



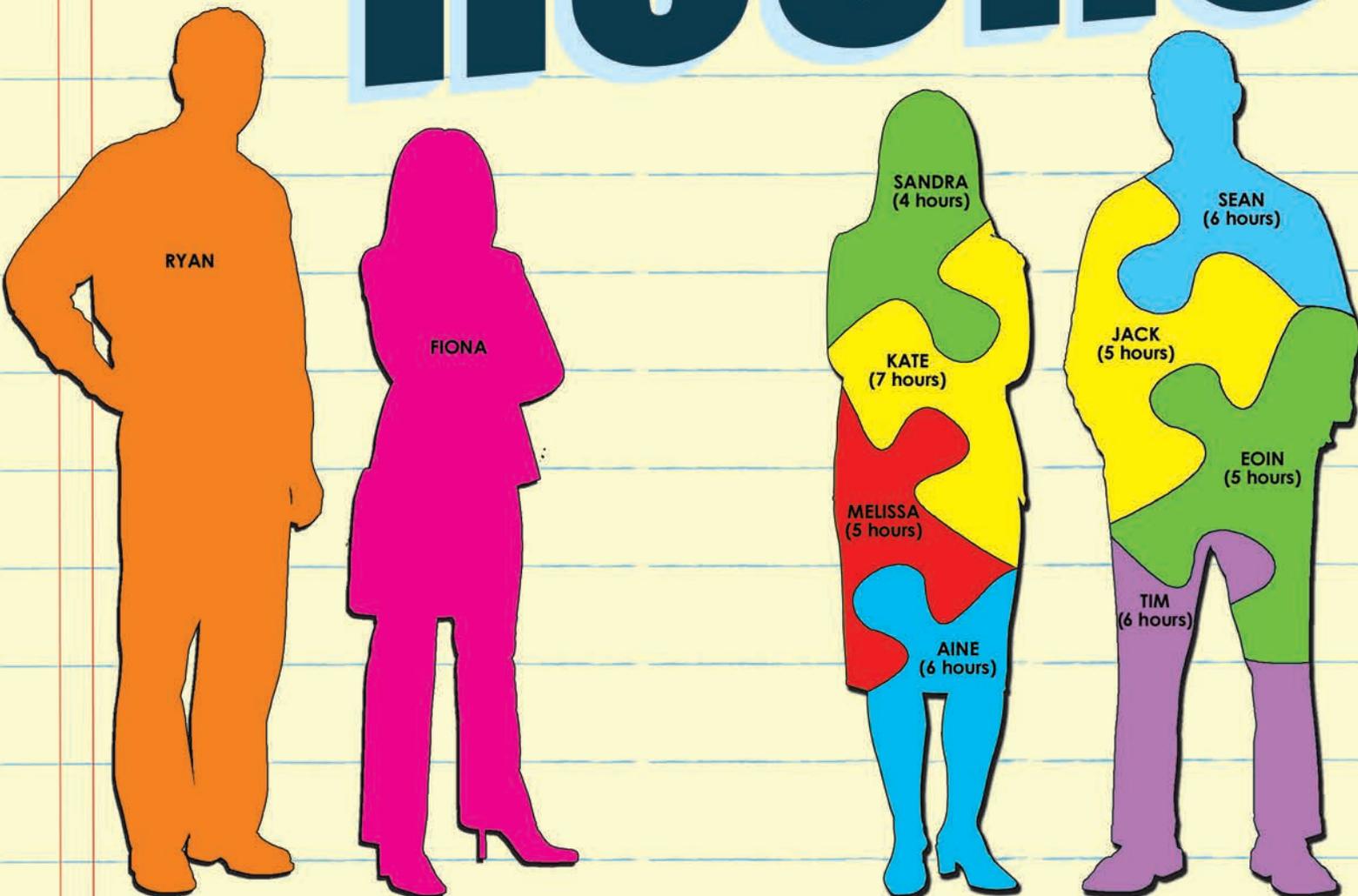
TEACHERS' UNION OF IRELAND / AONTAS MÚINTEOIRÍ ÉIREANN

# news

VOL.35 / NO.1

September 2012

# JOBS NOT HOURS



## THE WAR AGAINST CASUALISATION

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# A message to new teachers

More than one in four second-level teachers are employed on contracts offering less than full working hours, according to TUI's membership figures. The union warned over the summer months about the dangerous effects of this growing casualisation of the profession and how it is becoming increasingly difficult for teachers to secure permanent positions.

