfilled for each such period concerned.

Health and Safety Leave will cease when:

- (a) the teacher concerned commences maternity leave, or
- (b) the teacher is no longer an employee
- (c) the risk ceases

Can I postpone my leave entitlements in the event of hospitalisation of my child

In the event of the hospitalisation of the child, a request may be made to the employer for postponement of maternity leave or statutory additional unpaid Maternity Leave

- Maternity Leave can only be postponed after at least 14 weeks of the leave has expired, 4 weeks of which must have been taken after the week of the child's birth. Postponement of the leave will require the absent teacher to resume duties in the school during the period of postponement.
- An application for postponement must

be made in writing to the employer, accompanied by certification from the hospital in which the child is hospitalised. The employer must notify the teacher in writing as soon as possible of its decision. If the leave is postponed, the employer and the teacher must agree the date of return to work.

- The Department/ETB, and the Department of Employment Affairs and Social Protection must be notified immediately if the teacher is to return to work in order to facilitate pay adjustment and cease any benefit from the Department of Employment Affairs and Social Protection.
- The postponed leave must be taken in one continuous period commencing not later than 7 days after the discharge of the child from hospital. The maximum period for postponement of the leave is 6 months.
- The teacher must provide the employer with a letter or other appropriate document from the hospital, or the child's doctor, confirming the child's discharge date.
- If the teacher becomes ill having returned to work and before he/she has taken the postponed leave, he/she will be considered to have started the postponed leave on the first day of absence due to illness unless the teacher notifies the employer that he/she does not wish to begin the postponed leave. If this happens he/she will forfeit the postponed leave and the absence will be treated as Sick Leave. The normal procedures in relation to Sick Leave should then be followed, including the furnishing of a medical certificate where appropriate.

I am a Fixed Term/Fixed Purpose teacher can I avail of maternity leave?

A teacher who is on a fixed term/fixed purpose contract of employment shall have full maternity leave entitlements during the term of the contract. The granting or taking of maternity leave entitlements should not affect a fixed term/fixed purpose appointment or the renewing of such an appointment.

Maternity related entitlements shall cease on expiry of the contract unless that contract is followed directly by a 'back to back' contract in an approved teaching post funded by monies provided by the Oireachtas.

If I am on maternity leave should I be notified of any posts of responsibility that may arise in my school?

Yes, you are entitled to be notified.

Am I entitled to work during maternity leave?

Teachers are not permitted to engage in any paid employment during the course of their maternity leave. Under the Department of Employment Affairs and Social Protection regulations, Maternity Benefit may be terminated in the event that paid employment is taken up while on maternity leave. Any salary payment from the Department/ETB may have to be reviewed in the event of termination of Maternity Benefit arising from non-compliance with the terms of the Department of Employment Affairs and Social Protection scheme.

Am I entitled to days in lieu for days of maternity leave that clash with holidays?

Entitlement to days in lieu was effectively eliminated as a result of a budgetary measure that became effective in 2013.

Am I entitled to breastfeeding breaks in my school?

Yes. Following representations by the TUI (and the other teacher unions) at the Teachers' Conciliation Council, the provision for breastfeeding breaks has significantly increased.

Within a 104 week period after the birth of the child, a teacher who has returned to work may avail of breastfeeding breaks, without loss of pay, for up to one hour per day for the purpose of breastfeeding or lactation.

A teacher who qualifies for this provision must notify her employer in writing of her intention to avail of such breaks at least four weeks in advance. A copy of the birth certificate of the child must be submitted with the application for breastfeeding breaks.

- Breastfeeding breaks may be taken in the form of:
 - a) one break of 60 minutes, or
 - b) two breaks of 30 minutes each, or
 - c) three breaks of 20 minutes each
- The pattern of breastfeeding breaks should be agreed following consultation between the employer and the teacher. Employers should take reasonable measures to facilitate the pattern of breastfeeding breaks as requested, while having due regard to the welfare and educational needs of pupils.
- A teacher on less than full hours may avail of breastfeeding breaks on a pro-rata basis.

A teacher availing of breastfeeding breaks who ceases to breastfeed should notify her employer in writing as soon as possible.

Substitute cover for breastfeeding breaks is not paid by the Department. At post primary level, the breaks should be covered through the Supervision and Substitution Scheme.

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between 01/05/2018
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Leave Entitlement

FAMILY LEAVE	Purpose	Paid	Maximum Period
FORCE MAJEURE	Urgent tending to an ill person for whom you have caring responsibilities, including accompanying to the hospital in emergency situations	Yes	A maximum of three days in each period of 12 months or five days in 36 months
FAMILY BEREAVEMENT	Leave related to bereavement	Yes	5 days in the case of a spouse, child or parent; 3 days in the case of a brother, sister, grand-parent, aunt, uncle or parent-in-law.
MARRIAGE LEAVE	Member's own wedding and days either side (if workplace is open)	Yes	7 consecutive calendar days (including the date of the marriage)
ADOPTIVE LEAVE	To allow adopting member a period of time upon placement of adopted child	Yes	24 consecutive weeks (& option of additional unpaid leave)
PATERNITY LEAVE	Caring responsibilities soon after the birth or placement of a child	Yes	2 weeks within 6 months of birth
PARENTAL LEAVE	Care of Children under 13 and children with Special Educational Needs under 16	No	18 weeks per child
MATERNITY LEAVE	Birth and Early Care	Yes	26 consecutive weeks (& option of additional unpaid leave)
CARER'S LEAVE	Care for person medically certified as in need of care	No	104 weeks (in respect of one relevant person)
CAREER BREAK	Break from normal duties for the purpose of caring, study, travel etc.	No	Minimum 1 year duration, maximum of 10 school years in a career. Maximum of 5 years consecutively. A separate application is required in respect of each year.
JOB-SHARING	Work flexibility for family or other reasons	Yes	Minimum/ Maximum is Unspecified – A separate application is required in respect of each year

