



TEACHERS' UNION OF IRELAND / AONTAS MÚINTEOIRÍ ÉIREANN

news

VOL.46 / NO.2

November 2023

SHELVING OF TEACHER-BASED ASSESSMENTS FOR LEAVING CERT WELCOMED

FREE BREAST HEALTH
AWARENESS
PROGRAMME FOR
TUI MEMBERS

UNDERINVESTMENT
IN IRISH EDUCATION

BOOSTING
APPRENTICESHIPS

MAKE TEACHING
ATTRACTIVE CAMPAIGN

SALARY SCALES

A Word from the President - David Waters

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Dear colleagues,

As we enter the academic term before Christmas, I hope that the year is progressing well for you. Over the last few months, the TUI has been busy working on your behalf across the sectors.

SECOND LEVEL

Senior Cycle

The TUI welcomes the Minister’s decision to shelve teacher-based assessments for the Leaving Certificate. We have consistently argued that this would be a regressive move educationally and would not only damage the student/teacher relationship but could also harm the high levels of trust held in the Leaving Certificate brand. It is highly regrettable that Minister Foley states her decision was solely down to AI. I don’t doubt the power of AI and the future impact it may have in education, but neither do I doubt the power of tens of thousands of teachers, from both the TUI and the ASTI, standing against it. The two unions working together have proven yet again how formidable we can be when we act

as one. This had already been seen with the prior shelving of planned high stress terminal exams in fifth year.

It is important that teachers engage with subject development groups as the next phase is intended to be accelerated. Active engagement from members is the only way to ensure that the voice of the practitioner will be heard. Your opinion matters.

Voluntary Secondary Schools

Unfortunately for TUI members in voluntary schools, some of their conditions often don’t match those of their colleagues in the ETB or C&C sectors. One of the main issues of contention is how management are incorrectly interpreting the term “up to 10 hours” to mean they can offer whatever amount of non-whole school Croke Park Hours they see fit. The TUI contends that the words “up to” are there for pro-rata purposes. After several engagements, we hope to have come to an agreed wording with the management bodies. This will

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Printed by:

Typecraft Ltd
www.typecraft.ie



hopefully come to a conclusion before the next Teachers' Conciliation Council (TCC) meeting in early December.

Teacher Supply

The scale of the teacher recruitment and retention crisis is only getting worse for schools all around the country. The TUI has consistently raised logical and sensible solutions to this problem. It is unfortunate that there has been a complete lack of action on this issue which is going to force schools to make more unnecessary and unpalatable sacrifices. The TUI was particularly disappointed with the Budget, which offered no practical solutions to the crisis and will leave schools adrift for another year.

Post of Responsibility

As per motion I05 passed at last year's Congress, the TUI has vigorously pursued the restoration of posts of responsibility. We have raised our claim in the TCC and have also sought further clarity on the Minister's recent announcement of 1,000 posts. Whilst any restoration is welcome, this falls dramatically below what is required. Also, key questions remain in relation to the new provision. Are these new posts, or would the majority have occurred naturally with the increase in demographics? How will they be assigned? These questions have been asked directly at the TCC and we await the reply from the Department.

FURTHER/ADULT EDUCATION

The TUI has engaged with the National Tertiary Office (NTO) about the ongoing pilot joint programmes between further and higher education. It is our understanding that there is a wide variance in the level of success in attracting students between the different programmes and ETBs. We would encourage members to

report back their thoughts and concerns on this issue.

SOLAS met with the TUI Executive Committee in a very constructive meeting around our concerns across the FE sector, including parity of esteem of courses in the new programmes, the lack of consultation that has occurred so far with the TUI and problems with the FET allocation model.

Adult Education

At the time of writing there is a meeting scheduled for early November to finalise the details of the Adult Education Tutor offer. This will hopefully complete what has been a very long and extensive process.

Youthreach

The next date for the WRC conciliation is in early November which will hopefully provide a significant update on our progress to align the Youthreach calendar to that of second level.

THIRD LEVEL

Firstly, TUI sponsored a successful WorldSkills event in September. A huge amount of work went into it, and I would like to congratulate and thank everyone who was involved.

Regarding the new joint programmes between further and higher education, we have engaged with the consultancy firm who are reviewing its introduction. The TUI will also undertake our own research and we encourage anyone who is working in the area to contact us with any observations or thoughts.

There is a lot of concern around the delivery of apprenticeships. The TUI is engaging with all the relevant parties involved and it will be dealt with shortly. There are meetings scheduled in November where we aim to have a final resolution.

Finally, one of the most pressing issues in third level is of course, IADT and DKIT, and where they fit into the new TU sector. It is the



TUI PRESIDENT, DAVID WATERS

foremost issue whenever the TUI is in discussion with DFHERIS and we will continue to raise it until a positive solution can be found.

A SPECIAL THANKS

I would like to conclude by acknowledging the contribution of Past President Martin Marjoram who had to step away from his role on the Executive Committee on September 1st. Martin was extensively involved in the leadership of the Union for a long time which ultimately led him to becoming TUI President in 2020. He is someone who has dedicated an incredible amount of time and service to the TUI and successfully guided us through arguably the union's most difficult chapter during the COVID-19 pandemic. He also put extraordinary work into the sectoral bargaining process which has helped countless members, including myself, both in second level, with the reinstatement of the value of the PME allowance and in third level with the resolution of AF25/15. His knowledge and counsel will be sorely missed on the Executive Committee, and I wish him every success in his future endeavours.

Tribute to ‘fearless advocate’ Bride Rosney

The TUI was extremely saddened to learn of the sudden passing of Bride Rosney, a former member of the TUI Executive Committee and partner of Peter MacMenamin, former President and General Secretary of the TUI.

A renowned educationalist and trade unionist, Bride excelled in a variety of spheres.

Originally from Kerry, she studied in UCD and served as principal of Rosmini Community School in Drumcondra. Later, between 1990 and 1998, Bride acted as special advisor to Mary Robinson after her historic election as Ireland’s first female President and later in her role as UN High Commissioner for Human Rights. She subsequently worked as director of communications with RTE. Most recently, Bride was the secretary to the board of trustees of the Mary Robinson Foundation – Climate Justice.

President Michael D. Higgins said that Bride ‘was renowned, throughout her career, as a fearless advocate who dedicated her life to the betterment of society, both in Ireland and throughout the world.’

Our deepest sympathies are extended to Peter, to Bride’s family and to all who were privileged to know her.



BRIDE ROSNEY AND PETER MACMENAMIN

Budget 2024 will have little impact on current crises across TUI sectors

The Budget 2024 provision set aside for education shows that the Government is in no way serious about tackling the teacher recruitment and retention crisis, the TUI stated, an approach it says is ‘as baffling as it is worrying’. The Union has also said that it is deeply regrettable that the political refusal to properly address the third level funding crisis appears set to continue.

Posts of responsibility

The Union is still seeking clarification on the provision of limited additional posts of responsibility to schools, a measure costed at €4m for 2024 that was only announced the day after the Budget. Further information required includes the exact breakdown of posts in sectors and in schools. Information on the category of posts is also required. We have consistently identified the restoration of these posts as a key measure to tackle teacher recruitment and retention problems. However, indications are that this provision will come no way near restoring posts to their 2009 levels.

Reducing cost of PME/Upkilling courses

While a move to reduce the cost of the Professional Master of Education (PME) for students in the future is welcome, it will do absolutely nothing to tackle the current teacher supply problems in schools.

Meanwhile, the expansion of upskilling courses for teachers is yet another sticking plaster measure in the middle of an unprecedented crisis.

Teaching allocations

The failure to increase teaching allocations to second-level schools is extremely shortsighted and deeply disappointing. Such a progressive move would have made it more possible for schools to offer contracts of full hours upon initial employment while ensuring that students have full access to a wide breadth of subjects.

Third level funding crisis

The political refusal to properly address the third level funding crisis continues. The damage already caused is clear. It is unacceptable that student to staff ratios

at third level have been allowed to worsen to 23:1, a ratio significantly above the OECD average of 17:1.

Schoolbooks

The announcement that those in the early years of second level will receive free schoolbooks is a step in the right direction, but this should have been extended to Senior Cycle. Also, schools that utilise electronic devices should not lose out in terms of this additional funding.

Removal of Post Leaving Cert (PLC) fees

The TUI welcomed the removal of Post Leaving Cert (PLC) fees as a positive development.



Shelving of teacher-based assessments for Leaving Cert welcomed



TUI PRESIDENT DAVID WATERS WELCOMING MINISTER FOLEY'S ANNOUNCEMENT ON RTE NEWS

TUI welcomed the announcement by Minister Norma Foley on 21st September that she was shelving plans for teachers to assess their own students for State certification purposes.

