



TEACHERS' UNION OF IRELAND / AONTAS MÚINTEOIRÍ ÉIREANN

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JOB

NOT HOURS



MAJOR GAIN FOR PART-TIME AND FIXED-TERM TEACHERS

CONTENT

- p.3 A Word From The President
- p.4 Major gain for part-time teachers
- p.6 'Neutral' Budget does not fix past damage
- p.7 Institute News
- p.10 Dates to Congress 2015
- p.12 Global Schoolroom programme
- p.14 SEN resource allocation
- p.20 OECD Education At A Glance
- p.22 Consultative conference on Further Education
- p.26 TUI Golf Society
- p.27 World News
- p.30 Reflections on the Solidarity Union, Gdansk
- p.34 TUI in the media
- p.35 RMA News
- p.36 Crossword

A Word from The President

Colleagues, by the time this TUI News reaches you, negotiations on the Junior Cycle dispute will have resumed and possibly ended. Meaningful negotiations were a longstanding demand of the second level teacher unions. The previous Minister only belatedly agreed to facilitate such engagement after our highly successful ballot for industrial action. Undoubtedly, the May local elections and the result of a national opinion poll which showed strong public support for teacher opposition to school based assessment were also vital factors. Achieving negotiations was an important development because it broke a major managerialist offensive by the employer. We laid down a marker that we will not be exploited. But reaching this stage may not be enough so we are prepared to escalate the industrial action if necessary.

The negotiations were delayed due to the change in Minister in June. The new Minister met representatives of both TUI and ASTI at the beginning of September and undertook, with our agreement, to reengage following the conclusion of the ASTI ballot. This reengagement occurred

on Wednesday 22nd of October. Both sides agreed to commence further talks on the full range of our problems with the Junior Cycle Framework with an independent chair and a timeframe to be concluded by the 12th November. It was also agreed that the timeframe could be extended with the consent of both parties but equally it was made clear to the Minister that the union side would withdraw if the negotiations are not meaningful.

There are a number of important factors which explain how we advanced from unilateralism to negotiations. Included among these factors is our ability to secure a significant level of public support behind our defence of external assessment and educational standards. Indeed, a 2013 survey of OECD countries shows that Ireland enjoys the highest level of public confidence in its education system. All of this reflects that a significant number of people, despite a stridently anti-teacher agenda in some sections of the media, still have regard for the profession. Another important factor in our campaign is the close co-operation between both second level



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PREPARED TO TALK BUT READY TO STRIKE

teacher unions. Every effort is being made to consolidate this work which I am completely committed to.

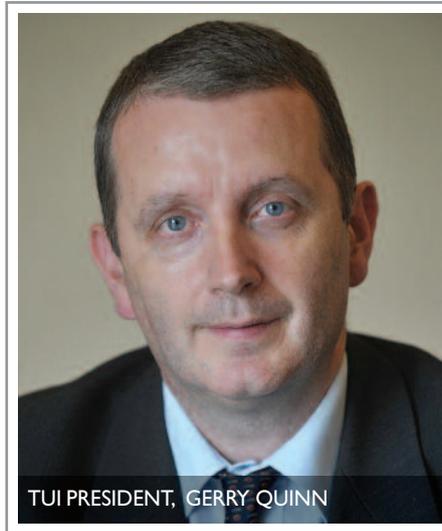
Local strength at third level

The ability of TUI to take assertive action on behalf of its members is also being demonstrated at third level where branches have taken ballots for industrial action at a local level. Last April Cork Colleges Branch secured a strong mandate to prohibit co-operation with online learning until an agreement could be negotiated with the college. Arising from an LRC proposal the flex hours will not apply to those engaged in online learning and further negotiation will occur. This is an important indicator for what should be possible elsewhere on an issue which poses considerable threats to terms and conditions of employment.

Elsewhere, the St Angela's Branch used its successful ballot to secure agreement with the college to fully consult with TUI members regarding the merger with University College Galway. TUI, on behalf of Waterford and Carlow IT branches, has lodged a dispute with the LRC relating to the lack of consultation in the South East Technological University project. Dundalk IT and IT Tallaght branches have secured strong mandates to prevent the flex hours from being included in the calculation of hours for the Employment Control Framework. Such action is important in helping to counteract the possibility of redeployment. All of these branches are demonstrating their capacity to make a difference at local level.

Key concerns put to Minister

At a meeting with the Minister in September, separate from the Junior Cycle dispute, TUI identified the overarching problems of pay cuts and work overload. These problems were highlighted and emphasised as cross-sectoral. It was made clear that work overload is damaging to education as well as being unfair to teachers and lecturers. Problems specific to different sectors were also brought to the



TUI PRESIDENT, GERRY QUINN

Minister's attention. These included the damaging effects of the Employment Control Framework, the devastation of middle-management structures in schools, the anti-working class cut to guidance counselling and the undemocratic exclusion of TUI from the board of SOLAS. In addition, at the Teachers' Conciliation Council, the teacher unions pressed hard to have the disgraceful inclusion of pregnancy related illness in the retrospective calculation of sick leave reversed immediately. The DES accepted the case made and has written to Department of Public Expenditure and Reform (DPER) on the matter. A response is awaited.

TUI activism

Colleagues, a key factor in being a campaigning and active union is the huge number of members who carry out voluntary work. In this season of AGMs it is opportune to acknowledge and commend the work of branch officers and delegates to Congress. It is also important to recognise the efforts of workplace representatives and other members of workplace committees. There are also the TUI backed candidates who have taken ETB seats as staff representatives, and we should acknowledge the work of Area Representatives and others who have positions on the national sub committees of TUI. All of this voluntary work is supported by the

professionalism and dedication of Head Office officials.

I would also like to take this opportunity to congratulate Past President Gerard Craughwell on his election to Seanad Éireann. It certainly was a gripping saga which reinforced how appointments to state boards are vulnerable to cronyism.

Further Education

Ironically, prior to this election, TUI made a strong case to the Minister and her officials for a TUI representative to be appointed to the board of SOLAS on the grounds that it would be a structured and transparent mechanism for the voice of organised labour. The Minister should reconsider the refusal of the official side to agree to our request and begin a process of reform which will address the progressive call for TUI representation on all education boards.

The union is continuing to progress last year's Congress motion which called for a Further Education Advisory Council.

Global Schoolroom

We have placed a special focus on the fantastic work of the Global Schoolroom programme in this edition. Perhaps some members would be interested in travelling to India this summer to help improve teaching standards there. Full details are set out on p. 12 and 13.

Collective action

Colleagues, all of us collectively have the strength and intelligence to counteract further attacks on our livelihood, our profession and the education service. We can build on advances such as the Ward report on casualisation. We can build on the local actions of branches. By our collective action we can help shape a better future for our profession and education.

Gerry Quinn

Unions secure major gain for part-time and fixed-term teachers

A major advance has been secured by TUI and our sister union the ASTI which will provide job security to temporary/part-time teachers after just two years. The recommendations of an expert group established as part of the Haddington Road Agreement (HRA) represent a significant development in our on-going campaign to tackle and eliminate the scourge of casualisation.

In the post-primary/further & adult education sectors, up to 50% of teachers under 35 – and a third of all teachers – are currently in temporary and or part-time employment. They typically apply for fragments of jobs, with no guarantee of being retained from year to year. Many live in poverty.

The TUI has consistently and explicitly demanded that this crisis of casualisation be addressed. As a result of these efforts, under the terms of the HRA, the qualification period for offer of a Contract of Indefinite Duration (CID) was reduced from 4 years to 3 years in the case of teachers and lecturers, with effect from 1st July 2013. A CID provides hours (full-time or part-time) on a permanent basis. This has always been so and is explicitly stated in recommendation 3 below.

Key recommendations build on earlier gains

An Expert Group on Fixed term and Part-time Employment in Teaching was also established under the terms of the HRA. Chaired by Mr Peter Ward SC, its report was published in September. Chief among its recommendations – the summary of which is set out below – is that the qualification period for the granting of a CID be reduced to “a period of continuous employment in excess of two years”.

Another key recommendation provides for accelerated augmentation of a CID where additional hours have become available. When a CID holder on part-time hours is awarded additional hours on a fixed-term basis, s/he will be awarded a CID in respect of those additional hours subject to holding them for a ‘continuous period of employment in excess of one

year’. This replaces the current qualifying period of ‘continuous employment for a period in excess of three years’.

The exclusion – or objective ground - that currently applies to a teacher covering for another teacher on career break or secondment and that prevents her/him from securing a CID is being abolished. Instead, upon the return of the teacher on career break/secondment, the teacher who provided the cover - if s/he satisfies the requirement for a “period of continuous employment in excess of two years” – will be awarded a CID and will be placed on the Redeployment Panel. The effect is that s/he will have continuity of salary/income.

The Department has also clarified that the principle established in 2013/14, regarding those who became CID eligible under the HRA, will again apply. This means that there will be a mechanism to protect teachers currently (in 2014/15) in their second or third year of continuous employment in a fixed term capacity against any anomalies that might have adverse consequences in terms of the number of hours covered by the CIDs to which they become entitled.

Minister’s commitment to implementing the recommendations

Welcoming the report, the Minister for Education and Skills pointed out that the implementation of this report is a key plank of the Haddington Road Agreement and confirmed her intention to proceed with the implementation of the recommendations, describing the casualisation of employment in the education sector as ‘not a tenable situation’.



Commenting on the report, TUI General Secretary John MacGabhann described it as an important step towards providing teachers with viable career paths. “It does not fully resolve the professional and personal injustices caused by the culture of casualisation that has emerged over the past decade but it is, nonetheless, very significant in practical, attitudinal and emblematic terms. We will continue to campaign vigorously for a return to the sound, educationally-valid practice of making initial teacher appointments on a permanent basis.’ In this regard, he noted that the Department of Education and Skills, at the September 2014 meeting of the Teachers’ Conciliation Council stated, for the record, that there is nothing in the report that prevents, or inhibits, initial appointment on a permanent basis, either in part-time, or in full-time hours.

TUI praised the constructive role played by the current Minister Jan O’ Sullivan, her predecessor Ruairi Quinn and the officials of the Department of Education and Skills in acknowledging and addressing the crisis, and also the work of the expert group and, in particular, its chairperson, Peter Ward.

The report runs to 72 pages, and there are twelve key recommendations. The initial seven recommendations will be implemented for the start of the 2015/16 school year, while the remaining five will be implemented in the medium and longer term. The Department of Education and Skills is currently framing circular letters to give effect to the recommendations, commencing with those to which a specific timeframe applies.

TUI has campaigned vigorously on the issue of casualisation in recent years.

‘The drift to casualisation in teaching must be stopped’

Our teachers deserve proper jobs and proper pay

“Once teachers applied for full-time, permanent positions, now they apply for fragments of jobs

Teaching needs to be restored to a profession of secure, full-time jobs

The Expert Group Report is an important document with which every member should be conversant.

It is vital that every teacher in a part-time and/or fixed-term (i.e. non-permanent) position should set out in full the record of her/his employment in order to establish clearly if and when s/he can benefit from one or more of these recommendations.

We would ask TUI Workplace Committees to offer every assistance to affected members and to provide comprehensive information to the local Branch regarding the situation in the school/college/centre.

**This report applies only to teachers. A separate expert working group has been set up under the Haddington Road Agreement (Appendix 5/Part 2) to examine the problem of casualisation in the IoTs and this will issue its findings/recommendations in the near future.*

The full text of the recommendations is set out below.

Report to the Minister for Education and Skills of the Chairperson of the Expert Group on Fixed Term and Part Time Employment in Primary and Second Level Education in Ireland

PART 4 – Summary of Recommendations and recommended dates of implementation

I make the following recommendations for implementation at the commencement of the school year 2015/2016:

1. I recommend that the qualification period for the granting of a Contract of Indefinite Duration be reduced from 'a period of continuous employment in excess of three years' to that of 'a period of continuous employment in excess of two years'.
2. I recommend that the basis of qualification for a CID as set out in the series of Circulars giving effect to the agreement on the implementation of the Protection of Employees (Fixed-Term Work) Act 2003 be retained and amended accordingly.
3. I recommend that a teacher employed on a CID holds an employment status which is equal to that of a permanent teacher and I recommend that confirmation of this status be notified to the entire school system.
4. I recommend that once a teacher has completed his or her first year of fixed-term employment in a school and the hours are available for that post for the following year, that position should be automatically re-advertised by the school and a new recruitment process undertaken for the filling of the post for the second year.
5. I recommend that teachers who qualify for a CID on the basis of two years' employment in accordance with Recommendation 1 should be liable to redeployment in circumstances where their subject or subjects become surplus to the curricular requirements of the school in which they qualify for the CID.
6. I recommend that a teacher covering for another teacher on career break or secondment should not be disqualified from entitlement to a CID on that ground. The exclusion that currently applies to a teacher covering for another teacher on career break or secondment should be abolished. I recommend that upon the return of the teacher

on career break that the teacher who provided the cover and qualified for a CID be placed on the Redeployment Panel.

7. When a part-time CID holder is awarded additional hours I recommend that in relation to the granting of a further CID in respect of those additional hours, the current qualifying period of 'continuous employment for a period in excess of three years' be replaced by a 'continuous period of employment in excess of one year'.

I make the following further recommendations for implementation in the medium and longer term:

8. I recommend that there should be put in place a structured process for medium and long-term planning of teacher provision with a view to better matching the qualifications of teachers with the subject requirements of pupils.
9. I recommend that the voluntary redeployment scheme which was initiated on a pilot basis in Connaught be extended.
10. I recommend that consideration be given to changing the terms and conditions of career breaks in future in order to provide that it is the teacher on career break who is placed on the Redeployment Panel upon resumption of employment after a designated number of years on career break. I recommend that a similar provision be incorporated into the terms and conditions of secondment.
11. I recommend that a system be devised whereby teachers are permitted to split their employment between two schools in appropriate cases and that a scheme be formulated to allow for such shared employment to be put in place on a pilot basis.
12. I recommend that in the primary sector the relevant parties on the union and management side together with the DES keep the operation of the Main Panel and the Supplementary Panel under review. As part of this review, I recommend that consideration should be given to state-wide redeployment panels administered in like manner to the schemes of redeployment in the second-level sector.