Of equal worry is the attack on conditions of service of new entrants to the profession, and to this end an emergency motion was passed at the union's Congress in Wexford in April, instructing that TUI:

- Condemns the continued targeting of the pay and conditions of teachers and lecturers appointed since January 2011
- Campaigns, in conjunction with other public service unions, to have the reductions to starting pay rescinded
- Will support claims to the Equality Tribunal that this pay cut amounts to discrimination
- Commits to vigorously seeking the immediate restoration of the single incremental payscale for all teachers and lecturers.

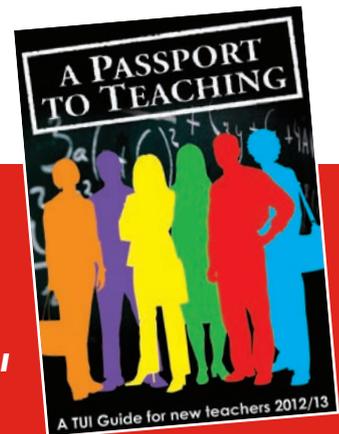
TUI is abhorred by a situation where two teachers earn different salaries for the carrying out the same work. This unfair and inequitable situation is perhaps the key challenge faced by the profession in the coming years – a period during which we will require thousands more teachers due to rapidly changing demographics.

We urge all new entrants to the profession to engage actively with the Teachers' Union of Ireland in our campaign to reverse these cuts to the terms and conditions of new entrants to the profession.

Attend branch meeting, become an active part of TUI and help us to shape the campaign to reverse these unfair and divisive cuts.

You need your union, your union needs you.

***A Passport To Teaching, TUI's guide for new teachers, outlines important information on pay, contracts and other conditions of service. The publication can be downloaded from [www.tui.ie](http://www.tui.ie) or alternatively contact TUI head office for a hard copy.***



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TUI PRESIDENT, GERARD CRAUGHWELL

In welcoming you back for another academic year, I am most conscious that we are facing into another hugely challenging period of time. Our members are hurting and the pain is not yet over. The public service in this country continues to suffer from attacks on pay and conditions, with new entrants to our profession working on reduced pay and worsened terms of employment.

Despite propaganda from the media and others on teachers and lecturers, we in the education sector have delivered under the terms of the Public Service (Croke Park) Agreement. Teachers are delivering an additional hour per week while at the same time coping with an increase in the number of whole-school evaluations and unannounced school inspections, for example. Lecturers are also delivering two extra lecturing hours a week at a time when staff numbers in higher education have fallen and student numbers within the sector have increased massively.

Recently, the Government targeted the sick pay entitlements of public sector workers for further cutbacks. The priority of the unions in negotiations in the Labour Relations Commission and Labour Court was to protect, to the greatest extent possible, teachers and lecturers experiencing critical illness, and progress was made in this regard. The recommendation of further consultative meetings with the Department of Education and Skills was significant in addressing what the Labour Court identified as a disproportionately adverse effect of the new sick leave provisions on teachers and lecturers.

There are a number of issues which are of deep and on-going concern to the TUI, such as the commencement of Section 30 of the Teaching Council Act. It is absolutely essential that members who are not currently registered with the Council, but who are required by law to do so, register immediately.

An issue which concerns me greatly is the use in further education/PLC in some areas of the term 'tutor', which most often serves as a synonym for reducing the wages, status and entitlements of fully-qualified teachers. The standards for registration as a teacher in the further education sector have been set out by the Teaching Council and members should note there are no such registration standards for tutors. I would ask all members to use the title 'teacher', and only that title.

In 2009, revised procedures for the suspension and dismissal of teachers were issued by way of circular letter. This circular has been invoked in a number of recent cases and has been shown to be deeply flawed. As a matter of urgency, the TUI will hold discussions with the other teaching unions with a view to bringing this circular back to the Teachers' Conciliation Council for redrafting.