Union General Secretary Michael Gillespie said that the clear and unambiguous position of TUI members had always been that State certification is key to all developments and must be retained. 'TUI members have always been fundamentally opposed to assessing their own students for State certificate purposes, he said, 'and therefore external assessment and State certification – which retain significant public trust – are essential for all written examinations and all additional components of assessment.'

In an interview on RTE's Morning Ireland programme he drew attention to the fact that any change would fundamentally alter the relationship between teachers and students which is key in the success of Irish education system and specifically the excellent retention rate at second level.

Minister Foley said that concerns over the development of artificial intelligence were behind the decision, but speaking on RTE television news, TUI President David Waters said that he would like to think that the Minister was finally listening to the valid and consistent concerns of the practitioners and the huge potential for damage posed by any move that would see teachers correct the work of their own students for state certification purposes.

In other media interviews that day, TUI representatives made clear that teachers are always in favour of positive, coherently-devised change that enhances the education service, drawing attention to the significant educational value of second components of assessment that assess skills and competencies that cannot be assessed in a written exam. Such assessments already form part of the assessment of the

vast majority of subjects at Senior Cycle. The Union said that these are clearly the way forward and that we want to see the development of meaningful, well-resourced components. Also, additional and flexible teaching allocations will be required to support new subjects in schools.

Ongoing engagement and consultation that recognises and acknowledges the voice of the practitioners is required to ensure that future Senior Cycle change is educationally sound and, crucially, does not increase pressure on students.

In all interactions with the Department and other stakeholders, TUI will continue to make clear that the required resources must be provided to ensure that all changes are positive.



TUI PRESIDENT DAVID WATERS BEING INTERVIEWED BY VIRGIN MEDIA NEWS

TUI staff retirements: Best wishes to Breda Hall, Declan Glynn and Seamus Lahart

August saw the retirements from the TUI of Breda Hall, Declan Glynn and Seamus Lahart. While it would be impossible to fully capture the huge contribution that each made to the Union in mere words, we pay a brief tribute below.



August 30th marked **Breda Hall's** last day in TUI Head Office after over 40 years distinguished service to the Union. As so many members past and present will know, Breda was a great asset to the TUI. Her knowledge of the Union's structures, history and policies across all sectors was remarkable, and she was a permanent and unflappable fixture at Annual Congress. Regardless of the challenge or mini-crisis, Breda was usually the most composed person in the room, and more often than not the one with the solution. She was a pleasure to work with and a fantastic colleague to Union members and employees throughout her time in Orwell Road.

Originally from Galway, **Declan Glynn** taught Irish and French in Co Dublin VEC, now Dublin Dun Laoghaire ETB. A TUI activist throughout his teaching career, Declan was appointed Assistant General Secretary with the Union in 1995, carrying out this role with absolute distinction. A robust negotiator, he was renowned inside and outside the Union for his encyclopaedic knowledge of industrial relations matters and his unerring strategic judgement throughout countless successful Union campaign. Declan retired from the TUI in August 2023.



Seamus Lahart taught in Coláiste Dún Iascaigh, Cahir in his home county of Tipperary, serving the Union in a variety of roles before excelling as President between 2018 and 2020. In his term of office, he secured critical gains in the fight against pay discrimination and tirelessly and skilfully represented the concerns of members in the early days of the COVID-19 pandemic. Subsequent to this he was appointed Assistant General Secretary with the Union where he continued his sterling work on behalf of members. Seamus retired from the TUI in August 2023.



We thank our friends and colleagues Breda, Declan and Seamus for their service to the TUI – they'll be sorely missed.

Free Breast Health Awareness & Education Programme for TUI members



The TUI in partnership with Breast Cancer Ireland and Cornmarket was delighted to recently launch the Breast Health Awareness & Education Programme.

The aim of this programme is to promote the importance of breast health education in TUI workplaces. As part of this, presentations will be provided by Breast Cancer Ireland which will explain the eight signs and symptoms of breast cancer and will demonstrate how to perform a self-check examination. This invaluable information will help to drive awareness of breast cancer and encourage TUI members to self-check regularly to identify what is normal for them, so that if an abnormality does occur, it will be identified early and hopefully provide a more positive outcome.

Breast cancer will affect 1 in 9 women during their lifetime* and early detection is key. There is a common misconception that breast cancer only affects older women. However, the statistics tell a different story. 30% of women diagnosed with the disease, are aged between 20 and 50*. The aim of this programme is to drive awareness and ultimately save lives.

Presentations can be arranged during lunch time or after school / college hours, either in person or online and only take approximately 30 minutes. You can register your interest in a presentation by emailing tui@bciresearch.ie

The effect of this programme in the short and longer term will be hugely significant and has the potential to really make a difference to the lives of our members and your colleagues.

To find out more, visit: cornmarket.ie/tui-breast-health-programme/

*Source: Breast Cancer Ireland, 2023

This programme is brought to you through the TUI Income Continuance Plan. The programme is not a regulated financial product. This programme provides an education and awareness presentation on the signs and symptoms of breast cancer only. It is the responsibility of each TUI member or attendee of the presentation to investigate any health concerns directly with their G.P.

DISCLAIMER: The TUI, programme organisers, sponsors and supporters of the programme cannot be held responsible for any subsequent development of disease following participation in the programme.

The TUI Income Continuance Plan is underwritten by New Ireland Assurance Company plc.

Cornmarket Group Financial Services Ltd. is a member of the Irish Life Group Ltd. which is part of the Great-West Lifeco Group of companies. This is not a regulated financial product or service.



TUI golfers can earn €5,000 for a chosen charity in 2024

TUI golf enthusiasts will have the opportunity to compete against other TUI teams from around the country for the chance to win €5,000 for a charity of their choice in 2024.

Players must be TUI or RMA members to participate. A team will consist of four players, including at least one male and one female player, and each player must have a GUI Handicap.

Entry is free, but all teams must pay their green fees for the qualifying game, details of which will be sent to the competition organisers to decide which

teams compete in the final. All qualifying games must be played between 1st January and 20th March 2024, at a course of the team's choosing.

All team members must supply their TUI membership numbers, GUI membership number, handicap, course and date of the qualifier, final score and their nominated charity. Upon completing the qualifying round, the team must also supply a picture of the signed scorecard.

The top team from each of the 19 TUI areas and the top two teams from the four largest branches nationally will qualify for the final, which will be held in Killarney Golf and Fishing Club on Monday, 1st April 2024.

The competition format is a scramble.

The first prize will be €5,000 for a charity of the winning team's choice, and the presentation will be made to the winning team at the Annual Congress.

If you're a golf enthusiast, don't miss out on the opportunity to participate in this great competition that could make a real difference to a charity of your choice.

Full details on all elements of the competition will be sent to workplaces and branches in the coming weeks, or email golf@tui.ie with your details if you wish to enter a team.



Post Graduate Diploma in School Leadership

An Diplóma Gairmiúil i gCeannaireacht Scoile

Robust mix of academic and practical approaches to learning.

18 months of part-time blended learning.

Progress your career in primary or post primary setting.



Applications

Open to primary and post primary teachers with 5 years post qualification experience.

Funding

Part funded by the Department of Education and Oide.

Locations

The programme is delivered nationally. Please check our website for centre locations.



The Renewal Rethink: A simple review can save you time & money!



Is your Health or Car Insurance policy due for renewal in the next few months? Don't let misguided loyalty, inertia, or the fear of losing cover prevent you from shopping around. Failing to review your cover or allowing your policy to auto-renew every year is rarely the best option!

Let's look at some of the key reasons why you should review before you renew... and how to make it easy.



Health Insurance

Health is wealth

With the cost-of-living challenges and ongoing rate increases being applied by all Insurers, there has never been a better time to switch.

Please note if you already have continuous cover & you switch insurers:

- You will not have to reserve waiting periods.
- You will not have a break in your cover.

Examples of savings per annum per adult, that could be made by switching plans with a similar level of cover:

Insurer	From	To
Irish Life Health	Level 2 Hospital Excess (€2,657)	4D Health 5 (€1,823)
Laya	Essential Plus Excess (€3,084)	Momentum, (€1,825)
VHI	Health Plus Extra (€2,740)	Advanced Care 50 Day to Day (€2,016)

Cornmarket's health insurance comparison service compares all plans from all three insurers. We help find a plan that meets your needs and budget. On average, our customers **saved €392*** by reviewing their health insurance with us.



Car Insurance

Reviewing is a must

The Teachers' Car Insurance Scheme is packed full of benefits that are tailored specifically for teachers and lecturers. That's why almost **4,000 TUI members**** are already part of the Scheme, which includes bespoke, cover, including:

- Breakdown Recue & Windscreen Cover, 24/7, 365 days
- Comprehensive driving of other cars
- Full Bonus Protection (comprehensive plan)
- Malicious damage cover in staff carpark
- Cover when driving for work (with colleagues/students)
- Reduced excess with approved repairers.