September 2014
Peter Ward, Senior Counsel

‘Neutral’ Budget does not reverse the damage of past cuts



October’s ‘neutral’ Budget did nothing to reverse the damage that several years of austerity cuts have inflicted on the education system. Although they had been previously announced, there were still new cuts to education provision in the form of a 1% reduction in pay and non-pay funding for the third level sector and a 1% reduction in capitation payments in post-primary and further education. There was also a €250 increase in the third level student contribution.

Predictably, there was considerable fanfare around the announcement of 470 additional teaching posts at second level (and 910 at primary level). TUI welcomed this element of the Budget measures yet cautioned that it must be put in its proper context as a measure that merely takes account of the increase in the number of students. In this regard, it was also noted by the union that nothing had been done to reverse the 2009 worsening of the general pupil teacher ratio from 18:1 to 19:1, the attack in subsequent years on the preferential ratios at Leaving Certificate Vocational and Post Leaving Certificate levels or the 2012 cut in guidance counselling provision.

The union also took the opportunity to remind the general public that an additional 3,700 teachers will be required at second level over the next decade just

to maintain the current pupil teacher ratio.

TUI general secretary John MacGabhann said that the 1% reduction in third level funding and the similar cut in capitation in second level schools and further education colleges ‘would force schools and colleges into further curtailment of student supports.’ He also described the €250 increase in the third level student contribution as ‘a further obstacle to participation, particularly by students from families of modest means’.

‘The austerity cuts of the last several years have wreaked considerable damage on the educational aspirations of thousands of students and the career prospects of young and newly qualified teachers,’ he said. ‘Posts have been lost and programmes and supports that benefit the most vulnerable students have been abolished or greatly restricted.’

‘At third level, the Employment Control Framework has dramatically reduced lecturer numbers at a time when student numbers are rising sharply. Relatively speaking, the restoration of €25m to the funding allocation to Higher Education Institutions is paltry.’

The union described the €5m set aside for Junior Cycle reform as having no bearing on the union’s position in relation to the proposed changes.

Regrettably, the ongoing and slow-release effects of existing cutbacks will continue for at least another year. Our campaign to have their corrosive effects reversed must continue and we must ensure access to a public education service of the highest quality for all students.

Budget 2015 - key education points

- 470 additional second level teachers for 2015/16 (300 to cater for increase in student numbers & 170 resource teachers)
- €25m restoration in funding allocation to Higher Education Institutes
- Final €250 increase in student contribution will bring amount to €3,000 (Budget 2013 decision)
- Final 1% reduction in capitation and related grants to post-primary schools and Further Education colleges and final 1% cut to core pay and non-pay funding grants to Higher Education Institutes (Budget 2012 decision)

Gerard Craughwell defies odds in Seanad election

After an eventful and highly-publicised campaign, TUI Past President Gerard Craughwell defied all odds by being elected to the Seanad on October 10th.

Gerard made his way to TUI head office from Leinster Hours after the tense count, where he was congratulated by the Executive Committee and TUI staff. General Secretary John MacGabhann said that the victory ‘clearly vindicates his decision to run and TUI’s decision to back him.’

Gerard was President of the TUI for two years until the end of June 2014. As President, he represented the interests of educators with great distinction.

‘He championed the cause of the disadvantaged and was an effective advocate for the provision to all our citizens, irrespective of age, gender, race, religion or background, of a public education service of the highest quality,’ said John MacGabhann. He described Gerard as a person of deep conviction who was at all times articulate in setting out the union’s commitment to equity and inclusion.

Gerard will now bring his varied, rich and extensive experience to the Seanad. Given his contribution to public discourse and policy in regard to education, he will be a valuable member of the Cultural and Educational Panel.



Senator Craughwell has extended an invitation to schools, particularly Transition Year classes, to visit the Oireachtas during session. Interested teachers should contact his secretary Jeane at (01) 618 3000.

TUI criticises lack of consultation with lecturers over mergers and movement towards Technological Universities

TUI has again voiced its concern at what it labels a lack of consultation with its members in relation to Institute mergers.

The union remains unconvinced by the requirement to merge before an Institute can apply for Technological University status and has called for an urgent meeting with the Minister for Education and Skills in relation to these matters.

A survey carried out among TUI members earlier this year found that 51% of lecturers polled believe that their Institute should not merge and apply for Technological University status.

Following a meeting of TUI representatives from both Waterford Institute of Technology and Institute of Technology Carlow on October 29th, the union formally lodged a grievance with the Labour Relations Commission relating to a lack of consultation with members from both Institutes. Union representatives from both Institutes support the realisation of a Technological University for the region. However, they will insist on retention of the current robust academic criteria and will also insist that merger activities should be suspended and adequate time and space should be provided to allow for appropriate academic engagement and analysis.

On a national level, while TUI is not opposed to the concept of Technological Universities, the union is unimpressed by the rationale and the model currently on offer, a position which is backed up by the findings of a recent survey of members. We are also concerned that not all Institutes have engaged in adequate consultation with lecturers. Where

consultation and information is not fully provided for, TUI will utilise all options open to it to protect the interests of members.

We remain deeply sceptical about the requirement that Institutes of Technology must merge before they can apply for Technological University status. We believe that this requirement to merge is more related to rationalisation of the Institutes within the sector than to academic considerations based on Institute missions, values and ethos. TUI has sought to have the merger requirement eliminated from the Heads of Bill Technological University.

A survey of TUI members across the Institutes of Technology sector carried out in March found that:

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

The union has notified the Department and Higher Education Authority of the findings from this survey. Furthermore, the union has engaged with the individual Institutes. However, to date we are very concerned about the lack of meaningful consultation.

It is foolhardy to attempt to proceed with



TUI REPRESENTATIVES FROM WATERFORD INSTITUTE OF TECHNOLOGY AND INSTITUTE OF TECHNOLOGY CARLOW WITH AREA 15 REPRESENTATIVE MARTIN MARJORAM AND ASSISTANT GENERAL SECRETARY AIDAN KENNY.

merger applications processes while academic staff are not supportive or consulted. If matters continue as they are the union will be left with no choice but to ballot members for industrial action on this issue.

Institutes of Technology have a proven track record of excellence in programme development and content as well as a significant commitment to regional equality and equity of access. They provide multi-level programmes from National Framework of Qualifications Level 6 (Apprenticeship) to Level 10 (Doctorates/PhDs). The mission of the sector is distinct, with a strong focus on meeting the local and regional needs of industry, enterprise and communities. The move towards Technological University could, if driven by a cost-cutting agenda and if it is not informed by the expertise and experience of the academic staff, lead to a dramatic reduction in regional provision of programmes and a corresponding inequity in respect of access to higher education.

Findings of TUI Snap Survey on Institutes of Technology/Technological University Process, March 2014

The sample population was n=3,500 members in the IoT sector. The response rate was 31.6% (n=1,107). Responses were received from all 14 Institutes of Technology. The respondents comprised 15% senior academics (management grades), 71% lecturers (career grade), 12% assistant lecturers (recruitment grade) and 2% other grades. The results in respect of the three main topics are presented below:

‘The Institute I work in should remain stand-alone.’

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

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

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

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

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

Third level members vote to accept sectoral redeployment scheme

In the ballot on a sectoral redeployment scheme for third level members held in September, members voted to accept the scheme by a margin of 56.74% to 43.26% on a turnout of 45.13%.

Significant clarifications had been gained from both the Labour Relations Commission and the Department of Education and Skills. Full details of the

scheme including clarifications were published in a Special TUI News bulletin (Vol. 37 No. 2), which was distributed to third level members ahead of the ballot.

Information on the details of the redeployment scheme was provided to members in third level branches at specially convened branch meetings.

The outcome of the ballot was reported by the auditors Deloitte on the 9th of October.

A copy of the sectoral redeployment scheme is available on the TUI website. If any issues arise members should immediately notify their local branch in the first instance.

Framework establishes TUI's right to negotiate on behalf of research staff

Please advise research staff/researchers that they are most welcome to join the union, as TUI now has the sole negotiating rights to negotiate on behalf of researchers in Institutes of Technology.

A Framework for representation of researchers has been agreed between TUI, the Department of Education and Skills, Institutes of Technology Ireland and Dublin Institute of Technology.

This Framework establishes the right of the Teachers' Union of Ireland to negotiate with the Institutes of Technology in relation to:

- industrial relations procedures,
 - rates of pay and
 - conditions of employment including
 - entitlements to pension scheme membership,
- in the Institutes of Technology sector on behalf of research staff.

In the Framework Agreement, research is defined as a process of investigation undertaken in order to advance our understanding of issues and problems. Thus, in order to advance human knowledge, it must be communicated and capable of being challenged and tested. Research staff engaged in such a process of research are defined in the Framework Agreement as:

- Research Assistant/ Senior Research Assistant
- Postdoctoral Researcher
- Research Fellow and
- Senior Research Fellow

The Framework Agreement provides access to a range of Industrial Relations fora in order to negotiate enhanced conditions of service for researchers. These mechanisms include:

- The IOT Industrial Relations Forum
- The Labour Relations Commission
- The Labour Court

Increased Government focus on the importance of investment in research will result in the employment of more researchers.

On October 20th, Minister for Jobs, Enterprise and Innovation, Richard Bruton TD, in announcing Government and industry funding of €245m for the establishment of five new world-class Science Foundation Ireland (SFI) Research Centres in Ireland, stated:

“A key part of the Government’s Action Plan for Jobs is to build on the major achievements in scientific research we have built up over the past decade and turn more good ideas into good jobs. Today’s announcement will lead to the establishment in Ireland of world-class centres of research excellence and scale which will be game-changers for Irish scientific research.”

The funding of €155 million from the Department of Jobs will be delivered through Science Foundation Ireland’s (SFI) Research Centres Programme, together with €90 million in cash and in-kind contributions from industry partners. The funding, which will be provided over the next six years, will support cutting-edge research in critical and emerging sectors of the economy which are key for job creation in Ireland. The funding will directly support 700 researcher positions and will address research in critical and emerging areas of the economy including applied geosciences, software and medical devices.

The five new SFI centres involve a collaborative partnership across Higher Education Institutions in Ireland with participation from fourteen Higher Education Institutions including Cork Institute of Technology, Dublin Institute of Technology, Dundalk IT and Waterford Institute of Technology.

Following the announcement there will now be a total of twelve SFI Research Centres in Ireland as the additional investment in five new SFI centres marks the second stage of funding under the SFI Research Centres Programme. Last year €300m (€200m from SFI and €100m from industry) in funding was announced for seven research centres.

ETUCE identifies challenges and demands for researchers

The European Trade Union Committee for Education (ETUCE), of which TUI is a member, recently adopted a policy paper identifying the challenges and demands for Early Stage Researchers/Doctoral Candidates. The principles set out by ETUCE will inform and assist TUI in negotiating on behalf of researchers.

The Challenges identified by ETUCE with regard to researchers include:

1. Access and Recruitment

- The employment market for researchers must be regulated in a manner which does not damage the spirit of free inquiry and public good research within the public sector
- Institutions must be obliged to accept and apply the rules set out in the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers.
- Remuneration should not be based on concepts of performance or payment by results
- Transparent and fair recruitment procedures are essential
- The social composition of researchers should reflect the diversity in wider society

2. Working Conditions, contracts, remuneration, social rights and teaching duties.

- Fair and attractive conditions of employment including in the area of remuneration
- Access to adequate financing to cover all basic needs
- Security of provisions including pensions, maternity and paternity leave, sickness benefit, basic health care and access to broader social services.
- On appointment, given an employment contract setting out working hours, amount and regularity of pay, provision for sickness, holiday, maternity and paternity leave,
- Right to be a member of a Trade Union which is recognized and respected by their employer.
- Where researchers are engaged in teaching duties they should receive



proper training, professional support and adequate remuneration and recognition for this teaching role.

- There should be proper workload protection systems and mechanisms to ensure work life balance.

3. Educational Goals

- Guidance, support and instruction is required if researchers are to acquire the highest levels of knowledge and skills and competencies in their disciplines.

4. Career prospects and Employability

- Employers in all public and private sectors should recognise the 8th level of qualification as described by the EQF (The European Qualifications Framework). All doctorate graduates are able to claim knowledge and skills in the specialist research-related aspects of their doctoral topics. However, it should also be recognised that such graduates will have acquired a range of additional transferable skills such as long term project management, expertise and problem solving skills, communication skills (public speaking and writing), personal effectiveness and team working skills, pedagogical skills, ethics and social responsibility etc. ETUCE emphasises the statement in the Salzburg Principles that the core component of doctoral education is

the advancement of knowledge through original research.

5. Participation Rights

- Should enjoy the same protection of academic freedom and intellectual property rights as other academic colleagues in line with the 1997 UNESCO Recommendations Concerning the Status of Higher Education Teaching Personnel.

The recognition by government of the key role of researchers, in developing the economy by turning “good ideas into jobs”, means that there will be an increase in the number of research staff employed in Institutes of Technology into the future. TUI, in embarking on its new role in representing researchers, will build on the expertise developed by trade unions within ETUCE representing researchers including early stage researchers/doctoral candidates.

However, in order to commence the process of representing researchers in Institutes of Technology we are requesting your assistance in encouraging all research staff in Institutes to join TUI.

Important dates for Congress 2015

8th October 2014

Nomination forms for elections issued.

30th December 2014(R)

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

27th January 2015

Last date for receipt of nominations for positions of Vice-President, Security Fund Committee and Area Representatives for the following areas:

- Area: 2.** Roscommon, Longford, Westmeath and Offaly
- 4.** Wexford, County Waterford, Waterford City, Tipperary S.R. and Kilkenny
- 6.** Dublin County, Borough of Dun Laoghaire
- 8.** Sligo County, 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.** 3rd Level Colleges - Dublin City
- 18.** 3rd Level Colleges – Donegal, Sligo, Leitrim, Longford, Roscommon, Westmeath

3rd February 2015(R)

Preliminary Agenda will issue to Branches

6th February 2015

Issue of ballot papers for elections

17th February 2015(R)

Last date for receipt of:

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

27th February 2015

Last date for receipt of annual election ballot papers

16th March 2015(R)

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

31st March 2015(R)

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

7th April 2015 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”.	