I am deeply concerned about the way new entrants to our profession apply for hours, not jobs. Many new teachers and lecturers struggle to survive on incomes which don't provide a basic standard of living: some relying on family support to survive. New entrants are beaten into submission before their careers start. Sadly, there are some in management positions who take advantage of the fixed-term status of teachers and lecturers. I am deeply concerned by reports of the artificial capping of the hours of fixed-term teachers - commonly in their fourth year of employment - below the 18-hour threshold which would otherwise lead to full-time work. I would be most obliged if branches

would examine the extent to which the capping of hours below 18 is becoming pervasive. I would welcome reports from branches on this important matter with a view to redressing such appalling treatment of the most vulnerable of teachers.

Within the Institute of Technology sector, the failure to offer progression paths is of deep concern, as is the destruction of the country's apprenticeship system. The HPAL/Associate Lecturer contracts being issued by some of the Institutes are totally unacceptable, and will be resisted by TUI.

It has never more important for new entrants to the teaching and lecturing profession to join TUI. Those who, for various reasons, have not yet become members of the TUI should revisit their decision and join immediately. Being a member of TUI ensures that in times of need there is a wealth of expertise and experience available, and the support of union colleagues is always there if needed. Being a member of the TUI has benefited innumerable members in resolving issues such as problems with their contracts of employment and issues relating to terms and conditions of employment. Non-members should know that they leave themselves extremely vulnerable should a complication of any kind arise within their professional lives. Membership of TUI offers you protection. It also makes you part of a strong, coherent national voice, promoting the profession as a whole.

Finally, I would like to recognise the work being done on the ground by our area representatives, branch officers, school reps and committee members. I thank you sincerely and I look forward to working with you over the coming year.

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

## Meet the President – Gerard Craughwell

**Salthill native Gerard Craughwell has identified ‘increasing casualisation of the teaching profession’ as perhaps the key challenge that he will face in his tenure as President TUI.**

‘It is an honour to have been elected President of TUI and I look forward to representing the interests of teachers and lecturers at this most crucial and challenging time for education,’ Gerard says, the first Galwegian President of the union since Joe Rooney served between 1977 and 1979.

‘Key to the challenges we face at this moment in time are attacks on the morale of teachers and the damaging effects of increasing casualisation of the profession. Put simply, where once a teacher applied for a permanent full-time position, now they apply for a perhaps a few hours per week with no guarantee that their services will be retained in the following year. The austerity agenda is hugely damaging to education and our hopes of economic recovery.’

Gerard started his formal education at St Ita’s Ard-na-Mara, later moving on to St Enda’s National School on Dr Manix Road Salthill. He took his Group Certificate at the Galway Technical School Fr. Griffin Road and describes Joe Rooney, a Cladagh born woodwork teacher, as the first major influence in his life.

A teacher of Business and Information Technology in Dún Laoghaire Senior College in Dublin since 1996, Gerard had a circuitous route to teaching, including spells in both the British and Irish armies and different roles in various private sector employments. Gerard returned to education in 1990, qualifying first with a degree and then with a postgraduate diploma and describes his graduation as one of the proudest days of his life. He thanks his wife Helen and children David and Rebecca for their support and encouragement during this time, after which the family relocated to Dublin for Gerard to take up employment in Dún Laoghaire.

He has served in almost all branch officers positions in Dún Laoghaire and has been active in TUI since he started teaching in 1996. Prior to his taking up his new role, Gerard had represented the hugely diverse Co Dublin and Dún Laoghaire branches as area representative on the TUI executive committee since 2009.

## Co Mayo TUI branch to carry out research into its effectiveness



BACK ROW: TONY DEFFELY, BILL FLYNN  
FRONT ROW: JEROME QUINN, DONNA SHERIDAN, AIDAN BROGAN

The Co Mayo TUI Branch is to carry out research into its own effectiveness in the early months of this academic year. Branch officers have been concerned for some time about attendance at meetings and readiness to serve the branch in representative positions.

The branch has engaged the services of PMG Consult to carry out the research.