We understand your unique needs and value you and your partner. The Scheme offers two levels of cover to suit different needs, so choose the right cover for you – at the right price.

We can make it easy and do the hard work for you. In one phone call we can review your cover, identify any savings that can be made and explain the impact (if any) of changes made to your cover.

Why wait? Talk to our lovely people today. Call 0818 601 601 or visit [Cornmarket.ie/tui](https://www.cornmarket.ie/tui)

*Average savings based on 4,254 customers who reviewed & switched their cover through Cornmarket between October 2021 & October 2022. Source, Cornmarket November 2022.

**Source: Cornmarket, October 2023.

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.

The Teachers' Car Insurance Scheme is devised and administrated by Cornmarket Group Financial Services Ltd. Cornmarket has products underwritten by Allianz plc, Aviva Insurance Ireland DAC and RSA Insurance Ireland DAC.

Allianz plc is regulated by the Central Bank of Ireland. The insurers reserve the right to amend policy terms and conditions. For full terms and conditions please refer to policy guide/insurance certificate.

RSA Insurance Ireland DAC is regulated by the Central Bank of Ireland.

Aviva Insurance Ireland DAC, trading as Aviva, is regulated by the Central Bank of Ireland.

Irish Life Health dac is regulated by the Central Bank of Ireland.

Vhi Healthcare DAC trading as Vhi Healthcare is regulated by the Central Bank of Ireland.

Laya Healthcare Limited trading as Laya Life is regulated by the Central Bank of Ireland.

Martin Marjoram guided TUI through unprecedented times

As a result of recent Head Office staff appointments, the change in TUI President from 1st September saw Martin Marjoram's term on the Executive Committee as immediate Past President end. A lecturer in the Tallaght campus of TU Dublin, Martin served the Union in a variety of local and national roles, ultimately becoming President in July 2020 during the height of the COVID-19 pandemic.

During this time his sound judgement and strategic acumen guided the Union through unprecedentedly difficult times, most notably in protecting the health and safety of members and also in representing members in the negotiations around emergency State examinations assessment mechanisms. He was particularly impressive in his almost-daily engagements with the national media during the most challenging times of the pandemic, outlining and defending the Union's position on a never-ending variety of critical issues with a calmness, clarity and intelligence that very few contributors to public discourse during this period were blessed with.

Martin was also heavily involved in the difficult sectoral bargaining process which ultimately saw the restoration of the value of the PME allowance to more recent second level entrants and a resolution of AF25/15 at third level. His always-valuable input is a real loss to the Executive Committee and the members it represents.



NCCA Development Group Vacancies

TUI seeks representatives on the NCCA Development Groups for:

Junior Cycle Modern Foreign Languages (MFL)

Leaving Certificate Construction Studies

Leaving Certificate Geography

Leaving Certificate Physical Education

Leaving Certificate Accounting

Leaving Certificate English

Leaving Certificate Engineering

LCVP Link Modules

Following on from the decision of the NCCA to establish development groups for Junior Cycle MFL and for the tranche two subjects in Senior Cycle review, the TUI currently has a range of vacancies to fill on the above NCCA development group devising revised subject specifications. The TUI would welcome applications from interested members.

Correspondence issued recently to schools and centres setting out details of how to apply. If you are interested in becoming involved please contact your local branch for its nomination. Applications (marked 'NCCA development groups') should reach TUI Head Office no later than noon on Monday November 27th, 2023. It is expected that applicants will be informed of the outcome by mid-December. It is recommended by the NCCA that applicants not serve on more than one subject development group and hence applicants are asked not to apply for multiple development groups.

If you have any questions then please do not hesitate to contact the ERO, David Duffy, at dduffy@tui.ie.

TUI in the media

TUI representatives have appeared in the national media in relation to a number of important issues and developments in recent weeks.

In an Irish Times feature on **third level options** on 12th September, TUI General Secretary Michael Gillespie said that the sector was under severe strain due to a “completely predictable demographic bulge” that is forcing educators to do more with less, leading inevitably to drop-outs and higher fail rates.

On 12th September, with the publication of Education At A Glance, the Union highlighted the **abysmal levels of education funding in Ireland in comparison to other OECD countries**, President David Waters stating that the figures once again highlighted “the abject failure at Government level to invest appropriately in education.”

TUI’s reaction to the **decision of Minister Norma Foley to shelve plans for teachers to assess the work of their own students for State certification purposes** received extensive coverage. On 20th September, TUI General Secretary Michael Gillespie was interviewed on RTE’s Morning Ireland, while President David Waters was interviewed on RTE and Virgin Media television news bulletins.

TUI welcomed Tánaiste Micheál Martin’s comments that **the duration of the PME should be halved**, but said that the measure alone would not tackle the current crisis. In addition, resources must be provided so that so that schools can offer jobs of full hours upon initial appointment, while posts of responsibility must be restored to pre-austerity levels,’ President David Waters said on 26th September in the Irish Examiner.

In a letter to the Irish Times on 28th September, TUI President David Waters said that increased **drop-out rates at third level** were completely unsurprising given the funding crisis that resulted in staff having significantly less opportunity available to interact with students individually or in smaller groups.

Before and after **Budget 2024**, Dublin-based TUI member Aileen Clarke gave a teacher’s perspective to the Irish Times. On the day of the Budget, TUI member Lorraine Fealy gave her reaction the measures on RTE’s live television broadcast from

Monaghan. TUI’s disappointed reaction to Budget 2024 on 10th October received widespread coverage.

Noting the updated instruction from the State Examinations Commission in relation to **artificial intelligence (AI)** on 18th October in the Irish Times, the TUI said that ‘AI is a new and rapidly developing area, and significantly more research needs to be carried out to explore both the challenges and the opportunities that it will potentially offer educationally. In this regard, as stakeholders, we look forward to engaging with any arising consultation processes.’

Speaking on RTE’s Morning Ireland on 27th October in relation to speculation around a **blanket ban on mobile phones in schools**, TUI General Secretary Michael Gillespie said that in any such move, all schools must be equipped with the appropriate digital devices to ensure equity across the system. He said the Union’s Principals’ and Deputy Principals’ Association (PDA) had recently written to the Minister to seek the funding committed to under the Digital Strategy for Schools to 2027. This is essential for those schools struggling to maintain and replace outdated IT infrastructure and integrate digital learning into their teaching yet nothing has been paid since 2021.



Clear link between third level drop-out rates and underfunding

The following letter from TUI President David Waters was published in the Irish Times on 28th September, following a report on increased drop-out rates in third level colleges during the 2020/21 academic year.

While factors related to the pandemic exacerbated third level drop-out rates in 2020/21 (Irish Times 27/9/23), these overall figures should be viewed in the context of an ongoing political failure to in any way adequately address the sector’s funding crisis.

Released earlier this month, the latest

OECD statistics (Education At A Glance 2023) show that at third level, the ratio of students to teaching staff in Ireland has now worsened to 23:1, a ratio significantly above the OECD average of 17:1. This unacceptable ratio results in larger class sizes and less access to laboratories, equipment, materials, libraries and tutorials.

As a result of this chronic underinvestment, it is hardly a surprise that in recent years, the time and support that staff can provide to students has come under huge pressure, with significantly less opportunity available

to interact with students individually or in smaller groups. Clearly, in such a situation, it is those students who require the most additional support who lose out, and this obviously has an effect on drop-out rates.

Also, educational disadvantage does not cease after post-primary, and provision must be made available to deliver a level playing field to all students.

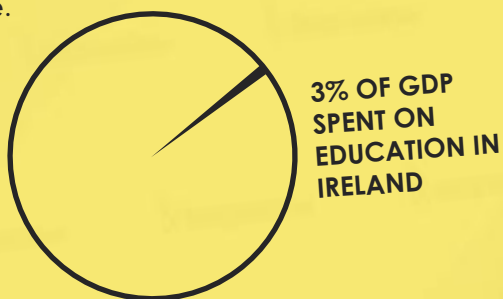
It is imperative that the process of truly remedying this utterly unacceptable and damaging government inaction begins.

Yet again, latest international indicators highlight shameful underinvestment in Irish education

The latest annual education indicators from the OECD – *Education At A Glance 2023* – once again highlight the abject failure at Government level to invest appropriately in education.

DAMNING OVERALL INVESTMENT FIGURES

The most concerning and damning metric in this latest set of indicators shows that of the countries for which figures are provided, **none spend a lower proportion of national wealth (GDP) on education than Ireland (3%)**. This is even more pronounced at second level, where at 1%, the spend for second level is just half that of the OECD average.