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, 27th February 2015.**

1st May 2015

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

8th May 2015

Ballot papers for election of President will issue.

22nd May 2015

Last date for receipt of ballot papers for Presidential election.

(R) - Rule

Annual Congress 2015 - Wexford

Congress 2015 will be held from 7th – 9th April 2015 in Whites of Wexford



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

Whites of Wexford

Tel: 053 9122311 Email: info@whitesofwexford.ie
B&B: €70.00 per person sharing
 €90.00 single

Children sharing Under 4 years free of charge
with two adults: Up to 16 years €16.50 per child
Bookings must be made before 31st December 2014 to avail of the above rates.

Talbot Hotel, Wexford

Tel: 053 9122566 Email: reservations@talbothotel.ie
B&B: €90.00 per person sharing
 €120.00 single

Children sharing €15 per child per night B&B
with two adults: €15 per child per night B&B
Bookings must be made before 31st December 2014 to avail of the above rates.

Maldron Hotel, Wexford

Tel: 053 9172000 Email: info.wexford@maldronhotels.com
B&B: €80.00 per person sharing
 €125 single

Family rooms: €190 per room
Bookings must be made before 31st December 2014 to avail of the above rates.

Ferrycarrig Hotel, Ferrycarrig, Wexford

Tel: 053 9120999 Email: reservations@ferrycarrighotel.com
B&B: €50.00 per person sharing
 €75.00 single

Two children sharing
with two adults: Family room €130
Bookings must be made before 31st December 2014 to avail of the above rates.

Reservations

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

Crèche

Child care facilities for children aged 4 years and above will be available at a local crèche, but places are limited. Further information regarding the crèche will be sent to you at a later date. **Places will be allocated on a first come, first served basis.**

Meals at Congress

All meals will be available to purchase in Whites Hotel, i.e. lunch and an evening meal.



Why not do something really useful with your summer holidays?

The Global Schoolroom programme gives Irish teachers the chance to share their knowledge and experience with teachers in North East India, many of whom have little or no formal teacher training. TUI is committed to supporting Global Schoolroom and has recently pledged to donate €4,500 a year to the organisation until 2017.

Global Schoolroom was founded in 2006 by two teachers, Gwen Brennan and Garret Campbell, after they visited North East India to learn about the experiences of teachers in the region. They discovered that there was a knowledge and skills deficit in teacher education and, therefore, a lack of confidence among the teachers in their own professionalism and skills.

Gwen and Garret believed that there would be interest from Irish teachers in sharing their teaching expertise with their Indian colleagues. When they came home, with the help of Robert Power, then Deputy Managing Director of Cornmarket Group, they set up Global Schoolroom and sent their first group of Irish teachers to North East India in 2007.

The programme now sends around 30 teachers to India for one month every summer, where they act as tutors to local teachers to help them improve their teaching skills. Before the tutors leave Ireland, they take part in several training sessions in order to ensure that they will be confident in facilitating seminars and workshops on teaching techniques and methodologies for the Indian teachers.

When the volunteers arrive in India they are based in one of 10 local 'hubs', which



teachers from the region have travelled to in order to take part in the lectures, seminars and workshops with the Irish teachers. After two weeks, the tutors travel to the Indian teachers' own schools to help them to put the skills they have learnt into action with their students.

For the volunteers, their time in India can provide a great enhancement to their personal and professional development. Mary Gibbons, Branch Officer, TUI Galway City & Secretary Galway Trades Council thinks that Goethe put it well when he said "Treat people as if they were what they ought to be and you help them to become what they are capable of being".

"My abiding memory of working with Global Schoolroom in India was the generosity of mind and spirit of the Indian teachers. Their dedication and the interest they showed was inspiring. The beauty of the place, the warmth of the welcome we received, the teachers' and children's

curiosity and enthusiasm for learning genuinely touched me."

"I would say to anyone thinking of volunteering with Global Schoolroom to go for it. I feel privileged to have participated in this project as it was a wonderful experience and one I will always remember as a very significant part of my life and career."

By focusing on training local teachers Global Schoolroom is able to contribute a huge amount to education in the region without asking for a large time commitment from its volunteers. As most teachers know, a few highly skilled teachers can have a huge impact in a community. The schools that Global Schoolroom works with see large increases in exam pass rates, enrolment numbers and scholarship numbers.

In one school that Global Schoolroom works with, before starting the programme in 2002 all nine class 10 students failed their State exams. In 2007, the first year of a Global Schoolroom programme, 35% passed. In 2009, 91% of the twenty-two students sitting the class 10 exams passed, with three students getting a first division score. This increase in educational attainment gives these students opportunities they never would have had before.

For the Indian teachers, the sessions in July make up part of their credits for Global Schoolroom's UCD accredited three year Diploma in Teacher Education. During the rest of the year they also complete assignments in Global Schoolroom workbooks for formal assessment. On completion of the diploma, there is an



official graduation ceremony, which UCD staff travel to India to conduct.

Earning their diploma through Global Schoolroom gives the teachers a huge boost in terms of skill and greater confidence in their work. "I got many ideas about teaching and learned different teaching methods," Bijou John, a teacher from Mizoram said. "I also got tips about how to motivate students. This course has given me great confidence." Graduates of the diploma can apply to become tutors to other local teachers through Global Schoolroom, ensuring the sustainability of the project.

Over the next three years, Global Schoolroom aims to roll out the accredited teacher training programme to an additional 450 teachers; pilot a monthly online tutorial with Indian teachers; work with the Teaching Council for Continuous Professional Development recognition of Irish teachers' learning and add value to the professional role of Indian teachers through collaboration between Global Schoolroom the TUI, the ASTI, the INTO and Khasi Jaintia Deficit School Teachers' Association (KJDSTA).

The TUI's support for Global Schoolroom is an example of how the union promotes



teaching and education in developing countries.

The deadline to apply to Global Schoolroom for July 2015 is 5th December 2014. For more information see www.globalschoolroom.net.

Volunteers with Global Schoolroom are required to raise €3,000 to cover their costs. Although this can seem like a lot of money it can be raised with the help of

your family, friends, colleagues and students! The key to successful fundraising events is to advertise the event well in advance.

Some examples of fundraising activities that can be done in your school include:
Dress down Friday
Sponsored Walk
Raffle
Penalty Shoot Out - teachers vs. students
Match the baby photo to the teacher
Guess the amount of sweets in the jar.

Sharing Educational Experience Worldwide



Global Schoolroom

this summer... make it count!



This summer, join Global Schoolroom and spend the month of July in remote Northeast India sharing your educational experience with your Indian teacher counterparts. Help improve teaching standards and enjoy a truly fascinating and rewarding professional, personal and cultural experience while using your teaching skills to make a real difference.

If you would like to apply to become a teacher educator in India this summer please log onto www.globalschoolroom.net and download an application form, email us at: info@globalschoolroom.net, write to us at The Volunteering Department, Global Schoolroom, 10 Lissadel Crescent, Malahide, Co. Dublin, Ireland or call us at +353 1 845 6901.

Places are limited to 30 volunteers and selection of candidates will be based on your application form and an interview. Successful applicants must be prepared to attend six weekend training days during the spring and must also agree to raise a minimum of €3,000 towards the cost of the trip.

WIN €1,500 IRISH LIFE BURSARY

Volunteers will be entered into a draw for three Irish Life Bursaries each covering half of the €3,000 trip cost.



€2,500 SPORTS KIT FOR YOUR SCHOOL THANKS TO CORNMARKET!

All schools from which volunteers apply will be in with a chance to win €2,500 worth of sports kit kindly sponsored by



New resource allocation model for students with special educational needs

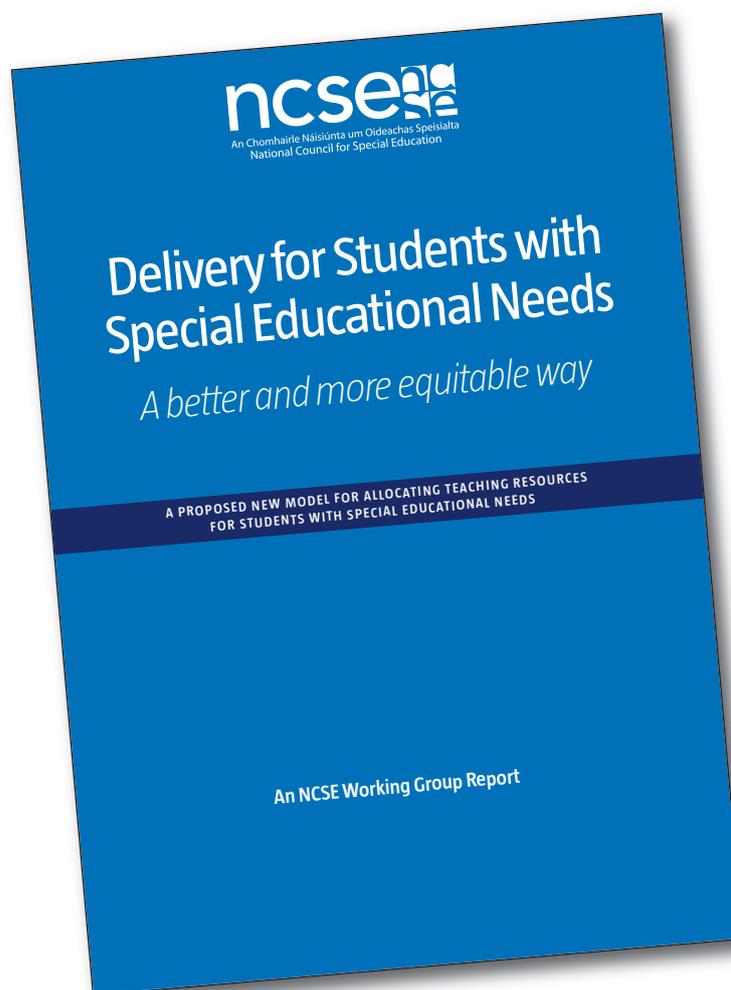
In early summer, a National Council for Special Education (NCSE) working group submitted a report to the then Minister for Education and Skills entitled “Delivery for Students with Special Educational Needs: A better and more equitable way”. The report proposes a new model for allocating teaching resources for students with special educational needs (SEN). This article outlines briefly the contents of the report and a summary of the response that TUI has made on the matter to the NCSE. The full report can be accessed at the NCSE’s website at www.ncse.ie.

Summary of Report:

The proposed new model is premised on the concept that the current system of allocating resources is unsatisfactory as resources are allocated based on the number of class teachers regardless of the needs of students, and that a formal diagnosis of disability is required before resource teaching support is provided. Very briefly, the key elements of the proposed new model are:

- All students, irrespective of SEN, are welcome in schools.
- A whole school approach is adopted by schools to students with SEN.
- Students with complex needs may require a more supportive special school or special class placement.
- There will be no distinction between learning support and resource teachers.
- There will be no reduction in the total number of teachers.
- As far as possible, the administrative burden on school will be minimised by using other available data sources.
- Additional teaching resources, when allocated, will remain in place for two years and, later on, possibly for three years.
- Schools will have responsibility and flexibility in deploying their additional teaching resources in accordance with the special educational needs of their students.
- Under the new model the current learning support and resource teaching schemes will be discontinued and a new single scheme for allocating additional teaching resources to schools will be put in place. The current distinction between ‘high’ and ‘low’ incidence special educational needs will no longer apply.
- Existing support services for students with SEN will be combined into one support service called the Inclusion Support Service.

The new model involves two steps. Firstly, there will be a school educational profile component. This will be based on students with complex SEN, the percentage of students performing below a certain threshold on standardised tests and, finally, on the social context of schools such as gender mix, location and educational disadvantage. The second step will be the deployment of additional teaching resources by schools. Schools will be supported in this process by NEPS and the Inclusion Support Service. They will receive advice on how to develop appropriate goals and guidelines on identifying students requiring additional support.



TUI Response:

Department data on enrolment patterns indicate that most schools enrol some students with special educational needs (SEN). However, close examination of all relevant data indicates that schools in the ETB and C&C sectors enrol, by far, the largest proportion of students with special needs, representing a vast range in terms of the type and level of need experienced by individual students. Consequently, there is considerable variation in the additional support required by individual students and schools in order that SEN be addressed effectively and in a manner that ensures all students are appropriately supported in achieving their potential.

TUI, therefore, welcomes any effort by the NCSE and Department to ensure that resources are deployed in a fair manner in the interests of the students with special needs and the schools providing services to them. It emphasises that any new allocation model must be true to the already established principle that resources should be directed at students with the greatest need and who would benefit from early intervention. The focus of support at post-primary must therefore be on sustaining appropriate support for students whose special needs have already been identified at primary level and are on-going and on early intervention in regard to special needs which have not previously been identified at primary level or that emerge after arriving in the post-primary school.

The broad thrust of the document is interesting, particularly in the context of student and school need being the key criterion for the awarding of additional resources. TUI also welcomes the objective of the NCSE to minimise the administrative burden on schools at a time where TUI contends that our members are overburdened due to

cutbacks. The assurance given regarding the availability of existing resources is welcome:

“There will be no reduction in the overall allocation of additional teaching resources to schools” (p.9).

However, as stated below, the new Resource Allocation Model (RAM) may in fact require additional resources above and beyond those currently available.

A commitment to implementing the EPSSEN Act is essential if provision for students with SEN is to be adequately and appropriately addressed. This is especially true if the ‘integrated model’ advocated is to be a positive experience for all students. However, full implementation will only be possible when sufficient resources are allocated to primary and post-primary schools. Almost ten years ago, TUI emphasised that schools were not sufficiently resourced to implement specific elements of the EPSSEN Act, in particular designing and delivering Individual Education Plans (IEPs) for SEN students.