Aidan Brogan, Branch Chair explains: “We don’t think that this is a problem which is unique to us. Other Branches in TUI and in other unions seem to be having this difficulty. However, we feel that research might be beneficial at this time of huge potential change in our structures. We are setting out to survey and map employment status in our branch and increase our understanding of member’s perceptions of their union, their priorities, fear and concerns. The research will consist of a quantitative survey followed by qualitative analysis with focus groups. This, we hope, will re-energise the branch because it is only through heightened awareness and commitment that we can best serve each other.”

The Mayo Branch is calling on all its members to participate actively in the survey in order to ensure its success.

TUI President Gerard Craughwell described it as “an innovative and positive initiative” and urges all relevant TUI members in the county to engage fully with the process.

## German Ambassador visits TUI

On July 10th the German Ambassador Dr Eckhard Lübke meier paid a courtesy visit to TUI head office at Orwell Road. Dr Lübke meier advised the TUI of a conference held in March 2012 in Dublin with representatives of Irish educational institutions and associations, the Goethe Institute Dublin and the embassies of Germany, Austria and Switzerland. The purpose of the conference was to plan a joint campaign to promote the teaching of the German language in Irish schools. Dr Lübke meier said that the embassy would like to see more Irish people learning German earlier in their lives. He said that currently the number of students learning German is in decline and that this decline contrasts sharply with the increasing opportunities for employment

with German companies, whether in Ireland or in the German speaking regions of Europe.

Following the March conference a large number of initiatives are to be channeled into a common marketing campaign supported by German speaking countries with the aim of supporting the teaching of German language in Ireland. TUI has committed to provide our members engaged in the teaching of German with full information and relevant web links once the new program is up and running.



GERMAN EMBASSY AND TUI DELEGATIONS AT TUI HEAD OFFICE

Please watch this space and the TUI website for further information.

# St Kilian's Community School immensely proud of Katie

Everyone at St Kilian's Community School is immensely proud of Katie Taylor's achievements, not only as a gold medallist at the London Olympics, but in all she has achieved over the past ten years.

Katie is a past-pupil of St Kilian's CS in Ballywaltrim, on the southern end of Bray. She was the youngest of four siblings, all of whom attended the school. Her brother Peter had previously brought great honour to the school as part of the team that won the 2001 Young Scientist competition with a project entitled "*Investigating symmetrical shapes formed by polygons*". Now Dr Peter Taylor, he works with the Maths Department in Trinity College Dublin.

Katie has maintained her strong links with her alma mater since doing a full higher level Leaving Certificate in 2005. Even back then, she was a wonderful role model for all the students, particularly in how she managed to pursue and achieve excellence in both her sporting endeavours but also in her studies.

"At St Kilian's we are delighted that she is finally being acknowledged as the star that we've always known she is. As a role model, her influence now extends far



JOHN MURPHY (PRINCIPAL), KATIE TAYLOR, PETE TAYLOR, LEAH BOOLS (DEPUTY PRINCIPAL)

beyond Bray and our school," says school principal and TUI member John Murphy. "Katie's intelligence, humility, spirituality, commitment to her family and her dreams have captivated the public as much as her sporting prowess. This, combined with her lack of ego, makes Katie a refreshing and unique antidote to the excesses usually associated with the idols of our young people."

"It has been an historic summer for our school and the people of Ballywaltrim. We feel privileged to be associated with Katie and look forward to welcoming her back to the school again soon to celebrate her outstanding success. In the meantime, we hope she has a well-deserved rest and wish her continued success in her future career."

## 4,500 additional second level teachers required by 2026

New figures show the projected increase in student numbers at second level to be considerably larger than had originally been predicted. Department of Education and Skills projections show that student numbers will grow from 327,105 to 413,118 – a staggering 26% increase - between 2012 and 2026. Previous estimates had put the projected number for 2026 at around 383,000 but the figure has been revised upwards by 30,000 as a result of Census 2011 data and continuing high birth rates.

TUI stated that these revised figures show that the education system faces one of the most challenging periods in its history and make clear the need for significant additional

investment in the coming years.