Terms & Conditions of Employment for Registered Teachers in Recognised Primary and Post Primary Schools (Web-Book) is available at <https://www.education.ie/en/Education-Staff/Services/Breaks-Leave/Terms-and-Conditions-of-Employment-for-Registered-Teachers-in-Recognised-Primary-and-Post-Primary-Schools.pdf>
 All Circular Letters are available from tui.ie or education.ie
 All legislation is available at www.acts.ie

ments Checklist

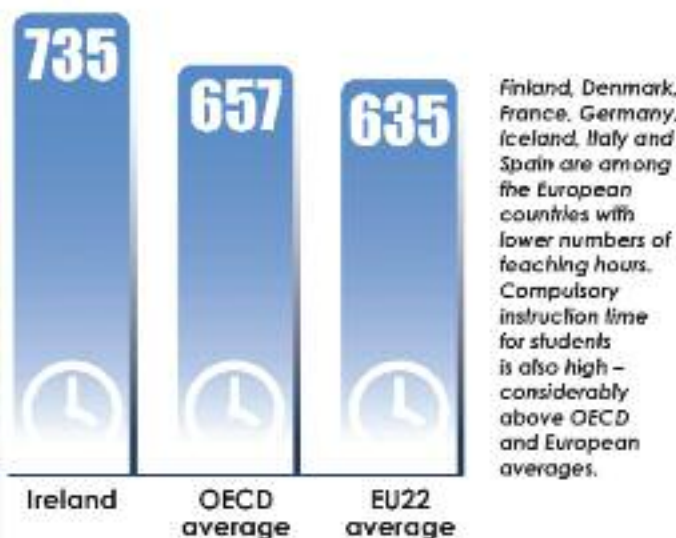
Paid substitution cover	Details – Teachers	Details – Other ETB Grades	Details – Lecturers
Yes, apart from first day. S&S is used to cover first day.	Circular Letter 17/99	The TUI is currently negotiating this circular with the DES. In the interim the provisions of the Parental Leave Acts 1998 and 2006 apply	The Parental Leave Acts 1998 and 2006
Yes	Circular Letter 19/00	The TUI is currently negotiating this circular with the DES. In the interim, custom and practice is to apply the provisions of the teachers' circular	As per IoT policy
No	As per DES or ETB policy as appropriate	As per ETB policy	As per IoT policy
Yes	Terms & Conditions of Employment for Registered Teachers in Recognised Primary and Post Primary Schools (Web-Book) – Chapter 6 (pg. 53)	Circular Letter 65/2016	Adoptive Leave Acts 1995 and 2005, Circular Letter 22/2013
Yes	Terms & Conditions of Employment for Registered Teachers in Recognised Primary and Post Primary Schools (Web-Book) – Chapter 5 (pg. 47)	Circular Letter 66/2016	Circular Letter 69/2016
Fixed-Term cover for extended period of parental leave. Substitution for shorter periods.	Terms & Conditions of Employment for Registered Teachers in Recognised Primary and Post Primary Schools (Web-Book) – Chapter 7 (pg. 65)	The TUI is currently negotiating this circular with the DES. In the interim, the Parental Leave Acts 1998 and 2006 and the European Union (Parental Leave) Regulations 2013 (S.I. No. 81 of 2013) apply.	Parental Leave Acts 1998 and 2006 and the European Union (Parental Leave) Regulations 2013 (S.I. No. 81 of 2013)
Fixed-Term cover – specific purpose	Terms & Conditions of Employment for Registered Teachers in Recognised Primary and Post Primary Schools (Web-Book) – Chapter 4 (pg. 33)	Circular Letter 80/2015	The Maternity Protection Acts 1994 and 2004, Circular Letter 22/2013
Fixed-Term cover for extended period of carer's leave. Substitution for shorter periods.	Terms & Conditions of Employment for Registered Teachers in Recognised Primary and Post Primary Schools (Web-Book) – Chapter 10 (pg. 91)	Circular Letter 0078/2015	The Carer's Leave Act 2001
Fixed Term Replacement Appointed if school is within allocation (may receive a CID as per Ward and Cush reports)	Terms & Conditions of Employment for Registered Teachers in Recognised Primary and Post Primary Schools (Web-Book) – Chapter 8 (pg. 75)	Circular Letter 0079/2015	As per IoT policy
Fixed Term Replacement Appointed if school is within allocation	Terms & Conditions of Employment for Registered Teachers in Recognised Primary and Post Primary Schools (Web-Book) – Chapter 9 (pg. 80)	The TUI is currently negotiating this circular with the DES. In the interim, custom and practice is to apply the ETB's policy	As per IoT policy

Latest OECD international indicators highlight dismal investment level and long hours of teachers

OECD Education at a Glance 2018

More teaching hours for Irish teachers, high ratio of staff to students

ANNUAL TEACHING HOURS AT SECOND LEVEL (UPPER)

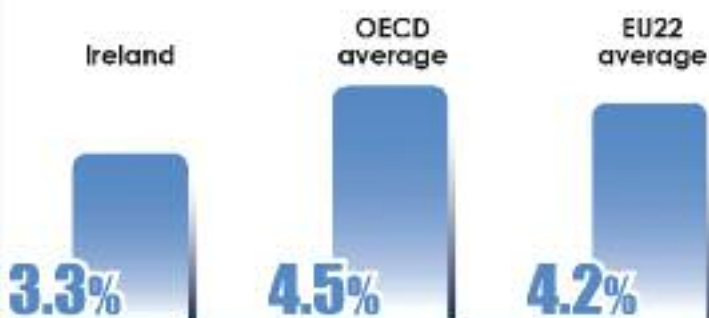


THIRD LEVEL STUDENT TO ACADEMIC STAFF RATIO



At third level, the ratio of students to academic staff of 21:1 is considerably higher than the OECD and EU22 averages of 15:1.

Ireland bottom of the pile in terms of investment in education



Ireland is in joint last place (with Czech Republic) in a list of 33 countries in terms of investment in education, with just 3.3% of GDP invested here compared to the OECD and EU averages of 4.5% and 4.2%, respectively.

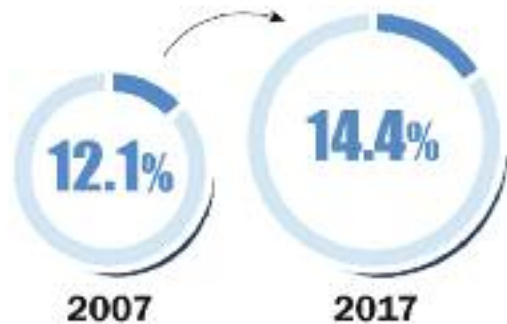


At second level, our spend is just 1.1% of GDP compared to the OECD average of 2%.