In 2014, schools are in receipt of far fewer resources as a consequence of austerity measures since 2008. Most pertinently, the moratorium on posts of responsibility has diminished capacity to establish special needs departments or otherwise plan and co-ordinate related activity in most schools. In addition, a worrying level of casualisation has emerged and the expertise of many teachers with particular qualifications and training in special education is lost as schools cannot deploy staff to best effect. Furthermore, the Department of Public Expenditure and Reform has removed the allowance payable to teachers who hold a Postgraduate Diploma in Special Educational Needs. It is difficult to see how the Government values the work of teachers who have pursued a qualification in SEN when the



Government has removed the allowance for that qualification. Likewise, in the current context of much reduced staffing (fewer teachers and middle management posts, removal of ex-quota guidance posts, removal of enhanced allocations for areas such as Traveller education and ESOL) many schools will not be in a position to assign adequate staff time to carry out a comprehensive profiling exercise of the student population and, in particular, of the totality of special needs that exist within it.

In the interest of students, TUI supports the full, resourced implementation of the EPSSEN Act and embraces the core concepts of integration, inclusion, early intervention, individualised planning and monitoring of progress. However, this cannot occur without a reversal of current government cost cutting policies in the public service. TUI is emphatic that any additional work required cannot be imposed on teachers who are already overstretched on a daily basis and have suffered multiple pay cuts. Furthermore, full implementation would place considerable additional demands on other public services, in particular, the HSE. A measured and considered approach to managing the deployment of national resources is therefore critical and realistic expectation of what is achievable at school and service level is essential.

IN THIS ISSUE

Volunteering	Special Loan rate	Dublin Dun Laoghaire ETB
Winners Winners Winners	Loan cost comparison	Staff News

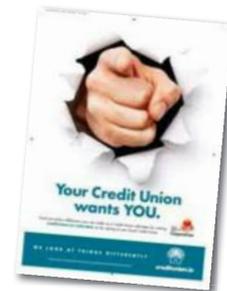
Volunteering

Want to get involved As a Volunteer?

TUI Credit Union exists for the benefits of its members. It is staffed by members for members. We rely a great deal on the services of our valued volunteers who commit tirelessly to the success and sustainability of our credit union.

An individual can develop professionally by volunteering where you will receive experience which may not be available elsewhere. The benefits of Credit Union volunteering include:

- Gaining skills and experience with a professional financial service provider
- Education and training
- Personal development
- Meet new people form your profession
- Work on development and business projects



Finance, information technology, management and communications skills are particularly welcome. There are policies and training in place to support volunteers in their roles. In addition to the induction training program for all new volunteers, ongoing training is available and people are encouraged to develop various skills.

To find out more about what is involved please contact the Nomination Committee, TUI Credit Union Ltd., No 8 The Exchange, Calmount Park, Ballymount, Dublin 12 or contact the office on 01 4266060 and ask for Paul Roche. **Completed nomination forms must be received by Friday 14th November.**

Dublin Dun Laoghaire TUI Branch and TUICU

Dublin Dun Laoghaire TUI Branch and TUICU are delighted to start an initiative aiming to increase the membership of the TUICU.

Details

Each school or centre in the DDLETB area has the opportunity of a financial incentive for every new member (family members included) signed up to join the TUICU.

Promotion will run from September until December. Each new member signed up to the TUICU equates to 25 euro awarded to the schools or centres workplace / social committee.

This money will be presented to the school some time in December.

A special promotion will be rolled out to all branches. For more information please contact Paul on 01 4266060 for more details.



Compare the cost on our personal loan rate of 8.59% APR variable with other lenders!

	APR	Monthly Repayment	Cost Of Credit	Total Amount Repayable	
TUI Credit Union variable	8.59%	€157.30	€702.39	€5702.39	TUI Credit Union is...
A.I.B Personal loan	13.0%	€166.75	€1003.04	€6003.04	€300.65 cheaper than AIB
BOI variable Branch	12.8%	€166.32	€987.63	€5987.63	€285.20 cheaper than BOI
BOI variable online & phone	11.5%	€163.54	€887.43	€5887.43	€185.04 cheaper than BOI
KBC Personal Loan	14.0%	€168.89	€1080.06	€6080.06	€377.67 cheaper than KBC
PTSB Personal Loan	14.3%	€169.53	€1103.16	€6103.16	€400.77 cheaper than PTSB
Ulster Bank	13.3%	€167.39	€1026.15	€6026.15	€323.76 cheaper than Ulster Bank

Figures quoted above for €5000 loan over 3 years

Comparison figures taken from the National Consumer Agency's website www.nca.ie is correct as at 16th October 2014.

The calculations shown above provide indicative estimates of repayments and cost of credit amounts only. You should always check directly with a provider to confirm the final repayment values applicable before selecting a financial product.

TUI Credit Union: Typical APR 8.59% variable loan rate, lending criteria, terms and conditions apply. TUI Credit Union is regulated by the Central Bank of Ireland.

Special Covered Loan Rate

A Share Covered Loan allows you to borrow up to the value of your savings at the special rate of

3.99% APR.

So if you don't want to dip into your savings but need to make a necessary purchase or if you are considering giving your family a well-deserved treat you can now make your savings work for you.

A Share-Secured Loan is a cost-effective way to access funds while leaving your savings untouched and available for future needs.

Offer available from 1st November 2014.



Winners, Winners and Winners

August monthly draw winners

First Prize: € 1,500 John Doherty, Killybegs, Co. Donegal
 Second Prize: € 1,000 Carol Gormley, Blackrock, Co. Dublin
 Third Prize: € 500 Leonard Sheridan, Ballyvaughan, CO. Clare

September monthly draw winners

First Prize: Car Stephen Walsh, Templeogue, Dublin 16
 Second Prize: € 1,500 Brian Fleming, Palmerstown, Dublin 20
 Third Prize: € 1,000 Madeleine Keane, Kells, Co. Meath
 Fourth Prize: €500 Brian Doolan, Terenure, Dublin 6W



TUI Credit Union Manager Paul Roche and Stephen Walsh.

Application forms available from the office or downloaded from our website www.tuicu.ie

TUI Credit Union Bursary award winners

The Educational Bursary Award draw was held in our office on Tuesday 14th October. We were delighted to have on hand Mr Gerry Quinn President of TUI and Nadia Johnston to perform the draw. A special thank you to all who entered and best wishes as you commence your studies from all at TUI Credit Union.

The winners were as follows,

Under-Graduate course	Hannah Comiskey	Glenmore, Co. Kilkenny
Under-Graduate course	Orla Kelly – Smith	Oranmore, Co. Galway
Post-Graduate course	Nicola Carley	Gorey, Co. Wexford
Post Leaving Certificate course	Charline Vidal	Bray, Co. Wicklow



Staff News

Ivan O'Callaghan, Pat Conway and Frank Mc Ginn successfully completed the Diploma in Credit Union Studies (Pathways Programme). Congratulations once again and best wishes to all our officers who are undertaking both the Certificate in Credit Union Studies and Diploma in Credit Union Studies.



Pat Conway and Ivan O'Callaghan



Pat Conway, Tina Reddin TUI Credit Union (course tutor) and Ivan O'Callaghan.

Next Newsletter

If you have any information you would like to see included in our next Newsletter, we would encourage you to email info@tuicu.ie

TUI submission to Department of Children and Youth Affairs

TUI recently made a submission to the Department of Children and Youth Affairs (DCYA) regarding its upcoming Statement of Strategy. The main issues raised in our submission were:

The need for a child centred approach

Ireland has a very young population and resources are required to support child-centred policies. The education system has been subjected to multiple cuts over the last few years and pastoral systems, in particular, have suffered. The cuts to middle management structures and guidance support have had a particularly serious impact on the ability of the system to provide a child-centred approach. These cuts have limited the ability of schools to counter bullying, in all its forms, and to support students encountering crisis or mental health difficulties. Parents and communities also need support from Government and its agencies as young people spend most of their time in the community and at home.

Poverty also plays a role. Far too many children come to school hungry, cold and over-tired. Despite the best efforts of schools and services such as School Completion, the problem persists. The DEIS programme has been shown to be working and should be continued. However, students from disadvantaged backgrounds do not only attend DEIS schools so adequate supports must be available to all schools. It must also be remembered that schools are not the solution to all societal problems. Schools are already overburdened dealing with fallout from mental health issues, family breakdown, erosion of respect in society and many other problems. Schools seem to have too many responsibilities and not enough resources. Society as a whole also has responsibilities.



Research

DCYA has a research brief as part of its wider role. TUI welcomes this and hopes that the research brief will be funded to sufficient levels.

Early Childhood Care and Education (ECCE)

ECCE has been shown to yield societal and economic benefits. TUI would wish to see DCYA continue to support ECCE.

Child Protection

Child protection is essential. The Garda Vetting Unit/National Vetting Bureau needs to be adequately funded to enable it to carry out its work.

Economic Recovery

Education is a social good and a key investment in the economy. Education cannot be reduced to a supply side economic factor or, solely, to preparation for the workplace. Education for education's sake is essential for societal development.

However, research shows that expenditure in education is a public investment that yields significant returns both societally and economically. This investment must be protected.

Existing Underinvestment in Services

Schools are acutely aware of the difficulties encountered by agencies upon which schools and society depend. Shortages exist in many areas such as educational psychology, speech and language therapy and social work. Schools, parents and communities cannot fully address existing problems without adequate supports. Therefore, it is essential that the DCYA encourages all Government departments to protect services used by children.

Please note that TUI submissions can be viewed on the website (www.tui.ie)

OECD Education At A Glance 2014 – behind the headlines

The OECD's annual Education at a Glance report was published on September 9th. As always, its arrival generated discussion and debate. A small number of findings traditionally receive coverage, but, inevitably with a study of this magnitude, the finer detail of the report's content is often neglected.

For example, discourse often ignores that teachers work longer hours in Ireland and with more students than is the case in either the OECD or EU21 averages, or that teachers in Ireland earn just 81% of the salary of workers with similar education levels in Ireland, compared to an OECD average at upper secondary of 92%. Discussions about salaries also assume that all teachers have full-time jobs – something we know to be far from the reality at second-level.

Hence, we set out below some findings that might have been lost behind the broad stroke headlines.

- Ireland has higher tertiary attainment rates than upper secondary attainment rates.
- Ireland has one of the highest rates of tertiary education amongst 25-34 year olds of the whole study. This is higher than EU21 average and almost double the Irish figure from 2000.
- Ireland's mean literacy score was low amongst 25-64 year olds.
- Ireland has the third highest rate of successful completion of upper secondary programmes.
- Ireland is one of only seven countries where the difference in the proportions of young men and women not completing upper secondary education is less than five percentage points.
- There has been a significant increase in the proportion of PhDs in Ireland since 2000.
- Over half of Irish 20-34 year olds with tertiary education have at least one parent who also has tertiary education.
- In 2011, a worker in Ireland with tertiary education earned on average twice as much as someone with below secondary education.
- People with higher levels of education are more likely to report being in good health, and are also more likely to volunteer at least once per month.
- Average salary cost of a teacher per student in Ireland in 2012 was lower than Finland, Slovenia, Spain, Belgium and the Netherlands for lower secondary.
- At upper secondary level, the salary cost of a teacher per student in Ireland in 2012 was lower than Australia, Austria, Belgium, Canada, France, Germany, Luxembourg, Norway, Portugal and Spain.
- Estimated class size in Ireland in 2012 was 19.1 in lower secondary, compared to the OECD average of 17.8 the EU21 average of 17.
- Teaching time in Ireland in lower secondary of 735 hours is higher than all but nine other countries. The OECD average was 691.
- In lower secondary education in Ireland, compulsory instruction time is 935 hours compared to an OECD average of 905 hours and an EU21 average of 882. Sweden, Norway, Germany, Finland, England, Belgium, Denmark and Austria are among the countries lower than Ireland.
- In lower secondary, Ireland spends less time than the OECD and EU21 averages on reading/writing/literature and natural sciences but more time in social studies, religion/ethics and in ICT.
- Teacher job satisfaction is not significantly affected by class size but is significantly affected by significant numbers of students with behavioural problems.
- Ireland is significantly lower than the OECD average of teacher salaries relative to tertiary educated workers aged 25-64. This assumes teachers in full-time positions.
- On average in the OECD, in their most recent week, teachers spent 19 hours teaching, seven hours planning or preparing classes, five hours making/correcting student work, three hours on general administrative work, three hours on teamwork and dialogue with colleagues, two hours on student counselling, two hours on extra-curricular activities, 1-2 hours on communication and co-operation with parents or guardians and 1-2 hours on school management. This amounts to approximately 46 hours in total.
- On average, over 80% of lower secondary teachers in the OECD have permanent contracts. The report does not provide figures for Ireland. France, Denmark and England are 2nd, 3rd and 4th respectively. Finland and Portugal are among the lowest.
- The proportion of upper secondary teachers in Ireland under the age of 40 is 45% compared to 34% in the OECD and 33% in the EU21. The under 30s average in Ireland is similar to both OECD and EU21.
- Irish teachers train for exactly the same amount of time as Finnish teachers and longer than lower secondary teachers in Sweden, Netherlands, Denmark, Norway, USA and England. However, in some of those countries, upper secondary teachers train for longer than in Ireland.
- Lower secondary teachers in OECD countries identify their greatest need for professional development to be in the area of teaching students with special needs.
- Ireland is one of the few countries with no requirement to participate in continuous professional development (CPD).

Pumped Schools' Video Awards focusing on heart health & physical activity launched

Against a backdrop of almost 10,000 people dying from cardiovascular disease across Ireland in 2013, the Pumped Schools' Video Awards, supported by Bayer in partnership with the Irish Heart Foundation, the Federation of Irish Sport and RTÉ news2day, have been launched to encourage young people to create mini-movies on a heart health theme.