SECOND LEVEL SPENDING

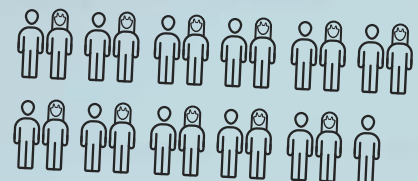
Ireland



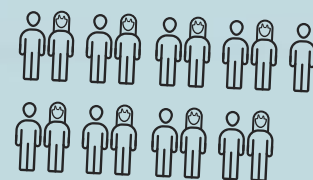
OECD Average



Ireland



OECD Average



THIRD LEVEL FUNDING CRISIS

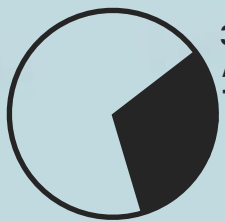
In third level colleges, the ratio of students to teaching staff in Ireland has now worsened to 23:1, far above the OECD average of 17:1. This is a legacy of the ongoing failure to address the sector's crisis and a generation of students is losing out as a result.

SALARY DATA MUST BE LOOKED AT IN CONTEXT – MOST SECOND LEVEL TEACHERS IN IRELAND DO NOT START ON FULL HOURS

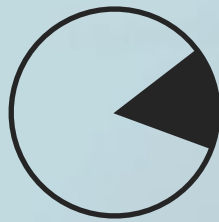
Australia, Canada and Scotland are among those countries that offer higher starting salaries than Ireland.

The report states that at second level, **starting salaries of Irish teachers are below the OECD average**. However, it must be borne in mind that these salaries are based on an assumption that Irish teachers commence on 'full' jobs, which regrettably is not the case at second-level.

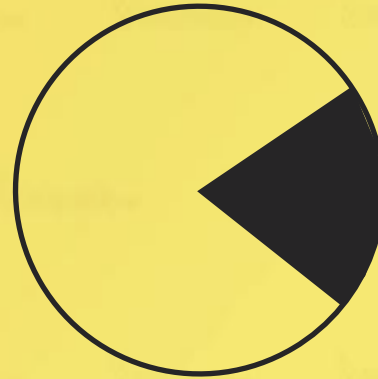
A survey of teachers carried out by TUI earlier this year showed that of those recently appointed, **less than a third of teachers (31%) appointed received a full-time contract, and just over one in ten teachers (13%) were offered permanent positions**. This culture of precarious work is driving both potential and serving teachers away from the profession. We need to return to a system where teachers are offered **full jobs and permanent contracts** upon initial appointment.



31% OF APPOINTED TEACHERS RECEIVED A FULL-TIME CONTRACT



13% OF APPOINTED TEACHERS WERE OFFERED PERMANENT POSITIONS



19% OF 25-34 YEAR OLDS HAVE SECOND LEVEL AS THEIR HIGHEST LEVEL OF EDUCATION

'INACTIVITY RATES' SHOW POTENTIAL FOR FURTHER AND ADULT EDUCATION SECTORS

At 19%, Ireland has a higher percentage of inactive 25-34 year-olds with second level as their highest level of educational attainment than the OECD average. Every effort should be made to encourage this cohort to engage in courses in country's high quality further and adult education sector, which provide a wide range of excellent standalone qualifications, often with the option of further progression.



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Important dates to Annual Congress 2024



21st September 2023

Nomination forms for annual elections issued

18th December 2023 (R)

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

Please note deadline is 5.00p.m. on 18th December 2023

18th January 2024

Last date for receipt of nominations for positions of Vice-President, Standing Orders Committee Areas 3 and 18, Security Fund (1 Vacancy), Assistance Fund Area 1-5 and Area 15-19 and Area Representatives for the following areas:

Area:

- 1 Wicklow, Kildare, Laois and Carlow
- 3 Cavan, Monaghan, Louth and Meath
- 5 Tipperary N.R., Clare and Limerick City
- 7 Kerry, Limerick County
- 9 Cork City and Cork County
- 11 Galway City, Galway County and Mayo
- 13 C&C Schools in Counties Cavan, Dublin, Kildare, Louth, Meath, Monaghan, Wicklow
- 15 Third Level Colleges – Dublin (excluding City), Louth, Monaghan, Cavan, Meath, Kildare, Offaly, Laois, Wicklow, Carlow, Kilkenny, Wexford
- 17 Third Level Colleges - Cork, Tipperary and Waterford
- 19 Third Level Colleges – Kerry, Limerick, Clare, Galway, Mayo

Please note that nominations will close at 2.30p.m. on 18th January 2024

30th January 2024 (R)

Preliminary Agenda will issue to Branches

13th February 2024 (R)

Last date for receipt of:

- amendments to Preliminary Agenda
- order of priority for motions in each section
- names of delegates to Congress

19th February 2024

Issue of ballot papers for elections

12th March 2024 (R)

Issue Annual Report - Final Agenda, General Secretary's Report, Annual Accounts

13th March 2024

Last date for receipt of annual election ballot papers

26th March 2024 (R)

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

2nd April 2024 (R)

CONGRESS OPENS

Note:

Rule 13 (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".	

Rule 14 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, 23rd February 2024.**

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.

18th April 2024

Last date for receipt of nominations for the position of President

1st May 2024

Issue ballot papers for election of President

23rd May 2024

Last date for receipt of ballot papers for Presidential election

(R) Under Rule

Annual Congress 2024

2nd – 4th April 2024

Annual Congress 2023 will take place in the INEC, Killarney, Co. Kerry
Full details will issue to branches in due course.



Driving teacher diversity and supply at a crucial time for education in Ireland



PHOTOGRAPHS ON THESE PAGES SHOW GRADUATES OF THE MTP ESTABLISHED BRIDGING PROGRAMME FOR MIGRANT TEACHERS AND THE TAILORED BRIDGING PROGRAMME FOR UKRAINIAN TEACHERS CELEBRATE WITH FAMILY AND FRIENDS AS THEY RECEIVE THEIR CERTIFICATES FROM MARINO INSTITUTE OF EDUCATION IN JUNE 2023

The Migrant Teacher Project (MTP) at Marino Institute of Education aims to increase the participation of Immigrant Internationally Educated Teachers in Irish primary and post-primary schools. In achieving this, the project provides information, advice and training to migrant teachers, including refugee teachers, who have qualified outside of Ireland, to help them to continue their profession in Ireland. This is crucial work at a time when teacher diversity is far from keeping pace with the changing demographics of Irish society, and when teacher supply is at an all-time low.

Since commencing the project in 2017, the MTP has supported over 300 migrant teachers through a series of bridging programmes, and has also offered tailored supports for specific cohorts of teachers, such as those who have recently fled the war in Ukraine.

‘The Migrant Teacher Bridging Programme has been so valuable in helping me kick-start my career in a new country. It exposed me to the most relevant, up-to-date information required by a teacher like me that qualified and practiced outside of Ireland. It provided us with valuable interactions with relevant bodies and institutions to enable our journey to be much

smoother and gave us invaluable support at every step of the journey.’

Oluwaseyi Agbede, Nigeria

In addition to the supports offered by the MTP to migrant and refugee teachers, the project engages in advocacy and other activities aimed at raising the issue of registration, recruitment, retention and promotion of migrant and refugee teachers within the Irish education system.

Registration

For some migrant teachers, the process of registration is quite straightforward, but for others, their experience with the registration process is not a positive one. Many migrant teachers query the speed and cost of registration and of addressing conditions attached to registration. Some report very significant difficulties in obtaining documentation from the country in which they qualified, and there is also often confusion with the relationship between registration and employment.

Since 2020, monthly meetings between the Teaching Council and the MTP have taken place. Since commencing this aspect of the project, the MTP has

brought over 100 cases to the Registration Section of the Teaching Council. In many instances, these are from migrant teachers who would otherwise have given up with the process – now many of them are working as teachers in Ireland.

‘Participation in this programme has given me great insight into the Irish education system, curriculum, summative and formative assessment as well as the most recent classroom, pedagogical and societal practices. It has also given me invaluable membership to a network of contemporaries and mentors who have enthused, bolstered, and elucidated my professional growth and approach.’

Sacha Hendricks, South Africa

Recruitment and Retention

Many migrant teachers have very positive experiences of seeking employment in Irish schools.

Other respondents were less positive about their experiences and their chances of securing longer-term employment. A teacher on one of the

recent bridging programmes noted that it is “extremely difficult because if you don't have references in Ireland they will not employ [you]”. The project aims to counteract this by securing school experience for migrant teachers in one of its many network schools.