Further and adult education sector offers solution to those neither employed nor in education or training (NEET)

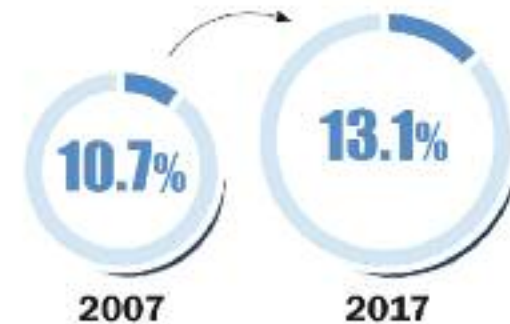
20-24-year-olds

% neither employed nor in education (NEET)



15-29-year-olds

% neither employed nor in education (NEET)



Of concern is the rise, since 2007, in the number of those neither employed nor in education (NEETs) in Ireland. The country's publicly-funded further and adult education sector must be appropriately funded and promoted to help tackle this drift.

Education for Persons with Special Educational Needs (EPSEN) Act, 2004

Advice to members

Individual Education Plan (IEP)

Preparation of an Individual Education Plan (IEP) for each child with assessed special educational needs was a keystone provision of the EPSEN Act 2004. However, when the Act was introduced, the National Council for Special Educational Needs (NCSE) accepted the TUI's trenchant view that that implementation of IEPs would have major resource implications for schools. The Government also took account of this view when deciding (in 2008) not to commence those sections of the EPSEN Act related to IEPs.

Advice to members

The sections of the EPSEN Act that relate to Individual Education Plans (IEPs) have not yet been commenced. As a result, a statutory entitlement to an Individual Education Plan does not currently exist and will not exist until the relevant sections of the Act are commenced by Ministerial order.

Moreover, until and unless the DES/Government provides the requisite resourcing, particularly with regard to time and training, it is neither realistic nor manageable to introduce IEPs.

Therefore, in the absence of appropriate resourcing, TUI members cannot be required and should **not** attempt to implement IEPs.

To do so would create the false impression for parents/guardians that a school has a developed

capacity to deliver the level of service promised in the EPSEN Act.

TUI members are committed to providing an education of the highest quality to all children, irrespective of ability, but are routinely obstructed in their efforts by a post-primary environment that is chronically and grossly under-resourced, not least in respect of special educational needs.

It is the moral and legal responsibility of the State, acting through the DES, to provide the resources that will facilitate effective introduction of the requisite range of supports - including IEPs - for students with special educational needs.

The Union will not countenance an opportunistic transfer of that responsibility (or of the associated culpability) from the State to teachers.

In this regard, the TUI will oppose, by whatever means necessary, the imposition of the very significant additional workload on teachers, including principal teachers, that such a transfer of responsibility would involve. The Union will support members in applying this advice.

This advice applies specifically to the generation of:

- Individual Education Plans (IEPs) for SEN students

It also applies to any proxy for an IEP, that has not been the subject of consultation and agreement with the Union. In this regard, members are advised to advise the Union of any attempt to implement what may, in practical terms, be IEPs variously styled as

- Individual Learning Plans (ILPs) for SEN students
- Individual Action Plans (IAPs) for SEN students
- Student Support Files (SSFs) or Student Support Plans (SSPs) for SEN students.

This list may not be exhaustive.

Members should particularly note that the above advice does not apply to normal, professionally appropriate and sustainable (classroom) planning by teachers for differentiated teaching and learning that takes due account of the strengths and needs of the students they serve and of the contexts in which they teach.

Youthreach Centres

Please note that TUI members working in Youthreach Centres are also advised not to engage in devising or in the implementation of, Individual Learning Plans (ILPs)/Individual Action Plans (IAPs) unless the centre in which they work is in receipt of the dedicated SENI resourcing.

It's the **U** and **I** in **UNION** that makes us strong.

MEMBERSHIP HAS ITS PRIVILEGES



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Competitive Loan & Savings Rates



Payroll Deduction & Standing Order facilities available



Budget & Cash Account



Online DocuSign for fast efficient loan processing



ID Pal App enables you to send supporting membership documents electronically



Monthly Members Draw



Eligibility to enter Annual Gaeltacht & Education Scholarships



Family membership



Life savings



Loan protection

Monthly Members Draw - August & September Winners 2018

The monthly members draw continues to be a tremendous success. It costs €5.00 per month to take part in the draw and can be deducted from members shares. The grand prize for the months of April September and December will be a car and the prizes for the remaining months are: 1st: €1,500, 2nd: €1,000 and 3rd: €500. Draw results are posted on our website www.tuicu.ie

AUGUST WINNERS

1st Prize €1,500 - Roslyn Flood, Co. Kildare

2nd Prize €1,000 - Anna Ryan, Co. Tipperary

3rd Prize € 500 - Michael McKeogh, Dublin 15

SEPTEMBER WINNERS

1st Prize Car - Marion Horan, Dublin

2nd Prize €1,500 - Brenda Doran, Dublin

3rd Prize €1,000 - Linda Tynan, Co. Laois

4th Prize €500 - Margaret Byrne, Dublin



Valerie Donnelly, Membership & Marketing Officer TUI Credit Union presenting the keys to Marion Horan, Dublin

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TUI Credit Union launches Member Driven Technology with leading Irish Fintech company ID Pal

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Life is getting busier and more demanding for all of us.

To help our new members save a little time in their busy lives we have simplified our account opening process. When providing us with the necessary ID documents, instead of you having to physically deliver it to us either in person or by post, you can now upload same using our simple App at a time and place of your choosing. Of course, you can still provide us with documentation in person or by post if you so wish.

The TUI Credit Union is the first credit union in Ireland to offer this facility to members. The technology is simple and intuitive app allowing the capture of ID AML compliance documents to be uploaded in less than 3 minutes.



Valerie Donnelly, Membership & Marketing Officer, TUI Credit Union, Brian William, Business Development Manager, ID Pal and Paul Roche CEO, TUI Credit Union

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**JOIN TODAY & BORROW TODAY
NO WAITING PERIOD**

**EXPLORE YOUR FINANCIAL FUTURE
WITH US**



ActionAid Speech Writing Competition 2019

ActionAid is inviting all young people aged 14 to 17 years old to enter its national Speech Writing Competition 2019. The Speech competition, now in its fifth year, aims to engage young people with gender equality and global issues, whilst developing their public speaking, research skills and confidence. Students choose one topic from the list and write a speech – roughly between 850 and 1,000 words (no more than 10 minutes).