The competition invites participants to unleash their creative juices and explore the science behind physical activity, diet and smoking, the impact of these on health and well-being, and produce

compelling 90-second videos that inspire viewers to act. With a prize fund of €10,000, there are three categories in which to enter – “Smoking Stinks”, “Active Teens—Healthy Hearts” and “Weighty Matters”. The awards are open to all post-primary students between the ages of 12 and 16 years with the winner of each category winning €3,000 for their school's sports department and each individual student receiving a €100 voucher. The closing date is 16th January 2015, with registration by 1st December. More information can be found at www.pumped.ie



Save the date – TUI conference on educational change

TUI is organising a conference on educational change which will take place on Saturday January 31st 2015 in NUI Maynooth. Full details and registration forms will be sent to branches closer to the time.

ePathways

The **ePathways** project is: a Transfer of Innovation to City of Dublin ETB; funded by the European Commission; designed to support the **Continuing Professional Development** of organisations, schools and teachers in the VET sector.

The **ePathways** project partners would like to share the following CPD resources and tools:

- 1. A model of CPD Policy:** outlining the process CDET B went through to develop a CPD policy and the policy that evolved from the process.
- 2. CPD Booklets:** 17 booklets on different CPD topics that can help to stimulate discussion at CPD meetings or events.
- 3. ePortfolio:** CDET B now has an ePortfolio for its teachers. The home page of the eportfolio can be viewed at <http://www.cdetsbeportfolio.com/> and a video introduction can be found at www.epathways.eu. The ePortfolio is multifunctional and provides a place for teachers to record and reflect on their CPD, participate in subject networks and share resources. It is possible to request a guest log-in where you can view some areas of the ePortfolio.



The **ePathways** CPD resources are available at www.epathways.eu. Queries can be emailed to cpd@cdu.cdetsb.ie

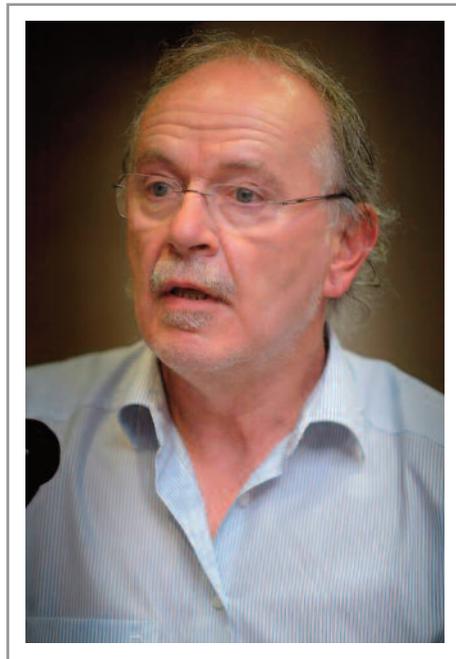
Consultative conference on Further Education

A national consultative conference was held on 3 June 2014 on significant and imminent changes to the structure, organisation and on-the-ground delivery of further education. The conference was attended by representatives from over 30 branches, several third level branches and invited participants (AEOA and FESS). The conference was chaired jointly by Mr. Gerry Quinn, President, and Ms. Joanne Irwin, Vice-President, TUI.

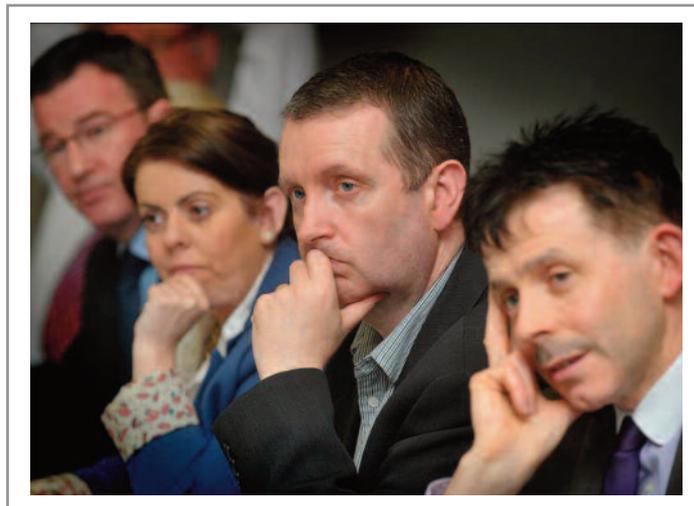
In the opening address to the conference, Mr. Gerry Quinn, President, TUI, set the broader context of the 'managerialist' agenda which has flourished in the current era of austerity politics, and pointed to the embodiment, in public education policy, of employers' concerns and managerial prerogative. In outlining key challenges facing TUI – such as privatisation and emerging quality assurances systems - the President declared the necessity to devise strategies to deal with existing and emerging threats. The conference was reminded that the failure of the Minister for Education and Skills to provide for TUI representation on the board of SOLAS displays patent disregard of those who know what is workable in terms of education – practitioners. The President welcomed

the fact that all of the conference speakers are TUI members, with very significant knowledge and experience of further education.

The first presentation to the meeting – by Mr. Gerry Craughwell, Past-President - was informed by the SOLAS Strategy, 2014 – 2019 and international experience. The development of the FE sector was outlined, and current challenges in the sector were enumerated. It was stated that in the period of accelerated growth of the sector in the late 1980s, many courses were developed through local initiative, and were often approved in retrospect. "Absolution is better than permission", was the prevailing thinking in many areas. This organic process of development is now under threat. The current emphasis on performance-related funding, non-duplication and output-based approval of courses could stunt future creative development in the sector. It was pointed out that duplication of course provision occurred in the FÁS sector, and it is ironic that a failed entity appears now, to many, to control the purse strings. The SOLAS strategy executive summary conveys a depreciative view of FET as a service for learners who have experienced educational failure.



However, 40% of participants on PLC courses come directly from the Leaving Certificate, and both PLC and VTOS provision are aimed at progression to employment, as well as progression to higher education. Mr. Craughwell stated that there are many challenges at present: policy is being centralised; funding sources and conditions are changing; location of provision will change; private-sector companies are gearing up to enter the 'market' more aggressively; conditions of service are





threatened; and provision is anticipated - at a policy level - to be on a 52-week model. The challenge to FE colleges, in particular, is one of re-invention: colleges can become regional hubs of FET that offer a full range of merged services to adults and school leavers, employers and business, the community and schools.

Ms. Mary Leahy, Cork City Schools Branch, focussed in her presentation on the particular challenges which arose in recent years for the College of Commerce, Cork. The PTR change in Budget 2013, led to a loss of 14 whole-time equivalent teachers, and, in turn, loss of employment and reduced teaching hours. Also, serious difficulties arose with involuntary transfers. Teachers started turning to each other, asking each other about their respective dates of initial employment. This also happened in 2009, it was stated. These changes have reduced teachers' commitment to upskilling, on the basis that additional skills/

qualifications may make teachers more vulnerable to transfer. Morale has also been denuded, the conference was advised. In addition, a wide range of non-pay supports have been withdrawn/reduced (extra hours, ESL etc.) and the moratorium on promotional posts has left a huge gap in administrative/middle-management capacity, and a huge extra burden on principal and deputy principal teachers. Administration, assessment and programme development burdens are increasing. Currently, a lot of principal teachers are now appointed from the base of experience of SDT posts, leading to a diminution in experience at senior management level. Ms. Leahy queried the basis for the re-classification of certain posts in CL52/13 as non-teaching posts and why Level 4 courses are not usually taught by teachers, under the standard allocation process. Ms. Leahy outlined the need for recognition of the new and different role of the PLC teacher, recognition of administrative

workloads, improvement of middle-management structures, new structured posts (FE, ILO and QA officers, for example), confederations of colleges and resolution of the 'tutor issue'.

Mr. Martin Gormley, President, Adult Education Officers' Association and Co. Donegal Branch, pointed to the dominance of training in the very discourse of SOLAS; that policy is predicated on the needs of the economy rather at the expense of social capital. Programmes that are full-time are under significant threat because they are expensive in the eyes of SOLAS, for example. It is not the case that the ETBs are taking over FÁS, as asserted in some quarters, because SOLAS comprises former FÁS staff, with a FÁS culture. At the end of 2013, an FET plan had to be produced for Donegal ETB. This is how we will be funded in future, and Minister Quinn stated that funding will be based on needs and an outcomes approach, not on legacy issues. Addressing the



development of FE outside the FE/PLC colleges sector, Mr. Gormley underlined the importance for TUI in moving forward together as a sector; that the sector should not be divided. There is a plethora of programmes that fit under non-PLC provision and non-school funding streams (direct provision, contracted training, apprenticeship and Momentum, for example). Mr. Gormley set out the following challenges to address:

- quality assurance
- curriculum development
- buildings/finance
- resources
- branding and marketing; and
- professional development.

Mr. Gormley's presentation closed on identification of some possible strategies, including recruitment into TUI membership of former FÁS staff; more recognition and promotion of the sector within TUI; appointment of FET branch officers; mapping of the educational posts in the sector; recommending staffing structures; consistency of pay rates and conditions across ETBs; establishment of a FE Advisory Council; and the strengthening of links with the SOLAS/ETBI Project Management Office.

The informative and thought-provoking presentations from all three contributors warmly welcomed by the meeting, and stimulated a lively response in the open session for participants which followed. The second

half of the day's conference comprised structured working group-discussion on the (i) policy positions (employment and educational), (ii) objectives (short- and long-term) and (iii) strategies (political, industrial relations, resources) which TUI should adopt and pursue in addressing the challenges identified in the presentations and in the open forum. Written reports from each of the 8 Working Groups have been forwarded to Head Office, for the attention of the Further Education Sub-Committee. Issues raised in the Working Groups included, inter alia:

- TUI should avoid a narrow focus on PLC Colleges, and have regard to the full extent of the FET system: data should be compiled on the variety of contracts and conditions in non-school FE provision
- TUI should address the "pay rates mess" in parts of FET
- "Learning for earning" is not the only learning – TUI must champion the value of education and make appropriate alliances to achieve its goals in respect of FE; progression should not mean solely progression to employment
- TUI should counter any rigid/bureaucratic and excessive alignment of FE with local and regional skill demand
- It is professionally frustrating for members to work in a system which is poorly organized; delivering bad service in some respects: TUI should be concerned with educational quality and outcomes as well as conditions of service, and

should pitch its contribution to the SOLAS debate in a way that focusses on the interests of learners

- Competitive tendering and payment on results are not appropriate for a national education service
- A major national conference on FE should be convened by TUI
- A fit-for-purpose funding model should be advocated and pursued: the SOLAS inputs/outcomes funding model should be resisted; all FE institutions must be able to provide FE holistically, and not on a course-by-course basis
- TUI should assign a dedicated Official to 'lead the defence' and to service the FE sector - and a team proportionate to the percentage of members in the sector; branches should have a liaison person/non-mainstream FE officer to assist members working in the sector to gain access to the services of TUI
- TUI should adopt a much broader recruitment policy ('tutors', instructors and trainers), and instigate a recruitment drive in the FET sector
- The McIver recommendations should be 'put back on the table' and pursued as the basis for any negotiations
- TUI must gain input and influence on ETB submissions to SOLAS and on any potential measurements systems to track the quality of outcomes
- TUI must concentrate, without apology, on the protection of the pay and conditions of members as it responds to, and – where necessary – resists, the implementation of Government policy

The presentations and written working group reports of the conference have been forwarded for the attention of the Further Education Sub-Committee in the context of development of TUI policy and strategy in respect of the future development of further education and training.



Ben Bishop PhD Scholarship

The union is pleased to give members advance notice of the forthcoming TUI Ben Bishop PhD scholarship. This scholarship encapsulates the values that Ben placed in education and the opportunities it offers, and the union and Ben's family consider it an appropriate way to celebrate educational growth and contribute to knowledge development. The scholarship will allow a PhD candidate to carry out in-depth research into the changing boundaries of academic work in Ireland and Europe. This PhD scholarship will be hosted by the School of Education in Trinity College Dublin (TCD). TCD will recruit the PhD candidate by means of the normal academic selection process for PhD candidates. It is expected that the successful candidate will commence in April 2015. Full details will appear soon on the both the TCD School of Education and TUI websites.



Current Area 2 Representative Denis Magner is presented with a small token of appreciation on behalf of the union by former President Bernie Ruane. The presentation was made to Denis as an expression of gratitude for the considerable work that he carried out for members in his role as Vice President.

Has your ETB refunded your travelling expenses?

Public servants - including teachers, of course – are not refunded travelling expenses in respect of attendance at work - unless their work is split between two or more schools/centres, as explained below.

ETB teachers have to be assigned a definite work 'headquarters'. If you work in one centre only, it should be that school or centre: if you work in more than one school/centre, it should normally be the school/centre in which you work the majority of your hours. Travelling expenses are not paid in respect of any portion of a journey which covers all or part of a teacher's/employee's usual route between home and designated headquarters (employees are entitled to be refunded for the excess over normal mileage between home and work, arising from travel to a second/third centre).

Whether hourly-paid, Pro-Rata paid or PWT/CID-employed, teachers are entitled to a refund of travelling expenses. The entitlement of ETB-

employed teachers "operating between two or more centres for day courses, who are obliged to travel in the performance of their duties" is clearly set out in DES CL16/09 (available on TUI website). The entitlement is also set out in both the teacher CID contract (CL10/06) and the part-time/fixed-term teacher's contract (CL PPT 20/03).

Two distinct rates per mile are specified in Circular 16/09. Members should note that the standard "Motor Mileage Rate" applies to travel between centres i.e. 62.94, 74.42 or 95.05 cent per mile (dependent on engine capacity) for the first 4000 miles travelled; and 34.13, 38.00 or 45.79 for the 4001st mile and every mile thereafter travelled: the "Reduced" rate applies to travel to in-service courses only.

While many ETBs continue to refund to teachers the travelling expenses they incur, travelling on work duty on behalf of the ETB, some have discontinued doing so. Notwithstanding this, the entitlement continues to apply. Currently, TUI has brought to the

attention of the Department of Education and Skills that teachers'/members' entitlement is not being met in every ETB, and the matter is currently before the Teachers' Conciliation Council.