"Young people only get one chance," said TUI General Secretary John MacGabhann. "Not only is high quality, public education that is appropriate to the needs of the individual a basic human right, it is also of critical importance to the country's economic growth and development."

Clearly, this will necessitate the employment of the appropriate number of teachers to at least maintain the current pupil teacher ratio which has steadily worsened in recent years as a result of deep cuts. TUI estimates that over 4,500 additional teachers (around 320 per annum) will need to be added to the second level system over this period.

"It would be an unconscionable subversion of public policy were children to have their legitimate educational aspirations impeded by further cuts in the pupil teacher ratio by virtue of the year they entered the system. We cannot allow our children to become the victims of historical accident."

"This will provide opportunities for the thousands of teachers currently struggling to make a living on part time hours and those pursuing teacher training courses. Well over a quarter of teachers are on part time hours and low incomes. In too many cases we are losing these talented young teachers to classrooms in other countries."

# Teaching Council Act 2001

As has been widely reported, it is the intention of the Minister for Education and Skills to commence Section 30 of the Teaching Council Act 2001 during the course of the 2012/13 school year. The passage into law of the Education (Amendment) Act 2012 is designed to facilitate commencement of Section 30 and, at a later stage, of part 5 of the Teaching Council Act, which relates to the investigative and disciplinary functions of the Council. Since establishment of the Council in 2006, the TUI has demanded clarity in regard to the extent of the Council's remit. In particular, the Union has asked the Department of Education and Skills to clarify definitively whether or not all of those involved in teaching in the various strands of the adult and further education service will be required to be on the register of teachers maintained by the Teaching Council. The Department has not, at the time of writing, provided this definitive clarification.

The Department's failure to provide the necessary clarification raises a number of serious legal and industrial relations issues that must be addressed. The absence of clarification is also causing what we believe to be quite unnecessary worry to those employed in the adult and further education service who are not registered as teachers. It is clearly the case that those with permanent positions, either by way of a permanent wholetime contract or a contract of indefinite duration, cannot lose their employment and cannot have their pay reduced by virtue of commencement of Section 30 of the Teaching Council Act. The Department needs, as a matter of urgency, to confirm this simple fact and thereby allay the fears of the persons concerned. The Union is to meet with the Department about this and other related issues in early September and members will be kept advised of developments.

## **TUI advises: Register and stay registered**

For those teaching in schools and colleges which clearly are within the purview of the Teaching Council, it is a matter of vital self-interest that they register with the Teaching Council and maintain their registration by annual renewal. Registration is, in essence, your licence to practice your profession and failure to register or to renew registration will, once section 30 has commenced, lead to cessation of payment of salary as a teacher from public funds. From the inception of the Council, the consistent, strong advice of the TUI to members has been to register with the Teaching Council. Now, more than ever before, that advice obtains as the serious consequence of not registering or of not renewing registration comes into sharp focus.

*The following articles have been submitted by the Teaching Council.*

## **Requirement to Register with the Teaching Council**

Under section 30 of the Teaching Council Act 2001, teachers employed in recognised schools must be registered with the Teaching Council in order to be paid from public monies by the Department of Education and Skills or a VEC.

It is the intention of the Minister for Education and Skills, Ruairí Quinn T.D., to commence section 30 during the 2012/2013 school year.

If you are working as a teacher in a recognised school and are eligible for registration but not currently registered with the Teaching Council, you should apply to the Council for registration immediately.

Further details including registration application forms and frequently asked questions are available on [www.teachingcouncil.ie](http://www.teachingcouncil.ie).

The Council may be contacted in relation to registration at [section30@teachingcouncil.ie](mailto:section30@teachingcouncil.ie)

## **Changes Made to the Registration Renewal Process**

Changes have been made by the Teaching Council to the process for the renewal of registration and it is important that teachers familiarise themselves with these changes so that their registration does not lapse.

The changes, which were necessary to bring the Teaching Council's rules in line with the provisions of the Education (Amendment) Act 2012, reduce the length of time between a lapse in registration (due to failure to renew) and removal from the register.