Choice of topics:

- If women had equal access to the workforce countries would develop more.
- Men and boys need to play a larger part in tackling gender equality for women.
- Gender equality is fundamental for every aspect of sustainable development.

Eight students will be invited to the national final in Dublin to deliver their speech in front of an esteemed panel of judges. The



prize for the two winning students is a trip to ActionAid in Greece. Closing date for entries is 18 January 2019. The competition is funded by Irish Aid who fund ActionAid's Women's Rights Programme in Kenya, Ethiopia and Nepal. For more details about the competition and how to enter visit www.actionaid.ie/speech-writing-competition.

Cycle of Life: YSI Students get creative for African farmers

Every year, thousands of young people from all over Ireland are challenged to come up with innovative solutions to social issues facing people and the planet.

The issues are youth-led and the innovative responses develop out of a structured programme that covers concepts such as human-centred design, design for sustainable living and the integration of Science, Technology, Engineering, Art and Mathematics (STEAM) into suggested solutions.

Portmarnock Community School has a longstanding relationship with the Kingdom of Lesotho in Africa and the Dublin students have previously worked on a successful humanitarian mapping project for this small, landlocked country. Last year, the YSI team in Portmarnock chose to address issues facing small farmers in this region and their innovative solution was the "Bicycle of Life".

Working with the farmers to identify their needs, the students' invention provides a simple and cost-effective solution that reduces soil erosion through a low-till technique.

The team went on to win the 'Make Our World One World' Challenge, sponsored by World Wise Global Schools at the Young Social Innovators of the Year Awards 2018.

Informal education programmes such those provided by Young Social Innovators are powerful because they are student-led, team-based and action focussed. Through

YSI, teams are challenged to not only come up with creative responses to a real life issues but to put their ideas into action and assess the level of impact achieved.

Students develop key 21st century skills and important social and interpersonal skills that complement the formal curriculum and all of this is done through engaging in community and social justice issues in fun and creative ways.

Young Social Innovators currently offers social innovation programmes for both senior and junior cycle participants.

To find out more, and to receive your free Guide to Social Innovation Education, call 01 645 8030, email educate@youngsocialinnovators.ie or visit youngsocialinnovators.ie



In their efforts to find a simple, cost-effective solution for farmers in Lesotho in Southern Africa, this team of young social innovators from Portmarnock Community School in Co. Dublin created an innovative crop-sowing machine using recycled bicycles. The 'Cycle of Life' team went on to win the 'Make Our World One World' Challenge Category at the Young Social Innovators of the Year Awards 2018.

The following updates were supplied by the Teaching Council:

Re-Vetting for Registered Teachers

The Teaching Council has started the re-vetting of teachers holding the older Garda Vetting Central Unit (GCVU) vetting. The first 7,400 registered teachers have received letters asking them to apply for the new National Vetting Bureau (NVB) disclosure. This is a two-stage process which is done online and is known as e-vetting.

During the next 14 months more than 37,000 teachers in total will be asked to apply for re-vetting. The letters are being issued on a monthly basis and are linked to each teacher's renewal date.

If you receive a letter from the Council asking you to complete e-vetting, please do so without delay. If you do not complete the vetting, you will not be able to renew your registration and you will lapse from the Register. This means you will not be able to receive a State-funded salary and you will have to go through the full application process again if you want to re-register.

You can check your vetting status by logging on to the My Registration section of the Teaching Council website www.teachingcouncil.ie. If you see a vetting date before April 2016, you are scheduled to get a vetting request letter from the Council before your renewal date. Please wait until you are requested to apply for re-vetting, unless you intend to change jobs/schools as set out in DES Circular 31/2016.

Droichead

From 1 September 2018, Droichead is the only route whereby a Post-primary teacher, who is employed on a contract of 200 hours or more, can address his/her post professional practice conditions if they are teaching in a:

- Post-primary school with 400 students or more
- Special Education Teaching (SET) position
- Post-primary school offering Droichead

If a teacher has a contract or an offer of employment of less than 200 hours in any post-primary school or SET position, this

can be banked towards Post Qualification Employment (PQE). However it is the Council's expectation that such teachers who subsequently gain employment which meets the 200 hour requirement of Droichead will apply for and complete the Droichead process.

It is important that all teachers familiarise themselves with the growth phase of Droichead. For information on the Droichead process please see the Teaching Council website www.teachingcouncil.ie. The Transitional Arrangements for 2018/2019 are available on the Council's website under Publications and might be important if you are changing schools/processes.

If you are an NQT and have a specific query about your conditions and the options available to you, please email conditions@teachingcouncil.ie. Please give as much information as possible e.g. school roll number, employment type and duration. Queries relating to schools and participation in Droichead should be emailed to the NIPT at info@teacherinduction.ie

TechnoTeachers Association's annual conference

The TechnoTeachers Association's annual conference took place in the West Grove Hotel, Clane, Co Kildare at the end of October. The itinerary for the event included student project work displays, informative talks on current issues such as NZEB and Biophilic Design. In addition, Wood Turning and Wood Carving Workshops added to a very successful conference while the many trade stands allowed delegates to keep up to date with educational products that can enhance the teaching and learning experience in their classrooms. While many work-related issues are discussed, the conference offers a social scene where old and new friends can meet and catch up in a relaxed and enjoyable atmosphere.

Subject associations continue to play a key role within our education system, supporting our members in many different ways. The TTA has built and maintained an

excellent working relationship with TUI over the years. With the changes being rolled out at Junior Certificate level and the

Leaving Certificate now coming under the microscope, this relationship continues to be an important one.



SOME OF TUI MEMBERS AT THE TECHNOTEACHERS CONFERENCE IN CLANE WERE STEPHEN O BRIEN CHAIRPERSON TTA, FRANK DONOHUE, MARTIN BATES, DAVID PAGE SECRETARY TTA, MICHAEL LYNCH.

Important dates to Annual Congress 2018

17th September 2018

Nomination forms for annual elections issued.

18th December 2018(R)

Last date for receipt of motions from Branches, Executive Committee and Security Fund Committee to Head Office for submission to Standing Orders Committee.