Any member who is travelling between centres is advised to:

1. Apply to her/his ETB for a refund of travelling expenses incurred (copying the application to one's Branch)
2. Forward for the attention of one's Branch **and TUI Head Office** any letter/email from an ETB refusing/declining/rejecting one's application. All information must be included in information forwarded to Head Office i.e. names of centres, distances travelled, times and days on which travel arises, whether travel is direct to/from home or from centre to centre within a working day etc. Information should be forwarded to Ms. Colette McGinley, for the attention of Mr. Declan Glynn, AGS (email: cmcginley@tui.ie).



The TUI Golf Society had its final outing of the season when members competed for the Captain's (Denis Magner) Prize on the 4th October in Tullamore Golf Club. On a beautiful day in a marvelous setting the competition was intense and it was not until the last card was in that the result became known.

The winner of the Captain's Prize was Pat O'Dwyer who came all the way from Kenmare for the event. He just pipped Ollie Bolton who had travelled from Mayo.

All the scores from the previous events had to be totted up to find out the Golfer of the Year. The winner, who was lying fourth at the start of play, came through to pip our Treasurer Tommy Glynn. The winner was Tom Buckley from Dublin.

Apologies were received from Austin Stewart who organises sponsorship of



DENIS MAGNER (CAPTAIN TUI GOLF SOCIETY) PRESENTING THE CAPTAIN'S PRIZE TO PAT O' DWYER AND GOLFER OF THE YEAR TROPHY TO TOM BUCKLEY

this event on an annual basis through the TUI Credit Union.

Captain Denis Magner presented the trophy on behalf of Austin.

The event was followed by the AGM. The committee for 2014/15 is

- CAPTAIN : Denis Magner
- TREASURER: Tommy Glynn
- MEMBERSHIP SEC.: Tommy Buckley
- TIME SHEET ORGANISER: Don Ryan

- Other Executive Members: Finola Butler, Paddy Hogan, Angela Doherty.

The TUI Golf Society are off to Cambrills for midterm break where they will play four rounds of golf and hopefully have a great time.

Subscriptions for the year are now due and should be sent to Tommy Buckley. The subscription for the year is €20.

Tom Buckley's address is: 10 Verbena Park, Sutton, Dublin 13.

Global success for Kinsale Community School students

Congratulations are extended to Kinsale Community School after three students won the overall prize at the Google Science Fair competition in California in September. Ciara Judge, Emer Hickey and Sophie Healy-Thow were welcomed home by staff and students after their phenomenal success.

The students were named the grand prize winner in the 15 to 16-year-old age category for a project which examined the use of natural bacteria to increase crop output. They were inspired to try and help improve food production, particularly in third world countries, after learning about a famine in the Horn of Africa in 2011.

Principal Fergal McCarthy said that the school is 'delighted' at the global achievements of the three students. 'They demonstrated great commitment and intelligence in their approach to this project as they do with every challenge that they are set,' he said. 'They are a credit to the hard work and diligence of

their teachers, especially their science teacher Mr Shaun Holly.'

'That they have now been listed among the top 25 most influential teenagers in the world in Time magazine gives a

flavour of the enormity of their success. The fact that their project offers solutions to world hunger demonstrates the sharp focus of their social conscience and social intelligence.'



PICTURED ABOVE ARE MS KATHLEEN O'BRIEN (DEPUTY PRINCIPAL), EMER HICKEY, SOPHIE HEALY-THOW, CIARA JUDGE AND MR SHAUN HOLLY (YOUNG SCIENTIST CO-ORDINATOR).

Around the world



South Africa: No proper consultation on technology in the classroom

An ambitious government plan to flood classrooms with technology was met with many questions and strong criticism during the national congress of the country's second largest teachers' union.

In its plan, which was developed without proper consultation with the teaching profession, the government intends to provide tablets to all learners, but seems to overlook the necessary professional development programs needed to help teachers use the new technology.

"How far removed from the classroom are those so called experts and education policy makers?" asked Basil Manuel, President of the National Professional Teachers' Organisation of South Africa (NAPTOSA), when referring to ambitious technology shift.

Manuel made his comments during the opening of the NAPTOSA's fourth national congress which took place in Benoni.

UN Special Rapporteur on the Right to Education lashes out against privatisation

A UN report has made it clear that protecting education as a public good and right against the advancement of profit-making businesses is essential to keeping classrooms accessible to all.

Kishore Singh, the UN Special Rapporteur on the Right to Education, delivered his annual report to the United Nations General Assembly warning that efforts must be increased to control the privatisation of public education.

"The exponential growth of private education must be regulated by Governments to safeguard education as a public good," Singh told the General Assembly in his statement, warning that the rapid expansion of private education threatens to replace public education altogether.

The timing of the report, along with Singh's statement, comes as the privatisation of education is being embraced by governments around the world.

"Governments must make every effort to strengthen their public education systems, rather than allowing or supporting private providers; for-profit education should not be allowed in order to safeguard the noble cause of education," added Singh.

Mr. Singh brought attention to the threat of for-profit low-cost schools, which he says are not only robbing parents of their money, "but failing to deliver a quality education to their children." He emphasized how profit-driven low-fee schools are further driving the economic divide, pushing poor students deeper into poverty. Singh laid responsibility on governments to end public subsidies of private education.

Jordan: Arab region workshop highlights trade union and women's rights

Trade union rights and women's rights and their implementation were at the forefront of discussions at a recent workshop held by Education International (EI) in the Arab region.

Participants representing all nine teacher unions from Egypt, Jordan, Kuwait, Morocco, and Tunisia which are represented on the EI Trade Union and Women's Rights Network (TUWRN), attended this workshop on trade union and women's rights in the Arab region, organised in Amman, Jordan.

Participants identified school-related gender-based violence (SRGBV) as a serious obstacle to learning and achieving gender equality. They are willing to work closely with EI to enhance their knowledge and receive guidance on the education sector's response to SRGBV in school and surrounding areas.

Other issues under discussion were the attacks on workers' rights by anti-union governments and companies. In Morocco and Tunisia, for example, their governments are undermining the right to strike in national legislation.

Australia: New report reveals young teachers' struggle to cope with diversity

According to the latest survey detailing teachers' concerns, large class sizes, workloads, and worries of inadequate training to deal with the challenges of today's classrooms were front and centre among issues affecting Australia's educators.

The issues, including young teachers' concerns that their training is not fully preparing them to deal with the diversity of Australian schools, were revealed in the latest Staff in Australia's Schools (SiAS) Report.

"Quality of schooling is affected by the size of classes and the amount of support available for teachers," said Angelo Gavrielatos, Federal President of the Australian Education Union (AEU), an Education International (EI) affiliate. "Australia still has much work to do to get class sizes down and improve outcomes for students."

Teacher workloads are also increasing, with primary school teachers spending 47.9 hours per week on all school-related activities, up from 45.8 hours in 2010. Secondary school teachers worked 47.6 hours, up from 46 hours in 2010. The workload is even greater for principals and deputy principals who are working 56 hours a week in primary schools and 59 in secondary schools.

Advice to members regarding planning for special needs

Circular Letter 70/2014

The Department of Education and Skills recently published Circular Letter 70/2014 entitled “Guidance for post-primary schools on the provision of resource teaching and learning support”. Paragraph 7.5 of the Circular Letter states the following:

7.5 Educational planning

Educational planning is an essential element of a whole-school approach to meeting students’ needs. Educational plans should be differentiated in line with students’ needs. Educational plans should include clear, measurable learning targets, and specify the resources and interventions that will be used to address student needs in line with the continuum of support process. Individualised plans for students should be developed through a collaborative process involving relevant teachers, parents/guardians, the students themselves and outside professionals, as necessary. The individualised planning process should include regular reviews of learning targets as part of an ongoing cycle of assessment, target setting, intervention and review.

Furthermore, referenced within the circular is the document “Guidelines on the Individual Education Plan Process” from the National Council for Special Education (NCSE). The Council has asked that the Guidelines be regarded as the standard guide to best practice in relation to Individual Education Plans as provided for in the Education for Persons with Special Educational Needs Act 2004 (the EPSEN Act).

Advice to members of TUI

First and foremost, members should be aware that the sections of the EPSEN Act that relate to Individual Education Plans (IEPs) have not yet been commenced. In

fact, in Budget 2008 Government took a clear decision not to commence these sections at that point in time. Nothing has changed since apart from further cuts in funding.

Therefore, 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.

The TUI recognises the Guidelines (referenced in CL 70/2014) as a valuable resource for schools and teachers. However, the union also recognises the reality that the constraints within which schools operate make it impossible to implement the guidelines at the present time.

Therefore the union must

- **Advise all members that it is not possible to implement the IEP Guidelines pending agreement with the Department of Education and Skills regarding necessary resourcing, particularly with regard to time and training**
- **Advise members not to attempt to implement the guidelines in the absence of appropriate resourcing as this might create the mistaken impression among parents that a school has a developed capacity to deliver the level of service promised in the EPSEN Act. TUI has no wish to collude in a process of deception that would seek to convince the parents of children with special educational needs that schools are currently equipped to provide IEPs in accordance with the guidelines. It would be a betrayal of these parents**

and their children to pretend that the rights and level of service promised by the EPSEN Act can be delivered with the present levels of staffing and training.

- **Advise members to regard the Guidelines as a descriptor of best practice for a well-resourced environment that does not currently exist.**

Background: The National Council for Special Education

The National Council for Special Education (NCSE) was first established as an independent statutory body by order of the then Minister for Education and Science in December 2003.

With effect from 1 October 2005, it was formally established under the Education for Persons with Special Educational Needs Act 2004 (EPSEN Act). That Act sets out both the general functions of the Council and its specific function in relation to the provisions of the Act.

Resource allocation process

Since January 2005, the primary role of the Council has been to resource schools, in line with the relevant Departmental policy parameters, to meet the special educational needs (SENs) of children, arising from a disability. In practical terms, the Council operates through the Special Educational Needs Organiser (SENO), the agent of the Council who has responsibility for dealing on behalf of the Council with all the schools in her/his region. The SENO makes decisions regarding the resources to be provided to schools, based on the assessments provided by appropriate professionals in respect of individual children with special educational needs. The Department of Education and Skills – the primary resource provider - must release the recommended resources. However the SENO’s recommendations must conform

to the DES resourcing policies at the given time. The SENO decides who gets what from the lucky bag but the size, weight and contents of the bag are decided in advance by the DES. It is clear that the DES has, thus far, knowingly adopted a policy of under-resourcing special educational needs at post-primary level. The individual SENO is powerless to change this policy. Indeed, the NCSE itself has only the power to advise and thereby (potentially) to influence the resourcing policy of the DES. It cannot compel.

Individual Education Plan (IEP)

Preparation of an individual education plan (IEP) for each child with assessed special educational needs is a keystone provision in the Act. Consequently, in 2004, the Council established an expert group on the preparation of IEPs, to develop a guide to good practice in schools, taking into account the legislation and best practice in schools nationally and internationally. It was this group that produced the Guidelines that were distributed to schools and that are referred to in CL 70/2014.

In its letter to schools the Council stated that it was aware that many schools/teachers were already using processes akin to the IEP process to chart the progress of children with special educational needs and that it had received requests from schools and teaching organisations for guidance on this matter. This may well be so but, as the union has made abundantly clear to the Council and the Department, those same schools and teaching organisations also demanded the time and training that is indisputably required for effective planning and provision for children with SENs.

While the sections of the Act relating to IEPs have not as yet been commenced in law, the Council considered that it was important that schools become familiar with the IEP process in advance of the provisions in the Act coming into force. In this context, the Council presented the guidelines document as a guide to good practice in relation to the preparation, implementation and review of IEPs. While accepting that the Council acted in good

faith, the TUI considers that release of the Guidelines into an under-resourced environment was and remains premature and ill-judged.

The Council has accepted that implementation of the IEP guidelines would have major resource implication. So, clearly, has the Government.

Quality education for all – TUI commitment

A commitment to implementing the EPSEN Act is essential if provision for students with SEN is to be adequately and appropriately addressed. This is especially true if the 'integrated model' advocated is to be a positive experience for all students. However, full implementation will only be possible when sufficient resources are allocated to primary and post-primary schools. Almost ten years ago, TUI emphasised that schools were not sufficiently resourced to implement specific elements of the EPSEN Act, in particular designing and delivering Individual Education Plans (IEPs) for SEN students. Our view has not changed.

In 2014, schools are in receipt of far fewer resources as a consequence of austerity measures since 2008. Most pertinently, the moratorium on posts of responsibility has diminished capacity to establish special needs departments or otherwise plan and co-ordinate related activity in most schools. In addition, a worrying level of casualisation has emerged and the expertise of many teachers with particular qualifications and training in special education is lost as schools cannot deploy staff to best effect. Furthermore, the Department of Public Expenditure and Reform has removed the allowance payable to teachers who hold a Postgraduate Diploma in Special Educational Needs. It's difficult to see how the Government values the work of teachers who have pursued a qualification in SEN when the Government has removed the allowance for that qualification. Likewise, in the current context of much reduced staffing (fewer teachers and middle management posts, removal of ex-quota guidance posts, reduction in services such as ESOL and the Visiting Teacher programme) many

schools will not be in a position to assign adequate staff time to carry out a comprehensive profiling exercise of the student population and, in particular, of the totality of special needs that exist within it.

In the interest of students, TUI supports the full and fully resourced implementation of the EPSEN Act and embraces the core concepts of integration, inclusion, early intervention, individualised planning and monitoring of progress. However, this is impractical and overly ambitious as current government cost cutting policies in the public service are completely at odds with intention to implement. TUI is emphatic that any additional work required cannot be imposed on teachers, including principal teachers, who are already overstretched on a daily basis. Furthermore, full implementation would place considerable additional demands on other public services, in particular, the HSE. A measured and considered approach to managing the deployment of national resources is therefore critical and realistic expectations of what is achievable at school and service level are essential.

What the TUI is doing

In order to secure the requisite resources and supports and to uphold the rights of children with SENs, the Union has sought meaningful discussions with the Department of Education and Skills in an effort to persuade them to become, like us, advocates for the rights of children with special educational needs and not mere apologists for the Department of Finance. The Union has consistently appealed to the NCSE to lobby the DES for the levels of resourcing that would rescue the Guidelines from the realm of fiction and make their implementation possible.