Renewal of registration on time is strongly advised to ensure that registration is maintained. This is vital for teachers because Section 30 of the Teaching Council Act 2001 is due to commence in the 2012/2013 school year. Its commencement will mean that the Department of Education and Skills and the VECs will no longer be legally allowed to pay a salary as a teacher from State funds to a person who is not registered. From now on a single Registration Renewal notice will be issued to teachers

by the Teaching Council approximately four weeks in advance of their renewal date. If registration is not renewed by the expiry date, a Final Notice will be issued to the teacher by registered post. If registration is not renewed within thirty days of the date on the Final Notice, the teacher's name will be automatically removed from the register.

In addition to the hard copy notices, the Teaching Council will also send registration renewal reminders by email and by text message. Teachers are invited to check and amend their details by clicking on the Registered Teacher Login option on [www.teachingcouncil.ie](http://www.teachingcouncil.ie) If you would like to be added to the Teaching Council's email and text service, please email your details to [info@teachingcouncil.ie](mailto:info@teachingcouncil.ie)

The Teaching Council is currently upgrading its online renewal system and is planning to introduce PIN based access to the system. Details will be sent to all teachers with their renewal notice.

**See advert from Department of Education and Skills on Section 30 of Teaching Council Act on p.35**

# The struggle to develop a career in teaching – a young teacher describes her situation

*Sara Murphy is a teacher in Dublin*

“Embarking on my seventh year of teaching, I find myself starting another school year as a substitute; covering a month of maternity and then waiting for people to ring in sick, for a living. The recession has been hard on us all and we struggle through the declining resources and the rising workload. The lack of security, however, for those of us without a long-term contract is really starting to take its toll.

Like many people I became a substitute teacher, following my degree, to get a taste of the job before continuing on to the Postgraduate Diploma in Education. The year before my ‘Dip’ I was being pursued by two different schools who were competing to give me more hours. I made my choice to work a year as a Learning

Support/Resource teacher before becoming fully qualified. I could only dream of the possibilities that would face me when I entered the world as a fully fledged teacher. Four years later I am relying on the hospitable nature of the same school that took me in for my teaching practice to give me any spare hours they can.

During the summer I have applied for dozens of advertised jobs, but to no avail. It makes me wonder, if a fully qualified teacher with six years experience can't find employment then who can? This is made worse by the attitude of the general public who erupt in derogatory, and at times hurtful comments, on learning my profession. I must constantly remind people that the summer is not a vacation for me - it's unemployment. In fact, in my

six years of teaching I have spent every

summer driving around the country with boxes of CVs worrying as to whether or not I would be joining the dole queue the following year.

The situation is bleak for those of us without a timetable to call our own. The future looks no brighter. More recent graduates with limited experience may find themselves in a job unrelated to their qualifications and the rest of us remain competing over maternity cover and sick leave in the hope that the situation will change. As for now, I will be grateful for a place of work to go to every morning ... at least until the mid-term...”



## Unions condemn third pay cut for new teachers

Figures released by TUI, ASTI and INTO show that the starting salary of a new teacher on full hours is €27,814 which is €11,381 less than teachers recruited in 2010. This year's reduction results from the non-payment of allowances to new teachers. It has also been highlighted that very few second level teachers are lucky enough to secure full hours at the start of their career.

The unions have described this as the third pay cut imposed on new teachers. It follows a ten per cent reduction and a less favourable starting point on the salary scale imposed by government last year. According to the unions, the cuts are unfair to new teachers which they say will affect schools and teaching by demeaning new teachers and eroding goodwill. They argue that many newly qualified teachers will emigrate for better salaries and improved job security thus leaving the country short of teachers.

Speaking on RTE Radio 1's News at One programme on August 28th, TUI General Secretary John MacGabhann outlined that 'teachers who coming into second level

now are getting fragments of jobs and fragments of temporary jobs... We have members who are suffering significant income poverty. Our own audit of our membership data shows that over 25% of our members are on part time contracts.'

The unions say many new teachers have seen these cuts introduced while they were in training pointing out that more and more new teachers have retrained from other careers and have significant costs such as education expenses, mortgages and childcare.