12th February 2019(R)

Preliminary Agenda will issue to Branches

13th February 2019

Last date for receipt of nominations for positions of Vice-President, Standing Orders Committee for Areas 9 and 11 and Area Representatives for the following areas:

Area:

- 2 Roscommon, Longford, Westmeath and Offaly
- 4 Wexford, Co. Waterford, Waterford City, Tipperary SR, Kilkenny
- 6 Dublin & Dún Laoghaire
- 8 Co. Sligo, Leitrim and Donegal
- 10 Dublin City
- 12 C&C Schools in Counties: Donegal, Galway, Leitrim, Longford, Mayo, Roscommon, Sligo, Westmeath
- 14 C&C Schools in Counties: Carlow, Clare, Cork, Kerry, Kilkenny, Laois, Limerick, Offaly, Tipperary, Waterford, Wexford.
- 16 Third Level Colleges – Dublin City
- 18 Third Level Colleges – Donegal, Sligo, Leitrim, Longford, Roscommon, Westmeath.

Please note that nominations will close at 2.30 p.m. on 13th February rather than 5.00 p.m.

26th February 2019

Issue of ballot papers for Annual Elections.

5th March 2019(R)

- Last date for receipt of:
- .amendments to Preliminary Agenda
 - .order of priority for motions in each section
 - .names of delegates to Congress.

14th March 2019

Last date for receipt of annual election ballot papers.

27th March 2019

Issue Final Agenda by email to Branches.



2nd April 2019(R)

The Final Agenda will issue in hard copy; also the General Secretary's Report; Balance Sheet and Financial Statement; names of delegates to Congress and the Branches represented.

16th April 2019(R)

Last date for receipt of questions on the Annual Report and Annual Accounts.

23rd April 2019

Annual Congress opens

Note:

Rule 14 (ii) which reads as follows determines the number of delegates:

“One delegate from each Branch of which the members in benefit do not exceed thirty and one delegate for each fraction of thirty, as per the following table:

Members	Delegates
1 - 30	1
31 - 60	2
61 - 90	3
91 - 120	4
121 - 150	5
151 - 180	6
	and so on”.

In-benefit members for the purpose of arriving at the number of delegates to the Annual Congress are fully paid-up members for the month of December whose subscriptions have been received by the General Secretary on or before the last Friday in February, i.e. Friday, 22nd February 2019.

Delegates to Annual Congress shall be elected by their Branches at the Annual General Meeting or at a properly convened Branch Meeting where the item appears on the Agenda.

3rd May 2019

Last date for receipt of nominations for the position of President.

15th May 2019

Ballot papers for election of President will issue.

30th May 2019

Last date for receipt of ballot papers for Presidential election.

Note: (R) = Under Rule

Annual Congress 2019

23rd- 25th April 2019

**Annual Congress 2019 will take place in Killarney, Co. Kerry.
It will be held in the INEC and the Gleneagle Hotel.**

Reservations for accommodation during Annual Congress can be made with the following hotels:

THE GLENEAGLE HOTEL

Tel: 064 6671550 Email info@gleneaglehotel.com

B&B €135 twin/double room

€104 single room

Apartments

2 people sharing B&B €156

3 people sharing B&B €193 (or 2 adults and 2 children)

4 people sharing B&B €230 (or 2 adults and 3 or 4 children).

Bookings must be made 150 days before Congress to avail of these rates.

THE MALTON HOTEL

Tel: 064 6638000 Email res@themalton.com Quote "TUI"

B&B €133 per room.

Bookings must be made 60 days before Congress to avail of the above rates.

B&B ACCOMMODATION:

There are a number of B&B Houses close to the INEC.

Killarney Tourist Office will be happy to give you names and contact numbers should any members require B&B accommodation.

RESERVATIONS

Reservations should be made directly with the hotels. There are no booking forms required.



Crèche

A crèche under professional supervision will be provided by the Aquila Club, located in the Gleneagle Hotel. Further information regarding the crèche, including application forms, will be sent to you at a later date.

Meals at Congress

All meals will be available in the INEC complex i.e. lunch and an evening meal.



‘Matters are resolved when politicians care enough about them to facilitate a resolution’

Lobbying by Branches

TUI as a campaigning trade union engages in lobbying in pursuit of Union objectives. The Union lobbies elected public representatives at local level and at national level, in the Dáil and the Seanad. The Union also lobbies government Ministers and senior civil servants. This lobbying activity includes the submission of correspondence, private meetings and other engagements. Lobbying can have a national perspective focused on an issue of concern to all members or be more focused on sectoral issues or a specific concern in a region or local area. TUI finds lobbying is most effective where the issue is clearly defined, supported by established facts and where a viable solution is presented. TUI engages in lobbying in a respectful way, mindful of the Union's responsibilities to members and under the law.

It is of course entirely legitimate when lobbying politicians to remind them that the Union will, of and as necessary, take appropriate action in the event that the particular issue is not resolved in a fair, sustainable manner.

Under the Regulation of Lobbying Act 2015, the Union is required to maintain an up-to-date list of lobbying activities. This includes keeping a record of all lobbying activities at national and branch level and then submitting returns of same. The lobbying returns are published on the Registry of Lobbying website. In order to maintain an effective and professional lobbying approach, TUI Branches must adhere to the following guidelines:

- TUI Head Office should be advised in advance of a branch intention to engage in lobbying activities
- Lobbying, in the name of TUI, must only be undertaken in respect of areas within the remit of the Union and in line with the objects of the Union
- Branches should maintain a record of their lobbying activities and provide a report on lobbying activities to Head Office: lobbying@tuimail.ie. The lobbying report should contain the following:
 - Date of event
 - Name of public representative(s)
 - Theme/Title of issue lobbied on and

Name of branch/person(s) engaged in the lobbying activity

A brief report should be returned to TUI Head Office

- Branch Officers may occasionally be asked to engage in lobbying activity by the Union.
- Branch Officers will be provided with and should use the material supplied by the Union in their lobbying activities.
- During lobbying engagements, appropriate and respectful language should be used.

Given in respect of almost every issue of significance being pursued by the Union is that the power to resolve the issue rests largely in the hands of politicians. It is they who decide how much tax is raised, how it is raised, from whom and, crucially, how it is used. Pay equality is a case in point. This matter will be resolved when politicians care enough about it to facilitate a resolution. They will care more if we lobby them.

Step by Step with Samaritans

Samaritans Step by Step support service is now available for schools across Ireland so they can respond effectively following the suspected or attempted suicide of a young person.

Nobody likes to think about a death in school. Yet suicide is a leading cause of death for young people in Ireland and the UK. Sadly, it is a possibility that a student, parent or member of staff might choose to take their own life.

Step by Step is a free service which enables Samaritans volunteers with specialist training to visit a school following a tragedy to support teachers who in turn support pupils, parents and each other. Samaritans do not give emotional support directly to young people in the school environment.