The Minister and the Challenge of Inclusion

We, in TUI, remain committed to provision of a first class education service for all our children. We await tangible evidence that the government, the Minister and her department share our commitment.

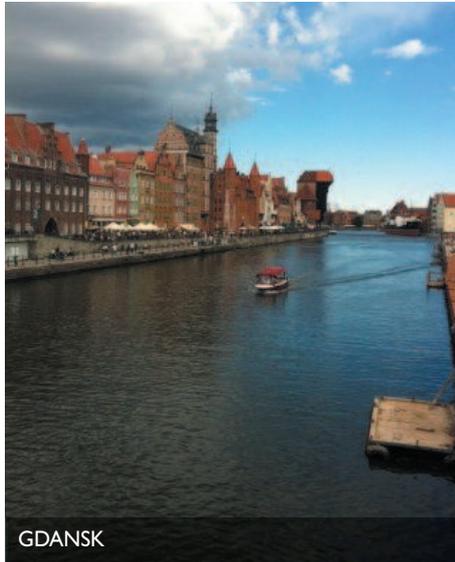
Reflections on the Solidarity Union, Gdansk

By Catherine Cashin

I love travelling and I especially love visiting Poland. Thanks to our large Polish population in Ireland and an increase in cheap direct flights, I have been able to visit all of the main cities over the last few years. Gdansk was next on my list and from my previous experiences, the warmth of the people, the history, the music, the architecture not to mention the array of bars, restaurants and cheap cocktails, I was sure it wouldn't disappoint. This wonderful country is a huge draw for me personally, as well as for friends that I've managed to convert along the way! So myself and a buddy took off to Gdansk to explore this city at the end of June. After taking in the sights and the neighbouring resorts of Sopot and Gdynia, we headed for the shipyard district that dominated my impressions of Poland as a child.

Growing up in the late 70's and early '80's and living in the perceived cultural isolation of a small town in North Cork with two TV channels, Poland became a place of fascination for me. The new Pope was Polish and we were all dragged out of our beds in the middle of the night to visit him in Limerick in 1979.

That same year, he visited a small city with a very strange name to my young ears: Gdansk. All of a sudden, the world's media and even RTE turned their attention to a group of shipbuilders in this small city. These people were ordinary looking workers heading out to work like all the people in my small town. Their leader, Lech Walesa, looked like a burly farmer who could be driving a tractor through the main street!

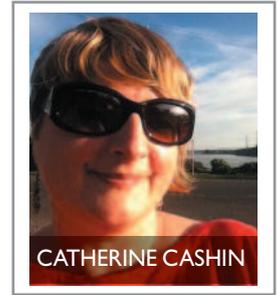


GDANSK

The difference was that the conditions that all of these people in my young life took for granted at the time were denied to these workers: freedom of speech, freedom of movement and freedom to belong to organisations



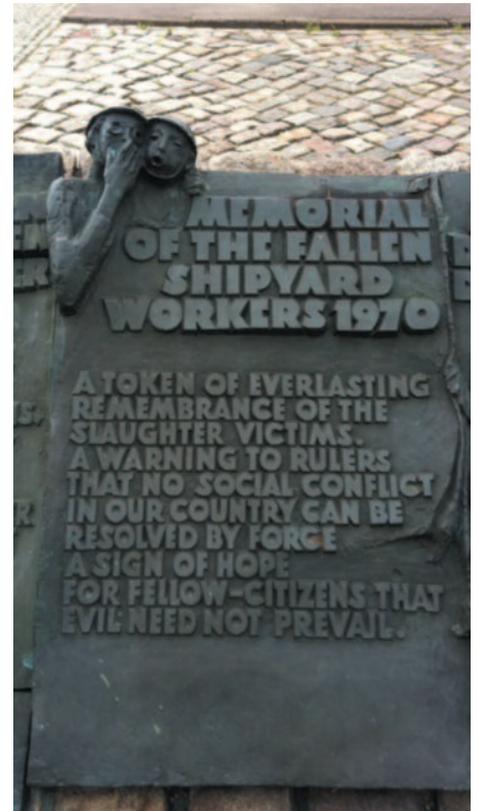
SOLIDARITY EXHIBITION OUTSIDE THE GDANSK SHIPYARD TODAY



CATHERINE CASHIN

other than the one single party: the Communist party.

So, throughout the 70's, with the economy plummeting, food shortages, wage freezes and increasing curtailment of freedom of expression, the workers mobilised under the banner of the Solidarity union. In the late 1970's, Solidarity fought against martial law, the centralised suffocating control of Moscow and became the first non-communist controlled union in a Warsaw Pact country. They then, by their policy of civil resistance, started to punch holes in the previously unbreakable iron curtain.



MEMORIAL TO THE DOZENS KILLED AND OVER A THOUSAND INJURED SHIPYARD WORKERS BY THE COMMUNIST CONTROLLED POLISH UNITED WORKERS PARTY IN 1970. THIS MEMORIAL WAS BUILT BY THE SHIP BUILDERS THEMSELVES.



MEMORIAL TO FR. JERZY POPIELUSZKO

In spite of many obstacles, the imposition of martial law in 1981, the kidnap and murder of the shipyard chaplain Fr. Jerzy Popieluszko, as well as other deaths, their spirit of united civil resistance took on, spreading throughout Europe, and gradually weakened the communist governments of Eastern Europe until the revolution of 1989.

For Poland, this meant the start of talks between the government and Solidarity and in 1990, Lech Walesa became president of Poland and the main airport in Gdansk is now named after him. That this small group of workers under the Solidarity banner, led by Lech Walesa, Anna Walentynowicz and others, had the puppet regime under General Jaruzelski and the central party committee in Moscow on the run was amazing to my young eyes. It is amazing to this day as I took in the small health and safety hall, the few printers and phones and the wooden boards with which they proclaimed their original demands.

It is amazing that, before the days of social media, smart phones and connectivity in general, this group of ordinary workers, from a small city held hands across the shipyard which resulted in a human chain holding hands across the Eastern bloc which had a huge influence in the eventual collapse

of the Soviet Union.

However, this simple act of hand clasping across the shipyard, across Eastern Europe, this simple act of solidarity was the spark that led to the collapse of old regimes and the start of something new- the freedom of self determination.

Solidarity still exists as a union today, although much smaller than its membership highs of 10 million, it counts its members now as 500,000, although it is affiliated to other European unions. It has influenced the Arab Spring and Occupy movements and the recent events in Ukraine. There is a new building: the European Solidarity Centre, opening in August 2014 to better showcase the amazing place and events of the 70's and 80's and also for conference and education purposes.

On walking around the exhibition, I reflected on my own position as a union member. I'm not sure that I would have had the courage to withstand the police batons of totalitarian regimes. One of the main platforms of the original Solidarity union was anti- beaucratic civil resistance and the spark came from the grassroots, the workers in the shipyards. Organised resistance today, in our age of centralised social partnership, has surely crushed the human spirit's confidence to stand up and be counted.

However, it takes just one spark. Just as the shipyard workers mobilised around Anna Walentynowicz when she was fired five months before retiring, it takes one small group to stand up against the small tyrannies. It is the power of the collective to stand up to the daily petty tyrannies of crushing bureaucracy, of suffocating micro managerism, the tyrannies that drain the dignity of work from the human spirit and render them anonymous cogs in a giant corporate wheel to be disposed of at will.

Organised labour unions have the networking ability for such support, for such mobilisation. It is up to us the grassroots to speak out, to organise and

support each other and in that way influence those higher up in positions of authority to listen to the grievances of those members. However, it also provides us, as members, with support networks of reaching out to help each other at local level which for me the great power of our unions: the network of local branches.

As I walked away from the shipyards and back into the main streets of Gdansk, I felt quite moved at having been pulled back into the turbulent world of the late 70's and early 80's and to revisit it through adult eyes.

The draw of the Gdansk restaurants and a Polish cocktail brought me back to the present but I felt all the better for my reacquaintance with Solidarity and the tiny link that my membership of a union in Ireland had with organised labour movements everywhere. The words of one of the original founders of Solidarity has stayed with me on my return to Ireland which will resonate with me for some time to come.

“Our aim should not be to secure a somewhat thicker slice of bread today, even if this would make us happy; we must not forget what our real aim is. Our main duty is to consider the needs of others. If we become alive to this duty, there will be no unjustly treated people in our midst, as we, in turn, shall not be treated unjustly. Our day to day motto should be: ‘your problems are also my problems.’ We must extend our friendship and strengthen our solidarity.” Anna Walentynowicz.

Protected Disclosures Act 2014



The Protected Disclosures Act 2014 provides protections for whistleblowers. This legislation applies to all workers who make a protected disclosure in respect of certain unlawful activities/ “relevant wrongdoings” which include:

- Offences that are or are likely to be committed
- Failing to comply with legal obligations
- Miscarriage of justice
- Health & safety risks, including risk to the public as well as other workers
- Damage to the environment
- The unauthorised use of public funds or resources
- Oppressive, discriminatory or gross negligent action or inaction by a public body
- Information showing any matter falling into categories above may be destroyed

Exclusions also apply including a breach of workers’ terms and conditions of employment in order to prevent the Act being used instead of using existing grievance procedures for disputes in relation to employment contracts.

Relevant Wrongdoing

The information on the relevant wrongdoing must have come to the attention of the worker in connection with their employment.

Good faith

There is no requirement for the disclosure to be made in “good faith”. However, the Act permit awards of compensation to be reduced by 25% where the investigation of the relevant wrongdoing was not the main motivation for making the disclosure.

Deliberate false reporting will not meet the reasonable belief test and is not protected.

Making a disclosure

A worker must comply with certain requirements before making a disclosure. The requirements are more onerous for disclosures made externally. The worker is required to have a “reasonable belief” that the action s/he is reporting is a “relevant wrongdoing” when making a protected disclosure to his/her employer. In the case of an external disclosure to prescribed persons, there is a requirement for the worker to “reasonably believe that the information disclosed and any allegations are substantially true”.

Protections for Workers making a Disclosure

When it is established that a disclosure is in accordance with the requirements set out under the Act there are a number of protections available to the whistleblower.

Confidentiality

The Act provides that the presumption is that the identity of the worker making the disclosure will be kept confidential. Only where it is necessary will confidentiality be broken.

Gagging Clauses Prohibited

The Legislation prohibits gagging clauses in employment contracts.

Protection for seeking assistance from a Trade Union

Protection for workers to discuss the operation of the legislation with their trade union applies.

Defamation

Immunity from civil liability in the event of damages or other claims in relation to the disclosure is provided.

Criminal prosecution

In a case where a worker is being prosecuted for a criminal offence relating to the disclosure of the information forming their disclosure, it is a defence to show that the disclosure was, or was reasonably believed to be a protected disclosure.

Actions in Tort

In the case of a whistleblower or, for example, a member of his/her family experiencing coercion, intimidation harassment, discrimination at the hands of a third-party, the legislation provides for a right of action in tort against that person.

Specific protection for Employees

There are no minimum service requirements before a worker can make or be protected for making a protected disclosure.

Penalisation

There is a broad definition of penalisation under the Act and includes any acts or omissions, suspensions, demotions, transfers, discipline, unfair treatment, intimidation, harassment or threats. Redress for such breaches is available through the Rights Commissioner Service .

Unfair Dismissal

If an employee is unfairly dismissed because they make a disclosure the dismissal will be considered unfair for the purpose of the Unfair Dismissals Act. Preventing Unfair Dismissal from Occurring – Interim Relief Employees who are about to be unfairly dismissed because they made a protected disclosure are protected by a new remedy -” interim relief” -whereby an application can be made to the Circuit Court within 21 days to prevent the unfair dismissal from occurring.

Compensation

Compensation is capped at 260 weeks pay. However the award can be reduced by 25% in the case of “ bad faith”, as set out above.



TUI PROFESSIONAL DEVELOPMENT PROGRAMME

PRE-RETIREMENT SEMINAR

DATE	VENUE	TICK BOX FOR PREFERRED VENUE
Monday, 2nd February, 2015 9.00-16.30	Gresham Hotel, Dublin	
Friday, 24th April, 2015 9.00-16.30	Bloomfield House Hotel, Mullingar, Co. Westmeath	

Places are limited and will be allocated on a first-come first-served basis. Please ensure you complete this form in full and return to the address below. Alternatively, you may email a scanned application form for the attention of Liz Daly/Carol Ryan to: reception@tui.ie

APPLICATION FORM	
Name	
School/College	Telephone Number
Email Address	

APPLICATIONS WILL ONLY BE ACCEPTED ON OFFICIAL FORM

TUI, 73 Orwell Road, Rathgar, Dublin 6

Telephone: (01) 4922588 (Press 0) Fax: (01) 4922953

TUI in the media



Letter on Junior Cycle from Presidents of TUI and ASTI – *Irish Times* 20/10/14 (letter also published in *Irish Examiner* and *Irish Independent*)

‘Our main areas of opposition to Junior Cycle changes relate to the planned removal of national certification and external assessment, both of which provide status and credibility to the assessment process. Such credibility is linked with the high level of public trust in our education system. Indeed, a recent OECD survey placed Ireland first among countries measured for public confidence in their education system.’

‘We are also opposed to the imposition of further pressure on the capacity of schools to provide a quality education service in the wake of several years of austerity cuts, none of which were reversed in this year’s Budget.’

More than 1,700 staff to be recruited in education *Irish Times* 14/10/14

General secretary of the Teachers’ Union of Ireland John MacGabhann said the budget “leaves the public education system treading water, despite the positive spin.”

“We welcome any increase in teacher numbers, yet today’s announcement must be put in its proper context as a measure that only takes account of changing demographics,” he said.

“The school-going population is increasing sharply and more teachers are needed. TUI estimates that 3,700 additional full-time teachers will be required at second level over the next decade just to maintain the current teacher pupil ratio.”

Remember what teachers do for students - joint letter from TUI/ASTI/IFUT/INTO on World Teachers’ Day published in *Irish Independent* and *Irish Examiner* 6/10/14

‘This is not the opening phase of a pay/wages campaign. Nor is it a recruitment campaign for teacher unions (the vast majority know the wisdom of acting collectively).’