Ukraine

In 2022, in response to the war in Ukraine and the arrival of refugees in Ireland fleeing the war, and the need to support Ukrainian children in Irish schools, the MTP proposed the development and delivery of an introductory course on the Irish education system for Ukrainian teachers seeking refuge in Ireland. Following on the success of this introductory course, the MTP went on to develop a tailored bridging programme for the growing number of Ukrainian teachers then living in Ireland and working in Irish schools. This created an opportunity for the MTP to lead on a multi-agency response, which saw the involvement of many of the key education stakeholders such as the Teaching Council, the National Council for Curriculum and Assessment, Teacher Education and Support Centers, Teacher Unions and School Management Bodies present on their work through a series in person sessions in MIE and online webinars, throughout the first half of 2023.



'Working alongside other teachers from diverse backgrounds and experiences has allowed me to gain new perspectives and insights.'

Maryna Iliia, Ukraine

MTP is co-financed by the European Commission under the Asylum, Migration and Integration Fund, through the Department of Children, Equality, Disability, Integration and Youth, and by the Department of Education.

The Migrant Teacher Project is co-ordinated by Dr Rory McDaid and Dr Garret Campbell at Marino Institute of Education.

For further details on the Migrant Teacher Project or for your school to become an MTP Network School you can email MTP@mie.ie or phone 01-8535168.

Text supplied by Migrant Teacher Project



TUI urges Government to boost apprenticeships through better support



TUI GENERAL SECRETARY MICHAEL GILLESPIE ADDRESSING WORLDSKILLS CONFERENCE

The TUI has called for the Government to boost quality apprenticeships in Ireland through appropriate funding, support and information campaigns.

The call came during an address by the Union's General Secretary at a joint TUI/WorldSkills Ireland conference in Dublin in September, part of a larger event which attracted thousands of students and showcased apprenticeships and skills with live demonstrations and competitions.

TUI General Secretary Michael Gillespie said that apprenticeships are not merely vocational training programmes, 'they are pathways to personal growth, professional excellence, and economic prosperity. However, there are critical challenges we must address to ensure that these opportunities are accessible to all and that they receive the recognition they deserve.'

Difficulties securing employers

'One of the most significant barriers faced by aspiring apprentices is the challenge of securing employers. We know that many young individuals, bursting with potential and eager to learn, face the frustrating reality of being unable to find a suitable employer,' he said. 'This is a very real concern that we must tackle head-on. The government must work with businesses, large and small, to encourage and incentivise them to take on more apprentices. These young individuals represent our future workforce, and their potential must not be overlooked or underestimated.'

'Geographical barriers are another obstacle that many potential apprentices

face. It is unjust that where you live can determine your access to educational opportunities. To address this, we must establish apprenticeship programmes that are accessible nationwide, no matter how remote the location. The use of satellite campuses could give every Irish citizen equal access to quality apprenticeship programmes.'

Apprentices must be supported financially

'Financial constraints, too, often deter talented individuals from pursuing apprenticeships, such as earning less than the minimum wage in their first year. The cost of travel, materials, and living expenses can also be prohibitive for many. It is our responsibility as a society to provide financial support, such as scholarships, grants, and affordable or zero interest loans, to ensure that no one is left behind due to financial hardship.'

'Accommodation challenges are yet another obstacle that some apprentices face. Many have to relocate to access their desired programmes, and finding affordable, safe housing can be daunting. Collaboration with housing providers, educational institutions and local communities is crucial to address this issue effectively.'

Tackling gender disparity

'We must confront the gender disparity that persists in many apprenticeship fields. It is unacceptable that some apprenticeships are seen as traditionally male or female roles. We must actively encourage and support all individuals, regardless of gender, to pursue their interests and talents, breaking down

stereotypes and ensuring equal opportunities.'

Students with additional educational needs

'Additionally, we must ensure that apprenticeships are accessible to students with additional educational needs. Every young person deserves their opportunity, and we must provide the necessary resources and support to make this a reality.'

Lack of public sector apprenticeships a missed opportunity

'The lack of public sector apprenticeships is a missed opportunity. Public services are the backbone of our society, and we should be offering apprenticeships in these vital areas, just as much as in the private sector.'

Parity of esteem

'We must work toward achieving parity of esteem between apprenticeships and traditional college courses. Both pathways are valuable and should be regarded as equally valid options for young people to pursue their dreams and achieve their goals.'

'In conclusion, our mission is clear: we must break down the barriers that stand in the way of accessible and equitable apprenticeships in Ireland. We must collaborate with employers, educators, and communities to create a system where all individuals, regardless of their background, gender, or location, can access and thrive in apprenticeship programmes.'



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Make teaching attractive!

TUI joins 11 million European colleagues in 51 countries in major campaign to raise status of profession

To raise the status and attractiveness of the teaching profession at all levels and sectors of education in Europe, the European Trade Union Committee for Education (ETUCE) and its 127 member organisations from 51 countries representing over 11 million teachers have set out 10 key demands to challenge education policy makers ensure publicly funded education systems are well staffed to provide quality public education for all.

A summary of the demands is set out out on these pages.

PROMOTE PROFESSIONAL AUTONOMY!

The most valuable asset of any education system is its teachers, who play a critical role in shaping the future of students. It is essential that teachers, trainers, academics, and other education personnel have the professional autonomy and academic freedom to make decisions in the best interest of their students, taking into account the circumstances and individual needs of each one of them, ensuring every student receives quality and inclusive education. Professional autonomy gives teachers, trainers, academics, and other education personnel control over their work, is motivating, leads to greater job satisfaction and a higher level of professional engagement.

DELIVER DECENT COMPETITIVE SALARIES!

We demand that governments ensure decent salaries for teachers, trainers, academics, and other education personnel. Salaries should be at least equal to the salary level of other professionals who have tertiary level qualifications. We believe that the principle of equal pay for equal work and work of equal value should apply. In addition, we urge governments to consider the rising cost of living in

Europe when determining salaries of teachers, trainers, academics, and other education personnel. Attractive starting salary levels need to be ensured for all education professionals to increase the recruitment and retention of young teachers.

SUPPORT EFFECTIVE CAREER START TO ENSURE RETENTION!

A supportive and collaborative environment is crucial to help novice teachers feel confident on their first job. Education institutions should provide novice teachers, trainers, academics, and other education personnel with a mentor or coach who can guide and support them through the first years of their career. Allocating sufficient time dedicated to training and allowing for trial and error in lesson preparation and implementation is particularly important for a successful career pathway.

Indeed, creating a positive and supportive school culture that values and recognises the contributions of teachers and other education personnel will contribute to retaining them in the profession.

Working conditions in the education sector must be improved, the administrative burden and red tape needs to be reduced to enhance the attractiveness of the teaching profession. This includes the respect for employee rights such as job security, decent salaries and enticing working conditions, including good health and holiday coverage, fair pension schemes, and social benefits.

ENSURE QUALITY PROFESSIONAL DEVELOPMENT!

Quality training and continuous professional development (CPD) are essential to making teaching an attractive profession. They should be free of charge and offered during working hours. Education staff need to be equipped with the skills and knowledge to effectively teach and engage with students in diverse

learning environments, and for this, need to be educated to masters' level. By investing in quality training and continuous professional development, teachers can enhance their pedagogical skills, develop innovative teaching practices, and improve their subject knowledge. This not only benefits teachers but also students, as they receive a higher quality of education, leading to improved academic performance and overall success.

EMBED EQUALITY AND DIVERSITY!

Equality of opportunity, diversity, and inclusion are the hallmarks of a progressive education system. To achieve this, a recruitment policy must be implemented that seeks to attract to teaching the full spectrum of society in terms of diversity, including gender, sexual orientation, abilities and special educational needs, economic status, ethnic origin, language, religion, and migratory and citizenship status. Special attention should be given to recruiting teachers, trainers, academics, and other education personnel with migrant backgrounds and with different mother tongues. It is important to prevent and combat discrimination and to create a climate in educational institutions that recognizes the benefits of diversity and fosters tolerance.

SUSTAIN SAFE AND SECURE WORKING CONDITIONS!

Teachers, trainers, academics, and other education personnel play a crucial role in shaping the future of our society, but their well-being is often overlooked. Research shows that there is a strong connection between their working conditions and their high stress levels, which in turn affects their job satisfaction and retention rates.

This concerns both mental and physical well-being. Governments and policymakers need to take effective measures to improve the safety and well-being of teachers, trainers, academics, and other education

personnel by ensuring sustainable working conditions, promoting positive working environments, and providing support from peers, school leaders, and the wider community. To increase the attractiveness of teaching, permanent contracts must replace fixed-term contracts to address the issue of unpredictable and often unregulated working hours.

ENSURE WORKLOAD CONTROL AND A WORK-LIFE BALANCE!