Booklets are also available with advice for schools, parents and pupils faced with a suspected or attempted suicide and practical guidance on specific issues that may arise, such as memorials and breaking the news to the school community.

Step by Step aims to:

- Reach out to education communities to reduce the risk of further suicide.
- Enable communities to be prepared for, respond to, and recover from a suspected suicide.
- Prevent stigma and isolation within a community.

Research on the impact of a death by a suspected suicide tells us that young people who have been exposed a suicide

bereavement may be at increased risk of suicidal thought or attempts, and that people bereaved by suicide experience stronger feelings of shame, stigma, responsibility and guilt.

Samaritans vision is that fewer people die by suicide.

With over 60 years' experience supporting people through their most challenging times, it is hoped that by sharing these learnings volunteers can support schools and communities following a tragedy.

For information on Step by Step please email stepbystep@samaritans.org or call 1800 805 731

www.tui.ie



TUI's new website is now live at www.tui.ie. The launch follows a review of the website aimed at ensuring that it would better meet the requirements of members.

Key features include:

- A completely new design that is more modern, visually attractive and professional-looking in nature
- 3-in-1 mobile responsiveness so that content can be more easily viewed on smartphones and tablets

- A vastly enhanced search function, accessible from the top of each page.
- Integration of the Union's main social media channels into the home page

This development is part of TUI's ongoing commitment to improving communication with members and follows the launch of the Members' App earlier this year. The App – which keeps members up-to-date with key information - is free to download on Google Play and the App Store by using the keywords 'TUI Members'.

New Minister for Education and Skills - Joe McHugh



JOE MCHUGH

Joe McHugh TD has been appointed Minister for Education and Skills, replacing Richard Bruton TD in the role. He previously served as Government Chief Whip and Minister of State at the Department of Culture with responsibility for Gaeilge, Gaeltacht and the Islands up to October 2018.

Educated at Umlagh NS and at the Loreto Convent, Milford, he graduated from St Patrick's College Maynooth (NUI) with an honours degree in Economics and Sociology in 1992 and subsequently with a Higher Diploma in Education in 1993.

Minister McHugh was a geography and maths teacher at Loreto Convent in Letterkenny in the early 1990s and taught A-level economics in Dubai in 1995-96. He later worked as a Community Youth Worker in Glenwood, Letterkenny. The previous Minister for Education and Skills, Richard Bruton TD, is now Minister for Communications, Climate Action and the Environment.



Download the TUI Members' APP today

Available from Google Play and Apple App Store by searching for the keywords 'TUI members'

BENEFITS OF THE APP:

- ✓ Newsfeed
- ✓ Push notifications on national and local issues/events
- ✓ Access to a membership card
- ✓ Ability to update personal and work details
- ✓ Access to the TUI repository of documents



FREE TO DOWNLOAD

Payment for Locally Devised Assessment (LDA) – an update

A schedule of payments in respect of setting and correcting Locally Devised Assessments (LDA) was initially published as an Appendix to Circular Letter 27/2011. At the conclusion of the 2015/16 academic year, however, members raised concerns that departures had been made from that schedule of payments.

SOLAS asserted that there had been no changes in rates payable from those rates as set out in Circular Letter 0027/2011. The TUI subsequently forwarded examples of inconsistencies to SOLAS offices and was assured that a review of the assessment types associated with QQI Modules was being undertaken. The TUI was assured that subject to clarification received from the DES, SOLAS would adjust as appropriate any claims received.

In September 2017, SOLAS confirmed the following in relation to adjustments to payments that had been made:

While the transition to the common awards was taking place (2013-2015) all common awards module rates were set using the DES criteria, in line with the old module they were replacing. This gave rise to a number of issues, for example assessors being paid different rates for correcting modules with the same number and type of assessments.

It was agreed with DES that once the common awards were in place in 2016, all rates for common awards modules would be calculated according to the assessment techniques identified in the module descriptor.

An exercise was completed in late 2015 aligning the common awards module rates to their respective assessment techniques and these revised rates were circulated in 2016. The revised calculation of rates resulted in some modules having an increase in the payment rate and some a decrease.

Impact of Transition to Common Awards System

We have carried out an analysis of the changes to payment rates arising from the move to Common Award System and the subsequent calculation of rates based on assessment techniques

- 67% of the LDA module rates had no change equating to almost 500 modules
- The balance of 239 modules (33%) had a rate change as outlined in the table below

Rate	Increased	Decreased
€2.61	30%	14%
€5.30	3%	20%
€7.91	2%	27%
€10.52	2%	1%
€21.11	(0.4%)	1%
Total number of modules impacted	88	151

Examination Practical Rate

The issue of the rate paid for the assessment technique 'Examination-Practical' was raised with SOLAS and DES initially in the context of the assessment for Database Methods. The rate of €2.61 had been applied for both Examination Practical and Skills Demonstration assessment techniques.

Through discussions with QQI it was ascertained that the practical exam assessment technique included in the New Common awards was not comparable with practical / skills demonstration nor was it comparable with a written assessment / theory exam. It emerged that this assessment technique fell somewhere between both assessment types. As no specific rate for the Practical Exam assessment was available it was agreed that it was more appropriate due to the work involved in type of assessment to pay the higher rate of €10.59. SOLAS intend to apply this rate to all modules that have Examination Practical as an assessment technique and to apply the rate retrospectively to 2016. This is achievable within current resources.

We have reviewed the list of modules currently on the SOLAS 2017 LDA Rate Sheet and note that of the nearly 800 modules listed

59 currently include the assessment technique of 'Examination-Practical'. In applying the new rate to the 59 modules which have the assessment technique 'Examination-Practical' we note the following impact to the payment rates:

- 29% will have no change
- 56% will have an increase of €7.61
- 2% will have an increase of €5.30
- 13% will have an increase of €2.61.

In resolving the application of the rates further to the SOLAS review above, the following clarification was received from SOLAS in October 2017:

In response to the clarification sought, I wish to

advise the process for applying the revised LDA rates for 2016 and 2017.

■ SOLAS have issued to ETBs the revised rate sheet for 2017 effective for 2016 and 2017. As agreed with DES, all rates for modules leading to common awards are now calculated on the basis of the assessment techniques in the award specification.