'This pay cut runs counter to the government's commitment to building a knowledge society. Slashing teachers' salaries will not help schools to recruit and keep the best teachers. In the long term this decision will affect the quality of education for Irish students,' said Sheila Nunan, general secretary of the INTO.

'This latest pay cut will exacerbate the development of a tiered system of teaching conditions where two teachers are paid vastly different rates for the same work. There is a real risk that our best young talent will choose instead to teach

in classrooms in London, Toronto and Sydney,' said Pat King, general secretary of the ASTI.

'Where once teachers applied for secure jobs, now the vast majority of new entrants to the profession are forced to apply for low numbers of hours with no guarantee of their services being retained for the next school year. Even after qualification, it still take several years for a teacher or lecturer to secure tenure and even longer to secure it on full-time hours,' said TUI general secretary, John McGabhann.

The unions are committed to working together to organise new teachers in the coming school year to devise an appropriate and comprehensive strategy in response to this hugely damaging attack on the profession.

At the time of going to print, there was an expectation that the Cabinet would consider the report of the review of public service allowances in early September. See [www.tui.ie](http://www.tui.ie) for more details.

# Labour Court recommends revised public service sick leave arrangements



Significant changes to public service sick leave arrangements were recommended by the Labour Court in July. This follows a dispute on the issue between public sector unions and the State as employer. The Teachers' Union of Ireland (TUI) had opposed the Government's proposals as being completely unnecessary, describing the recently revised, existing scheme as being robust and rigorous.

TUI and the other teacher unions successfully ensured in negotiations that the particular position of teachers and lecturers was recognised and that provision would be made for further talks under the auspices of the Department of Education and Skills (DES) on the application of the Labour Court recommendation.

The Labour Court recommends that from 1 January 2014 the general entitlement of all public servants to certified sick leave will be three months' full pay and three months' half pay. However, public servants who experience "critical illness" will be entitled to double that period of sick leave in the form of six months' full pay and six months on half pay. In both cases, a further period on what is called "Temporary Rehabilitation Pay" will be available and full details of this provision will be outlined in the autumn.

Uncertified, henceforth to be termed "self-certified", sick leave will be seven days over a rolling two-year period instead of seven days in a year. This is to be implemented as soon as practicable.

The priority of the TUI and of other unions had been to protect teachers experiencing critical illness to the greatest extent possible. Progress was made in this regard as the outcome is a significantly better than the original Department of Public Expenditure and Reform proposals.

## Government proposal

Mr Brendan Howlin, TD, Minister for Public Expenditure and Reform, stated at the end of 2011 that it was the intention of the Government to legislate to change the sick leave arrangements applicable in the Public Service. The principal rationale for a change to the current sick leave arrangements was to save money.

## LRC

The TUI and our sister teacher unions framed a joint response and approach, and, together with the other Public Service Unions, rejected the proposals subsequently put forward on behalf of the State at the Labour Relations Commission in May 2012. Under the provisions set out in the Public Service Agreement, the Labour Relations

Commission (LRC) then attempted to broker an agreement between the sides. Further meetings were held at the LRC on 15th May, and on 12th June.

## Bi-lateral discussions: DES and teacher unions

On 28th June a bilateral meeting between the Department of Education and Skills and the teacher unions (TUI, ASTI, INTO) was held to address specific issues arising for teachers in the proposals. A special meeting of the Teachers' Conciliation Council (TCC) was also held on 6th July to discuss these issues. The TUI had also sought a special meeting of the IOT IR Forum but the official side advised that the necessary representatives of management were not available. The union therefore put its position in regard to sick leave provisions for lecturers to the Department officials at the TCC meeting.