No, this is a simple reminder of the quality of what we already enjoy in large measure; a reminder of the dangers of taking it for granted and an exhortation to all of us to see a world class education system as an entitlement, not an aspiration.’

Two thirds of schools cut guidance support ‘to keep subject choices’ - *Irish Examiner* 23/9/14

Nearly two-thirds of schools have cut guidance and counselling services in order to maintain subject choices for second-level students, a teachers’ union has claimed.

In its survey of 125 schools and colleges of further education, which are largely funded like second-level schools, the Teachers’ Union of Ireland (TUI) found that 64% said curricular subjects had displaced guidance and counselling in timetables.

The changes occurred over the past two years — since schools were no longer given a separate allocation for guidance in addition to their mainstream teacher allocations.

Part time teachers to get job security after two years – *Irish Independent* 18/9/14

The breakthrough has come in a report from an expert group, headed by Peter Ward SC, set up earlier this year to address the issue, after persistent campaigning by the Association of Secondary Teachers’ Ireland (ASTI) and the Teacher’s Union of Ireland (TUI).

TUI General Secretary John MacGabhann was interviewed on **RTE’s Prime Time programme on the call from some quarters for the Budget to improve the pupil-teacher ratio in fee paying schools.**

‘It is not a function of the state to place more privilege where privilege already exists,’ he said. ‘It is the function of the state to look after those who are most at risk and those who are most vulnerable, and they are legion.’ 16/9/14

TUI Deputy General Secretary Annette Dolan interviewed on RTE’s Morning Ireland programme re **Section 37.1 of the Employment Equality Act,**

which can be used to justify discrimination against employees on the grounds of their sexual orientation, marital status or gender identity. She welcomes Minister O’Riordáin’s stated commitment to repeal of the section and urges that this repeal happen as a matter of urgency. 10/9/14

TUI reaction to OECD’s Education At A Glance report, *Irish Times* 9/9/14

On the pay findings, the TUI noted that as well as working longer hours than the OECD average teachers earned less than those with similar qualifications and experience in other sectors in Ireland.

John MacGabhann pointed out that the number of teaching hours a year for Irish second level teachers was 735, which was “far in excess” of the OECD average of 675.

“Today’s report also highlights that teachers in Ireland earn just 81 per cent of the salary of workers with similar education levels in Ireland, compared to an OECD average at upper secondary of 92 per cent. Even then, it must be borne in mind that this is based on those lucky enough to have full hours, and we would estimate that up to half of teachers under 35 are on contracts of less than full hours. In actual fact, many Irish teachers on part time hours do not earn a living wage.”

TUI General Secretary John MacGabhann interviewed by Matt Cooper on Today FM’s Last Word programme on latest OECD Education At A Glance report.

Highlights that Irish teachers work longer hours and work with larger class groups than most other OECD countries. Also points out that Irish teachers - if lucky enough to be full-time - earn just 81% of salary that counterparts with similar qualifications in other sectors earn within Ireland. 9/9/14

TUI General Secretary discusses initial meeting with new Minister on Junior Cycle on RTE’s Morning Ireland programme. He says unions will insist that any new version of Junior Cycle must be externally assessed and nationally certified. 3/9/14

RMA News

As I write this we are preparing to travel to Carlingford for our autumn break. There are over sixty members booked for this trip, and during our stay we intend to travel to Belfast and visit the Titanic Centre and The Outlet in Bambridge. In the next edition of TUI News I will give you a report and some photos.

By now you will have all read the details of the Budget and lamented over how little we received. We previously mentioned the two anomalies that pertain to public service pensioners, one relating to the unfair application of the USC and the other to the Medical Card and the financial threshold. We thought that something might be done for us in this regard. However, it was not. What we did receive was the raising of the band regarding the USC and the reduction of the rates.

The real work begins now in negotiating the restoration of our pension. We have been promised the beginning of this process next year with an increase for the lowest paid in 2016. We need to remain united and strong in this fight because there are many who are set against us. You might well have read recently the articles suggesting that the public service pension is unsustainable going forward, which means that there are many who believe that our reductions in pension should be permanent.

The RMA continues to grow and develop. There are now thirteen Branches, the most recently formed being Galway and Offaly. Next month Branches are expected to be formed in Kilkenny and Louth. Many Branches are organising outings and events on their own and also organising Christmas lunches for their members. We encourage all these developments as they are conducive to a proper growth in the Branches and offer a greater service to our members. Upcoming Branch meetings include: Dundalk, 10th November; Mayo, 12th November; Kilkenny, 12th November; Meath, 14th November; Cork 27th November and Dublin 28th November.

The Alliance is also continuing to grow with several new groups joining. We expect to meet with the Minister and his Officials shortly. Our next stage will be to lobby all TDs, Senators and other Public Representatives.



I recently attended a meeting of all the Chairmen and Secretaries of the Retired Teachers Association of Ireland (Retired INTO). There were over eighty present from all over the country, the purpose of the meeting being to update them on the Alliance and to prepare them for the lobby campaign. Like the farmers, they are very skilled at lobbying. The Alliance held its first regional meeting recently in Limerick, it was organised by the Shannon Development Retired Members and over

one hundred members from all the representative bodies in the Alliance attended. This meeting was the first of many and was a very positive experience with the members ready to engage in the lobby process.

Don't forget to organise and attend an RMA Christmas function and keep in touch with the rmatui.ie website.

Christy Conville.

 léargas



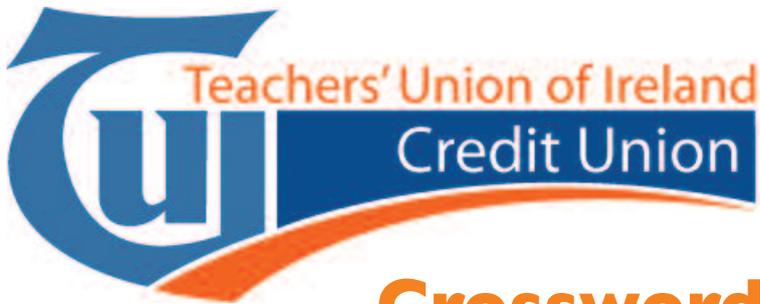
Erasmus+

Develop and increase connection with Europe through Erasmus+, the European Union's programme for learners and educators in schools, training, youth and sport.

Erasmus+ offers funding for projects designed to improve education provision across Europe, including mobility for school staff (Key Action 1) and strategic partnerships for schools (Key Action 2).

**Deadlines: 4 March 2015 (KA1) & 31 March 2015 (KA2).
Information sessions will be held in winter 2014.
Erasmus+ is managed in Ireland by Léargas.**

**For more information, visit
www.leargas.ie
[www.twitter.com/leargas](https://twitter.com/leargas)**



Congratulations to
CATHERINE BOURKE
FINGAL COMMUNITY COLLEGE,
SWORDS, CO DUBLIN
*winner of Vol 37 No 1 Crossword
 Competition*

Crossword

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

Only one entry per member.
 Photocopies can be submitted.

Name _____

Workplace _____

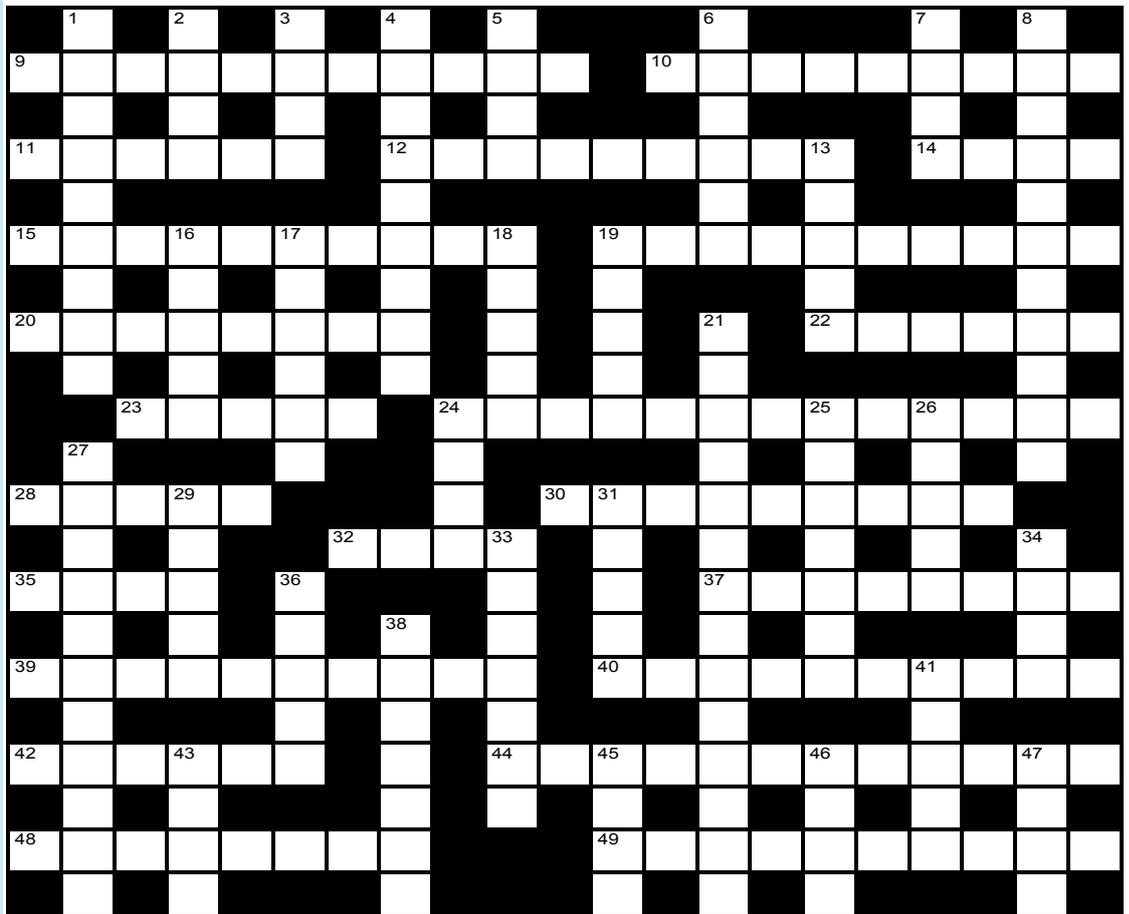
Address _____

Contact number _____

TUI Branch _____

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

Closing date for entries:
December 19th 2014



ACROSS

- 9 John D. — first person to ever reach a nominal personal fortune of US\$1 billion (11)
- 10 Sweets or medicinal pills made of a thick liquid that has been solidified (9)
- 11 The ----- File, 1972 thriller by Frederick Forsyth (6)
- 12 A distinguishing mark impressed on paper during manufacture; visible when paper is held up to the light (9)
- 14 A rock music genre that developed between 1974 and 1976 (4)
- 15 The Wonderful -----; 1900 novel by Frank L Baum (6,2,2)
- 19 Pertaining to or characterized by political or social equality (10)
- 20 Bi-valve molluscs in radially ribbed shells (8)
- 22 Not domesticated or cultivated; wild: (6)
- 23 A 1982 American musical film adapted from the Broadway musical of the same name (5)
- 24 A person with excessive preoccupation or worry about having a serious illness (13)
- 28 The ----- Tones, Irish trad music band (5)
- 30 Author of the Regeneration trilogy (3,6)
- 32 Television comedy series set in the office of a fictional Vice President (4)
- 35 A major god in Germanic mythology, especially in Norse mythology (4)
- 37 Irish footballer whose latest book is titled 'The Second Half' (3,5)
- 39 Co-author of book written by 37 across (5,5)

- 40 Without sleeves (10)
- 42 A usually secretive or illicit sexual relationship (6)
- 44 A time period during which a particular vehicle must be launched in order to reach its intended target. (6,6)
- 48 An object made by a human being, typically one of cultural or historical interest. (8)
- 49 A person trained by the US government in hijacking and terrorist tactics who is a passenger aboard a flight (3,7)

DOWN

- 1 The -----, Donna Tartt's Pulitzer Prize-winning novel (9)
- 2 To get with great effort or strain (4)
- 3 King of Mercia, 757 - 796 (4)
- 4 Disney's Nemo was one of these (9)
- 5 Jesus -----, shortest verse in the Bible (4)
- 6 A deep bow; a Muslim form of salutation (6)
- 7 Move obliquely or sideways, usually in an uncontrolled manner (4)
- 8 Symbolic representation of information that shows all possible logical relations between a finite collection of sets (4,7)
- 13 Get your ----- on Route 66 (5)
- 16 Darina -----, founder of Ballymaloe Cookery School in Shanagarry, Co Cork (5)
- 17 Coastal village in County Clare, It is a noted centre of traditional Irish music (6)
- 18 The basic unit of money in Poland (5)
- 19 A genre of dance music containing elements of

- funk, pop, psychedelic and Latin music that was most popular in the 1970s (5)
- 21 Folksong about the personification of the important cereal crop barley and of the alcoholic beverages made from it, (4,10)
- 24 Exhibiting or restored to vigorous good health (4)
- 25 Rudolph -----, Russian dancer who defected to the United States in 1961 (7)
- 26 Pass through a hole or opening (5)
- 27 The farm in Stella Gibbons' 1932 novel (4,7)
- 29 Given a pecuniary penalty for an offence (5)
- 31 The -----, test cricket series played between England and Australia (5)
- 33 Kneecap (7)
- 34 1998 US animated film featuring the voices of Woody Allen, Sharon Stone, Jennifer Lopez and Sylvester Stallone (4)
- 36 Biennial men's golf competition between teams from Europe and the United States (5)
- 38 A sequence of powerful leaders in the same family (7)
- 41 Debut album from Florence + the Machine (5)
- 43 Name of Japanese maples and Taiwanese multinational hardware and electronics corporation (4)
- 45 A mountain range that runs approximately from north to south through western Russia (4)
- 46 1980s pop duo formed by George Michael and Andrew Ridgeley (4)
- 47 Hydrated amorphous form of silica (4)