■ The rate sheet identifies separately those modules that had a rate change arising from the increased rate for Examination-Practical

■ For the Voluntary Secondary and Community and Comprehensive Schools the revised rates for 2017 are included in the LDA payment schedule, in addition the 2017 payment schedule includes any amendments/adjustments required based on the revision to the rates retrospective to 2016.

Please note that in completing the above exercise an anomaly was identified relating to a small number of modules that were miscalculated during the changeover to the common awards. These modules are also identified on the revised rate sheet for 2017.

In regard to how ETBs will administer the applicable adjustments, that is a matter for ETBs to determine the appropriate process to so.

A second issue which arose at the time and appears not to have been resolved in all ETBs is the payment of the LDA rates for part-time courses. SOLAS directly fund LDA payments for centres that are managed by ETBs which offer FETAC Levels 5 and 6 modules as part of a full-time course, or Secondary, Comprehensive and Community Schools which offer FETAC Levels 5 and 6 modules as part of a full-time course. As early as June 2016 both the DES and ETBI clarified that payment for LDA setting and correcting for other, part-time, courses should be made at the same rates directly by individual ETBs using the funds relevant to the part-time programme in question.

The TUI has engaged with ETBs, as necessary, to secure relevant payments, and back-payments, and address any further inconsistencies. If members have issues with the rates payable, please contact your branch with a view to securing the relevant payments for your setting and marking of LDAs.

RMA News

By now we are well into the 2018/19 school year and the RMA is also up and running, with the management committee holding its first meeting on September 27th. Separately, the Alliance of Retired Public Servants held its Biennial General Meeting in September and I am pleased to inform you that our Chairperson Martin Hoye has been elected as an officer of the Alliance.

Branch Meetings

So far this term, branch meetings have taken place in Dublin, Donegal, Sligo/Leitrim, Louth, the Midlands, Kerry, Limerick/Clare/Tipperary, the South East, and Meath. I would remind members that our constitution allows a member to participate in whatever branch is nearest to them. This time of the year is also the Branch AGM season. Branch Officers should update us when there are changes, and perhaps should take a look at the constitution on the website regarding requirements. If funding is required from the RMA, the Branch Treasurer should submit a statement of expenditure for the year. This should be submitted after the Branch AGM.

Membership trends

The membership of the RMA is constantly changing. Each year, members pass and others forget to renew, but of

course we get new blood too. This year over forty new members have joined already, but we know that there are many more potential members out there. On behalf of the RMA Officers and Management Committee, I want to thank the President, Vice-President, General Secretary and the TUI Area Representatives for their work in encouraging retirees to join the RMA, and for their help in encouraging Branches to fund the first year's subscription for new RMA members.

Autumn and spring breaks

As I write this I am looking forward to joining up with seventy RMA colleagues and friends in the Arklow Bay Hotel for our autumn break, a full report of which will feature in the next TUI News. On March 12th, 13th and 14th 2019 we are heading to the West for our spring break in the Hotel Westport, Westport, Co. Mayo. Tours may include Ballintubber Abbey, Foxford Woollen Mills, Museum of Country Life and also a tour of Westport House. More details will follow in the next issue and also on our website www.rmatui.ie

Make sure to pay your subscription

By now all RMA members have received their TUI diary/handbook. But remember,

if you don't pay your subscription, don't expect to be on the mailing list in future. We encourage members whose pensions are paid by PSSC (retirees from VECs/ETBs/loTs) to complete the 'consent' form available on www.rmatui.ie and send it to our Treasurer, or any Officer of the RMA. A membership application is also printed below.

Become an active member

Finally, I want to encourage all retired TUI members

- to join RMA TUI if you haven't already done so and
- to attend at least some RMA Branch meetings.

Most branches have a social and/or cultural dimension, with theatre/cinema visits, guest speakers at meetings, Christmas lunches, trips and so on. National Officers of the RMA regularly attend the local meetings to provide updates on the work of the Management Committee, our dialogue with TUI and reports from the Alliance of Retired Public Servants.

Dan Keane,
RMA Secretary.



TUIRMA MEMBERSHIP 2018/19 RENEWAL REMINDER

Name (Block letters) _____

Address _____

TUIRMA Membership Number: _____

Mobile Telephone No. _____ Email address: _____

I consent to the TUIRMA occasionally sending general union related information via mail, SMS or email (please tick)

Signature: _____ Date: _____

Method of Payment: Cheque Electronic transfer

Please forward the completed renewal form and subscription fee to TUIRMA Treasurer: **Tim O'Meara, Ballynaveen, Emly, Co. Tipperary**

TUIRMA BANK ACCOUNT DETAILS IF PAYING BY ELECTRONIC TRANSFER.

Please include **your name and membership number** to identify your payment to TUIRMA account

Account Name: TUI Retired Members Association

IBAN: IE54IPBS99060180049890 **BIC:** IPSIE2D

Bank Name and Address: Permanent TSB, 12-13 Lower O'Connell Street, Dublin 1



Congratulations to
Vol 41 No 1 winner
Siobhan Molloy
Athlone Community College
Retreat Road
Athlone, Co Westmeath

Crossword

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

Only one entry per member.
Photocopies can be submitted.