Excessive workload is a universal challenge for teachers, trainers, academics, and other education personnel that must be addressed immediately. Instead of referring only to "teaching hours," the term "working hours" should be used to reduce the amount of unpaid overtime, particularly those in precarious employment.

We demand to recognise the vital role that teachers, trainers, academics, and other education personnel play in society and to put in place tangible support and improved working conditions. Governments and employers in education need to lift the pressure from education professionals that is caused by the lack of adequate support and preparation time, coupled with the need to perform non-teaching tasks outside normal working hours.

CREATE DEMOCRATIC SCHOOL CULTURES!

To create a positive and democratic school culture, it is essential to embrace collaborative and collegial leadership in education institutions and systems. This means involving teachers and the entire pedagogical community in decision-making processes, setting shared goals and working towards their fulfilment. Teachers, trainers, academics, and other education personnel should be considered leaders in their profession, and their input and expertise should be valued in developing and reforming educational policies and programmes. Education professionals and union representatives should be actively involved in democratic and collaborative leadership to establish a culture of peace, tolerance, equity,

inclusiveness, and cooperation. Effective teaching and learning can be achieved by providing necessary resources, support, and motivation for school leaders, teachers, and students.

ENSURE SOCIAL DIALOGUE!

Social dialogue, collective bargaining and agreements and collegial governance are essential in order to ensure sustainable quality employment, decent working conditions, promising career prospects and rewarding incentives such as fair pay for the staff.

Social dialogue is at the core of the European social model, flanked by the European Pillar of Social Rights and reflects the fundamental values of the European Union. It is an important tool for promoting economic and social stability and helps ensure that workers have a voice in employment issues.

As employees, it is essential that teachers are supported by their trade union. Education trade unions have a dual role to fulfil in addressing both working conditions and professional issues in social dialogue.

VALUE, RESPECT AND EMPOWER THE TEACHING PROFESSION!

Empowering the teaching profession means providing the necessary resources in terms of staffing and budgets to allow education institutions to flourish, to provide the highest quality of education, and to play their role in broader communities to tackle the inequities exposed in society. Governments must introduce education policies that recognise the importance of teaching and the role teachers, trainers, academics, and other education personnel play in shaping the future. This entails increased pay and benefits for teachers, as well as recognition of their accomplishments and contributions to society. Teachers, trainers, academics, and other education personnel should be trusted with professional autonomy and academic freedom and invited to contribute to democratic collegial leadership practices. Education institutions should be sufficiently staffed and funded to attract those best qualified to the profession.



TUI EXECUTIVE COMMITTEE AND STAFF ENDORSING THE MAKE TEACHING ATTRACTIVE CAMPAIGN

Teacher unity discussions

Over the past twelve months the Teachers' Union of Ireland (TUI) and the Association of Secondary Teachers in Ireland (ASTI) have been engaging in extensive discussions around the prospect of unification. We held four meetings last year and four, so far, this academic year. Both unions have engaged constructively and in good faith. We have examined both unions' rule books and a potential structure for a new education union over the course of these meetings. There remains a considerable amount of work to be done.

The aim is to create a new union that at its heart is member focussed. It must both acknowledge and respect the traditions of each union, while also creating a new union that is able to face

the modern challenges of the current industrial relations landscape.

The merging of two large unions is not a simple process and whilst a definitive deadline for the end of these discussions is impossible to predict, at the current pace, it is hoped to have an outcome that can be presented to the executive structures and the membership of TUI and ASTI within the current academic year.

The unification of the TUI and the ASTI would be a seismic moment in education. There is potential for one coherent teacher voice on all topics across the entire breadth of the education sector. We would no longer be able to be splintered and pitted against each other and we would have a

larger voice as a member of the Public Services Committee.

Any outcome that emerges from these discussions will require comprehensive and substantial membership consultation within both unions and will ultimately be adjudicated upon in ballots of members.

Separately, TUI and ASTI elected representatives, officials and subject representatives hosted a joint-union seminar at the Strand Hotel in Limerick on Saturday, 14th October to address recent Senior Cycle developments. Both unions continue to work closely on these critical issues.



DAVID DUFFY, TUI EDUCATION/RESEARCH OFFICER, KIERAN CHRISTIE, ASTI GENERAL SECRETARY, DAVID WATERS, TUI PRESIDENT, GERALDINE O'BRIEN, ASTI PRESIDENT, MICHAEL GILLESPIE, TUI GENERAL SECRETARY AND MOIRA LEYDON, ASTI EDUCATION OFFICER PICTURED AT THE JOINT UNION MEETING ON SENIOR CYCLE IN LIMERICK IN OCTOBER.



JOINT TUI/ASTI MEETING ON SENIOR CYCLE

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Upcoming Senior Cycle developments

Elsewhere in this edition, there is detail on the TUI's welcome of the Minister's decision to shelve plans for teachers to examine their own students for State examinations purposes.

On the same day that the Minister made the announcement, information was made available in relation to upcoming developments at Senior Cycle, details of which are set out below as a timeline.

From academic year 2025/26

- The following subjects will have a revised curriculum (called 'specifications'): Business, Biology, Chemistry, Physics, Arabic, Latin, and Ancient Greek (Tranche I subjects).
- These subjects will feature an externally assessed component(s).
- Additional component(s) will not be a traditional written exam.
- Additional component(s) will be externally assessed by the State Examinations Commission.
- Two new subjects will be introduced in some to schools in 2025. For later years, it will be introduced to more schools on a phased basis. These subjects are (1) Drama, Film and Theatre Studies, and (2) Climate Action and Sustainable Development.

From academic year 2026/27

- The following subjects will have revised curriculum: Business; Biology, Chemistry, Physics, Arabic, Latin, and Ancient Greek (Tranche I subjects).
- More revised subjects will be announced once a final schedule setting out the phases over which all subjects will be revised is published.
- These subjects will feature an externally assessed component(s).
- Additional component(s) will not be a traditional written exam.
- Additional component(s) will be externally assessed by the State Examinations Commission.
- Two new subjects, first launched in 2025, will continue to be introduced on a phased basis. These subjects are (1) Drama, Film and Theatre Studies, and (2) Climate Action and Sustainable Development.

LCA – 2023 onwards

- LCE Mathematics and an LCE Modern Foreign Language (MFL) may be accessed, subject to a school's timetabling

- LCE Mathematics may be studied either in addition to LCA Mathematical Applications, or instead of LCA Mathematical Applications.
- An LCE MFL may be studied in addition to the LCA programme.
- An updated LCA Programme Statement reflecting these changes is available at curriculumonline.ie.

LCVP – 2023 onwards

- LCVP Link Modules (Preparation for the World of Work and Enterprise Education) can be accessed without meeting the vocational subject grouping criteria or the Modern European Language (MEL) requirements set out in Circular Letter 0040/2013.
- All other requirements for participation in the LCVP continue to apply, including the Irish language requirement.
- An updated LCVP Programme Statement reflecting these changes is available at the following link: curriculumonline.ie



Salary scales – 1st October 2023

The salary scales set out over the following pages take account of the 1.5% (or $\Leftrightarrow 750$, whichever is greater) increase under Building Momentum payable from 1st October 2023.

Points 4 and 8 have been removed from all post-2011 scales, meaning new and recent entrants move up these scales more quickly. In addition, teachers on the post-2011 scale will also skip point 12.

TEACHERS COMMON BASIC SCALE

Scale for those who entered profession before 1 January 2011

See next page for details of allowances payable

Effective from
01/10/23

1	€39,387
2	€40,230
3	€41,419
4	€42,612
5	€44,461
6	€45,659
7	€46,856
8	€49,871
9	€51,387
10	€53,224
11	€55,066
12	€56,932
13	€58,494
14	€60,563
15	€60,563
16	€60,563
17	€63,414
18	€63,414
19	€63,414
20	€63,414
21	€67,183
22	€67,183
23	€67,183
24	€67,183
25	€71,345
26	
27	

Scale for those who entered profession post 1 January 2011

This scale includes full value of Honours Primary Degree Allowance and the value of the Honours PME

Effective from
01/10/23

1	€42,765
2	€44,385
3	€46,235
4	€47,080
5	€48,269
6	€49,705
7	€51,328
8	€52,984
9	€54,374
10	€56,868
11	€58,425
12	€60,290
13	€62,144
14	€64,013
15	€65,575
16	€67,643
17	€67,643
18	€67,643
19	€70,494
20	€70,494
21	€70,494
22	€70,494
23	€74,261
24	€74,261
25	€74,261
26	€74,261
27	€78,426

PART-TIME HOURLY RATES (SECOND LEVEL)

Please note that 12% of the applicable rates will be removed to represent statutory annual leave entitlement of 4 weeks per year. Teachers will then be paid during the Christmas, Easter and summer holidays. Overall remuneration will not change.