Name _____

Workplace _____

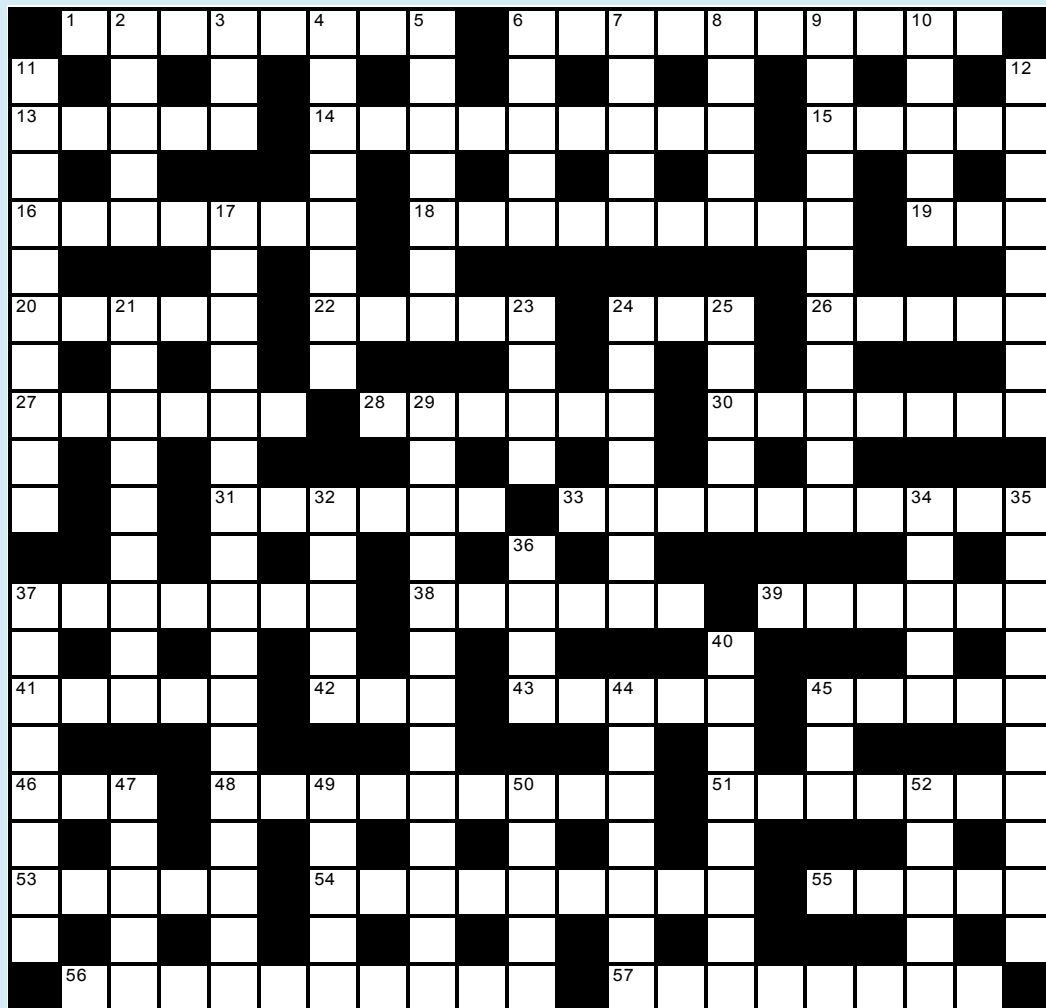
Address _____

Contact number _____

TUI Branch _____

Send entries to TUI Crossword
November '18, TUI, 73 Orwell Rd,
Rathgar, Dublin 6

Closing date for entries:
Friday, 11th January, 2019



ACROSS

- 1 Resistor for regulating current (8)
- 6 Utterly astounded (10)
- 13 A colourless gas (O3) soluble in alkalis and cold water (5)
- 14 A piece of fabric, sometimes a pile carpet, used in religious worship (6,3)
- 15 Molten rock in the earth's crust (5)
- 16 A disastrous or embarrassing failure (7)
- 18 An extemporaneous speech or remark (9)
- 19 Take in solid food (3)
- 20 A royal domain; kingdom (5)
- 22 The rite of staying awake for devotional purposes (5)
- 24 Long bench with backs; used in church by the congregation (3)
- 26 Declare invalid (5)
- 27 Give a certain impression or have a certain outward aspect (6)
- 28 Preoccupy or fill the mind continually and to a troubling extent (6)
- 30 A witty saying (7)
- 31 Removing the moisture from (6)
- 33 Charles Rennie -----, Scottish architect, designer, water-colourist and artist. (10)
- 37 Times of the year when the sun crosses the plane of the earth's equator and day and night are of equal length (7)
- 38 A stylized representation of a smiling humanoid face that is a part of popular culture worldwide. (6)
- 39 A high official in a Muslim government (especially in the Ottoman Empire) (6)
- 41 Any system of principles or beliefs (5)

- 42 The ---, 2005 Booker Prize-winning novel by John Banville (3)
- 43 A farewell remark (5)
- 45 The sound of a bell rung slowly to announce a death or a funeral or the end of something (5)
- 46 Friend (3)
- 48 A basic conceptual structure (as in ideas) (9)
- 51 Any of a group of organic compounds which are essential for normal growth and nutrition and are required in small quantities in the diet because they cannot be synthesized by the body. (7)
- 53 Someone who is seemingly indifferent to emotions (5)
- 54 Indicating exactness or preciseness (9)
- 55 A small thin crisp cake or cookie (5)
- 56 A semisolid mixture of hydrocarbons obtained from petroleum (10)
- 57 The authority of a lord (8)

DOWN

- 2 A nuclear weapon that releases atomic energy (1-4)
- 3 A mineral that contains metal that is valuable enough to be mined (3)
- 4 Unstable by being overloaded at the top (3-5)
- 5 ----- Places, 1983 film starring Eddie Murphy (7)
- 6 Said to make a horse go faster (3,2)
- 7 Donkey, especially one used as a pack animal (5)
- 8 Study intensively, as before an exam (3,2)
- 9 The reduction in severity of a punishment imposed by law (11)
- 10 The ----- of the Ninth, 1954 children's novel set during Roman times. (5)

- 11 Fantasy setting of a Lewis Carroll novel (10)
- 12 A hard, grey, lustrous metallic element that is highly resistant to corrosion (8)
- 17 An officer in command of a military unit (10,7)
- 21 The maximum displacement of a periodic wave (9)
- 23 A right to keep possession of property belonging to another person until a debt owed by that person is discharged (4)
- 24 A ----- to India, 1924 novel by E. M. Forster set against the backdrop of Indian independence (7)
- 25 ----- it Ralph, 2012 animated comedy film (5)
- 29 A periodic record of the balance in a bank account (4,9)
- 32 The vertical axis in a plane coordinate system (1-4)
- 34 Evergreen tree cultivated in the Mediterranean region since antiquity and now elsewhere; has edible shiny black fruits (5)
- 35 People who adhere uncompromisingly to a set of ideas or policies. (10)
- 36 ---- Forever, 1997 Spice Girls hit (4)
- 37 An inclination to retreat from unpleasant realities through diversion or fantasy (8)
- 40 Someone who conducts a statistical survey (8)
- 44 A small jar or container, often made of glass, porcelain, silver, brass, or pewter, used for holding ink. (7)
- 45 Gear consisting of a set of articles or tools for a specified purpose (3)
- 47 Not compact or dense in structure or arrangement (5)
- 49 Strike with disgust or revulsion (5)
- 50 State of disgrace resulting from detestable behaviour (5)
- 52 Civilian clothes, in contrast with military or other uniforms, or as worn by a person who usually wears a uniform. (5)