1. Qualified hourly casual rate (pre 2011 entrant):

€50.42 + €6.87

Qualified hourly casual rate (post 2011 entrant):

€45.14 + €6.16

2. Unqualified hourly rate (pre 2011 entrant):

€44.38 + €6.05

Unqualified hourly rate (post 2011 entrant):

€39.93 + €5.45

3. Qualified non-casual rate paid to teachers according to their own personal point on the incremental salary scale plus allowances divided by 735. This will give your own personal hourly rate.

This divisor may reduce owing to the additional bank holiday in February. Please check the TUI website for updates on this.

For full details on all scales see Circulars 41/2023 (Second level), 43/2023 (Further/adult education) and 03/2023 (Higher education) on the TUI website.

PRINCIPALS' ALLOWANCES

- category based on number of teachers

Category	01/10/2023
I	€10,661
II	€11,946
III	€14,013
IV	€16,443
V	€19,128
VI	€21,852
VII	€24,488
VIII	€27,154
IX	€29,115
X	€31,141
XI	€34,095
XII	€36,092
XIII	€39,953
XIV	€41,256
XV	€44,747
XVI	€46,690
XVII	€49,629

DEPUTY PRINCIPALS' ALLOWANCES

- category based on number of teachers

Category	01/10/2023
I	€4,316
II	€5,647
IV	€7,466
V	€9,358
VI	€11,190
VII	€13,104
VIII	€14,944
IX	€16,752
X	€18,177
XI	€19,566
XII	€21,717
XIII	€23,049
XIV	€25,930
XV	€26,494
XVI	€28,946
XVII	€30,061
	€31,165

POSTS OF RESPONSIBILITY

Assistant Principal (API)	€9,755
Assistant Principal (APII)	€4,316

Academic Allowances for those who entered teaching after 1/1/11

The revised salary scale on previous page for post 1/1/2011 entrants includes the Honours Primary Degree allowance and the value of the PME allowance. Accordingly, payment of the Honours Primary Degree allowance, Pass Degree Allowance, Pass Masters Degree allowance and the PME allowance for post 1/1/11 entrants has ceased.

Academic Allowances for those who entered teaching before 1/1/11

Academic Allowances

Either of the allowances (a) or (b) may be held together with any one of the allowances (c) to (g).

	01/10/2023
(a) (i) H. Dip in Ed. (Pass)	€676
(ii) Higher Froebel Certificate	€676
(b) (i) H.Dip in Ed. (1st or 2nd Hons)	€1,415
(ii) Ard Teastas Gaeilge	€1,415
(c) Primary Degree (Pass)	€2,109
(d) Masters Degree by thesis or exam (Pass)	€5,632
(e) Primary Degree (1st, 2nd or 3rd Hons)	€5,632
(f) Master Degree (1st or 2nd Hons)	€6,293
(g) Doctors Degree	€7,031

OTHER ALLOWANCES*

	01/10/2023
(i) Teaching through Irish	€1,812
(ii) Gaeltacht Grant	€3,507
(iii) Island Allowance	€2,109
(iv) Diploma for Special Education	€2,790
(v) Special Allowances payable to teachers appointed before 1/1/1987 in Comprehensive Schools	€2,830
(vi) Allowance for teachers with 35 years service (long service allowance - payable after 10 years completed on the maximum point of the salary scale)	€2,660

*Please note that as per Circular Letter 41/2023, certain allowances for new beneficiaries were abolished with effect from 1st February 2012 and their appearance in the scales does not confer an entitlement to the allowance where the staff member was not already entitled to the allowance

ADULT EDUCATION OFFICERS

(not reduced for post I/II/III new entrants)

Effective from
01/10/23

€58,585
€61,279
€63,973
€66,667
€69,359
€72,050
€74,745
€76,273
€78,954
€81,675
€84,400
€87,122
€91,208

YOUTHREACH CO-ORDINATORS

(not reduced for post I/II/III new entrants)

Effective from
01/10/23

	€43,592
	€47,356
	€51,118
	€55,822
	€58,805
	€62,685
	€66,544
LSI	€69,523
LSII	€71,708

ADULT LITERACY ORGANISERS/ COMMUNITY EDUCATION FACILITATORS/ ADULT EDUCATION GUIDANCE COUNSELLOR/CO-ORDINATOR

Pre I/II/III entrant

Effective from
01/10/23

€49,507
€51,111
€52,741
€54,382
€56,034
€57,693
€59,351
€61,008
€62,665
€64,322
€65,982
€67,876
€70,246

Post I/II/III entrant

Effective from
01/10/23

€44,847
€47,727
€49,507
€51,111
€52,741
€54,382
€56,034
€57,693
€59,351
€61,008
€62,665
€64,322
€65,982
€67,876
€70,246

Effective from 01/10/23

NALA/WIT Certificate
NALA/WIT Diploma

€1,160
€2,326

YOUTHREACH RESOURCE/BTEI ADULT EDUCATOR

Pre I/II/III entrant

Effective from
01/10/23

€36,985
€38,795
€40,950
€43,108
€45,276
€47,444
€49,621
€51,821
€54,057
€56,324
€58,755

LSI
LSII

€60,774
€62,797

Post I/II/III entrant

Effective from
01/10/23

€34,057
€35,697
€36,985
€38,795
€40,950
€43,108
€45,276
€47,444
€49,621
€51,821
€54,057
€56,324
€58,755

€60,774
€62,797

ADULT EDUCATION GUIDANCE CO- ORDINATOR ALLOWANCES

+1 information
officer or

Counsellor	€3,856	€3,856
+2-3 staff	€4,970	€4,970
+4-5 staff	€6,573	€6,573
+6-7 staff	€8,235	€8,235

YOUTHREACH QUALIFICATION ALLOWANCES

Effective from
01/10/23

Degree/tch recognition	€3,481
Diploma	€2,325
Certificate	€1,160

SALARY SCALES FOR ACADEMIC STAFF IN INSTITUTES OF TECHNOLOGY/ TECHNOLOGICAL UNIVERSITIES

ASSISTANT LECTURER HOURLY RATE

Lecturers in service before I/I/I/I/I	Lecturers who began service after I/I/I/I/I
€75.45	€68.37

ASSISTANT LECTURER

Pre-I/I/I/I/I Entrant	Post-I/I/I/I/I Entrant
<i>Effective from 01/10/23</i>	<i>Effective from 01/10/23</i>
€47,535	€43,073
€49,337	€45,525
€51,187	€47,535
€52,665	€49,337
€54,174	€51,187
€55,691	€52,665
€57,216	€54,174
€58,726	€55,691
	€57,216
	€58,726

COLLEGE TEACHER

Effective from 01/10/23

€44,504
€46,346
€48,197
€50,036
€51,920
€53,798
€55,695
€57,614
€60,053
€62,013
€63,975
€66,544
€69,115
€71,136
€75,667
€76,580

LECTURER SCALE I

€56,553
€59,243
€61,443
€63,674
€66,468
€74,866
€76,149
€78,582
€81,056
€83,534
€86,019

LECTURER SCALE

(also Lecturer 2 - appointees before September 1998)

Effective from 01/10/23

€63,518
€66,442
€76,640
€79,310
€82,009
€84,719
€87,444
€90,149
€92,852
€95,568
€98,278

LONG SERVICE INCREMENTS

(Lecturer 2 scale only - appointees before September 1998)

Long service increment LSI - after 3 years on the maximum of the scale	€100,893
Long service increment LS2 - after 6 years on the maximum of the scale	€103,508

SENIOR LECTURER I

Effective from 01/10/23

€86,426
€89,370
€92,300
€95,250
€98,184
€101,116
€104,063
€106,992

SENIOR LECTURER II

€89,328
€92,138
€94,941
€97,750
€100,561
€103,365
€106,170
€108,979
€111,782
€114,847

SENIOR LECTURER III

€96,105
€99,478
€102,852
€106,227
€109,602
€112,975
€116,603
€120,004
€123,609

RMA News

As I write this, I am looking forward to joining with RMA colleagues and friends for our autumn break later in the month in Sligo. The spring break will take place on 19th, 20th and 21st March 2024 in the 4-star Charleville Park Hotel & Leisure Club, Co Cork. More details on this will be set out in the next edition of TUI News.

The RMA Management Committee held its September meeting in TUI Head Office where we reviewed our AGM held in Athlone last May.

Building Momentum extension

The extension to Building Momentum was accepted in autumn 2022 and saw the following pay increases:

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

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

All members should by now have received all increases due up to March 2023 and should receive the 1.5% increase due from 1st October 2023 during the month of October.

Link between pay and pension

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

membership as possible. I would like to remind existing members who have not renewed their membership to do so as soon as possible and encourage newly retired TUI members to join the Retired Members' Association.

Membership

Any member with a query about their membership or who needs to update their address or other details can do so by contacting our Membership Officer Majella O'Neill by email on rmamember@tuimail.ie or alternatively by phone on 087 7634710.

Notify us about events!

As most RMA branches are back in full swing again, we would be grateful if notification of forthcoming meetings/events (including Christmas events) could be sent to myself (rmasec@tuimail.ie) or the Chairperson Michael McNulty (rmachair@tuimail.ie) and Mark Jordan (mark.jordan@rmatui.ie) well in advance to allow an officer to attend. Also, news of bereavements should be notified to the Membership Officer.

If branches have any news or photographs from events, meetings etc. that they would like included in the RMA News section of a future TUI News sent them to me at (rmasec@tuimail.ie) and I will do my best to have them included.

Dan Keane

RMA Secretary

RMA MEMBERSHIP APPLICATION FORM

NAME: _____
(BLOCK LETTERS)

ADDRESS: _____
(Name of College/School/Education Centre)

MOBILE TELEPHONE NO.: _____

E-MAIL ADDRESS: _____

RETIRED FROM: _____

TUI BRANCH: _____

"I consent that my data will be used for the legitimate processing & administration of my RMA membership and to contact me only regarding RMA membership".

Signature: _____ Date: _____

Please forward the completed application form to Membership Officer:

Majella O'Neill, 12 Parkview, Freshford Road, Kilkenny. R95 PN3F

Sponsored by



Closing date for September 2023 crossword had not passed at time of going to print so details of the winner will feature in the next TUI News

Crossword

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

Only one entry per member.
Photocopies can be submitted.

Name _____

Workplace _____

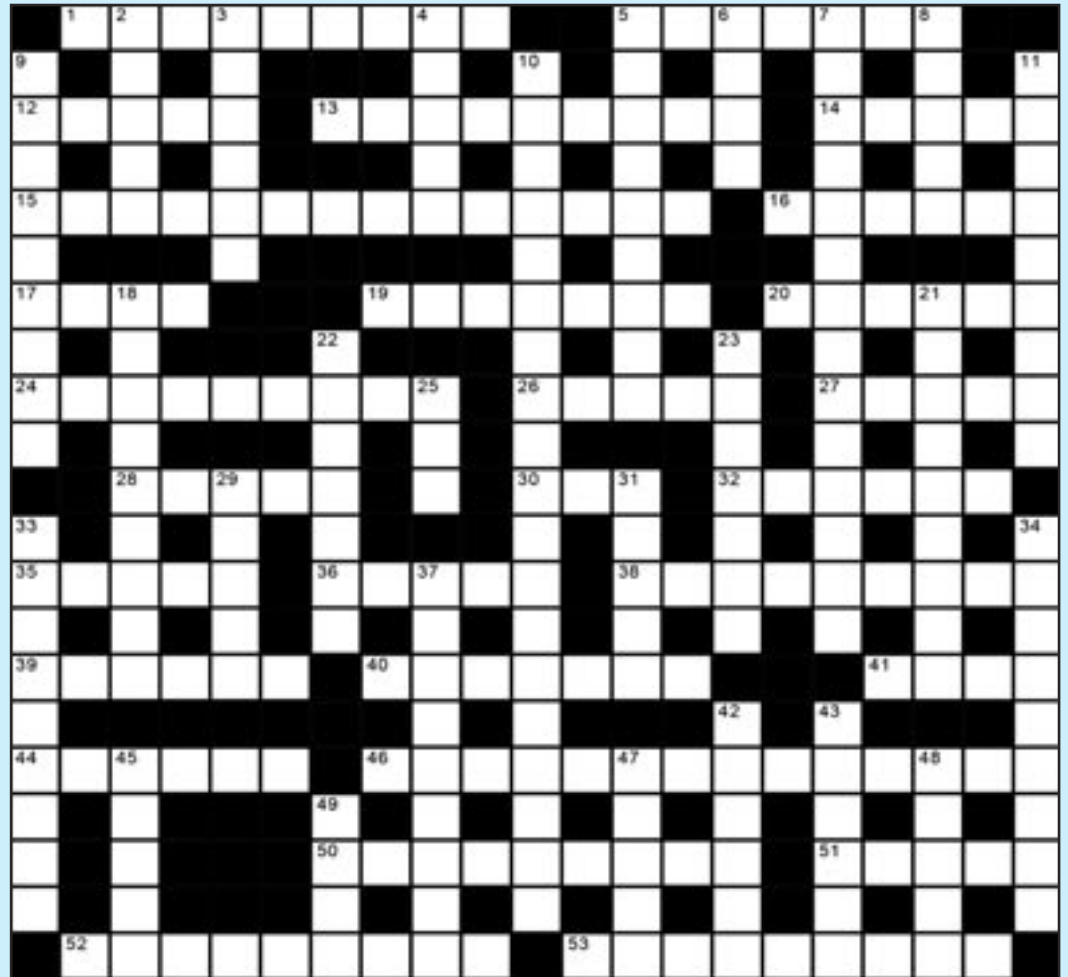
Address _____

Contact number _____

TUI Branch _____

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

Closing date for entries:
Friday, 5th January, 2024



- Across**
- 1 A slide of large masses of snow and ice and mud down a mountain (9)
 - 5 A thin straight surgical knife used in dissection and surgery (7)
 - 12 Provide with (something) usually for a specific purpose (5)
 - 13 A deficit in a bank account caused by drawing more money than the account holds. (9)
 - 14 A drama set to music; consists of singing with orchestral accompaniment and an orchestral overture and interludes (5)
 - 15 With little or no preparation or forethought (14)
 - 16 Devotion consisting of prayers on nine consecutive days (6)
 - 17 A small restaurant where drinks and snacks are sold (4)
 - 19 Try to stir up public opinion (7)
 - 20 Gradually but firmly establish (an idea or attitude) in a person's mind. (6)
 - 24 Having incalculable monetary, intellectual, or spiritual worth (9)
 - 26 To pass (something, such as a rope) through a hole or opening (5)
 - 27 A watery discharge from the mucous membranes (especially from the eyes or nose) (5)
 - 28 A vast multitude (5)
 - 30 American writer and poet, Edgar Allen --- (3)
 - 32 An instrumentality invented for a particular purpose (6)
 - 35 Make less visible or unclear; make confused (5)
 - 36 The inner and thicker of the two bones of the human leg between the knee and ankle (5)
 - 38 The identity and origins of one's parents (9)
 - 39 A lay person connected with a religious order or institution and living according to its regulations (6)
 - 40 Settle or move into a warm, comfortable position. (7)
 - 41 Hoop that covers a wheel (4)
 - 44 A chess piece that can be moved diagonally over unoccupied squares of the same colour (6)
 - 46 Broad in scope or content (6-3-5)
 - 50 Occurring every third year or lasting 3 years (9)
 - 51 Make an addition (3-2)
 - 52 A large breed dog having a smooth white coat with black or brown spots (9)
 - 53 Describing a great European painter prior to 19th century (3,6)
- Down**
- 2 A strongroom or compartment (5)
 - 3 A tumour consisting of fatty tissue (6)
 - 4 Doglike nocturnal mammal of Africa and southern Asia that feeds chiefly on carrion (5)
 - 5 A small carved or moulded figure (9)
 - 6 English rock band Adam and the ---- (4)
 - 7 An engraving used to reproduce an illustration (14)
 - 8 Owing or owed feudal allegiance and service (5)
 - 9 A magnifier of images of distant objects (9)
 - 10 A playground with many structures for climbing and exploring (9,10)
 - 11 Chief lama and once ruler of Tibet (5,4)
 - 18 Provoking horror (9)
 - 21 A system of government in which priests rule in the name of God or a god (9)
 - 22 A musical instrument consisting of graduated steel plates that are struck by hammers activated by a keyboard (7)
 - 23 Green foliage (7)
 - 25 Intentionally so written (used after a printed word or phrase) (3)
 - 29 Peter Mark -----, English physician who in retirement compiled a well-known thesaurus (5)
 - 31 Force to leave or move out (5)
 - 33 (of a material) able to soak up liquid easily. (9)
 - 34 Relying on or requiring a person or thing for support, supply, or what is needed (9)
 - 37 Fine porcelain that contains bone ash (4,5)
 - 42 A large group of languages that are historically related (6)
 - 43 Military submarine operated by Germany during the First and Second World Wars (1-5)
 - 45 A town in central Alabama on the Alabama river; in 1965 it was the centre of a drive to register Black voters (5)
 - 47 Not moving or making a sound. (5)
 - 48 Mix up or confuse (5)
 - 49 Cancel, as of a correction or deletion (4)