## Labour Court

Even though some progress was made in the course of these meetings, agreement was not reached. The matter was referred to the Labour Court and a hearing took place on the 10th July 2012. The Department of Public Expenditure and Reform (DEPR) presented its proposals and the public service union representatives responded. On 19th July the Labour Court issued its recommendation concerning the sick leave entitlements of all public servants, including teachers and lecturers. Labour Court decisions on matters covered by the Public Service Agreement are binding on both sides. The Government has stated that it will now legislate to implement the Labour Court Recommendation. Once the Legislation is enacted it will amend existing sick leave provisions, including any such provisions that might be represented as contractual. The Labour Court recommended that "in the case of school and college grades the application of this recommendation should be the subject of further consultative meetings under the auspices of the Department of Education and Skills." Further discussions will therefore take place between the Department of

	Department original proposals	Labour Court recommendations
Self-certified sick leave (previously called “uncertified sick leave”).	Up to 3 paid self-certified sick days in a rolling 12 month period.	Up to 7 paid self-certified sick days in a rolling 24 month period.
Certified sick leave (non-critical illness).	3 months full pay followed by 3 months half pay in a rolling four year period. This may be followed by 18 months of TRP (see below).	3 months full pay followed by 3 months half pay in a rolling four year period. This may be followed by 18 months of TRP (see below).
Certified sick leave for critical illness.	6 months full pay followed by 3 months half pay in a rolling four year period. This may be followed by 15 months TRP (see below).	6 months full pay followed by 6 months half pay in a rolling four year period. This may be followed by 12 months of TRP (see below).
Repeat of Critical Illness.	Department proposed a limit to allow only one instance of critical illness paid leave in a career.	The once in a career limitation is removed.
Temporary Rehabilitation pay (TRP). This is new for teachers.	Temporary Rehabilitation Pay to be paid for 15 months to follow critical illness leave and 18 months to follow non-critical illness leave.	Temporary Rehabilitation Pay to be paid for 12 months following critical illness leave and 18 months following non-critical illness leave.
Implementation.	Department proposed uniform implementation across all sectors.	The Labour Court recognised that the application of the new arrangements for teachers and education workers should be the subject of further consultative meetings between the Department of Education & Skills and the education unions including TUI.

Education & Skills and the teacher unions on the implementation of these proposals for teachers and lecturers.

**Sick Leave Proposals:**

The table sets out the original proposals from the Department of Public Expenditure and Reform (DPER) and the Labour Court Recommendation, which took account of the representations made by the public service unions including TUI.

**What is Temporary Rehabilitation Pay (TRP)?**

This is new for teachers and lecturers. In the past when a teacher’s or lecturer’s entitlement to paid sick leave was exhausted, no further salary was paid.

The new proposal is that where, due to illness, a teacher/lecturer exhausts his/her paid sick leave, a Temporary Rehabilitation Payment will be made for a further period. The amount of this payment will be equivalent to that teacher’s/lecturer’s accrued pension benefit (e.g. a teacher/lecturer with 24 years’ service would get TRP of 24 eightieths of current salary).

The Labour Court accepted union proposals that, for those who joined the public service before 1995, a minimum (TRP) payment equal to social protection rates is reasonable and should be accepted by management.

**Transitional Arrangements / implementation date**

The Labour Court recommended that the new self-certified sick leave arrangements should come into effect as soon as practicable.

The Labour Court Recommendation states that subject to the necessary legalisation being enacted, the proposals on certified sick leave and the other matters covered by the recommendation should take effect from 1st January, 2014.

The (four) teacher unions will be meeting with the Department of Education & Skills to discuss these transitional arrangements.

# 2012/2013 Third World Fund

The Third World Fund is a distinct fund in TUI used to assist educational developmental and Trade Union projects in underdeveloped countries as approved by the Executive Committee from time to time. This fund is distributed at the end of the calendar year which is based on applications received throughout the year. This year the Third World Fund will have €14,500 at its disposal.



If you have a project which you would like supported with money from the Fund, please make a written submission to Cathy Glavey, Administrative Officer, [cglavey@tui.ie](mailto:cglavey@tui.ie) before 23rd November 2012 outlining details of the project. Applications for moneys from the Third World Fund are only considered at the November meeting of the Finance Sub-Committee each year and notifications regarding successful applications will be posted out shortly after.

Last year a total of 15 projects received a contribution from the Third World Fund. Examples of some of the of projects contributed to were:

- Rwandan Children's Project – funding for school construction (see photo)
- Funding for striking oil workers in Kazakhstan
- Global Classroom – working directly with teachers & communities in remote India to build a strong framework for high standards of teacher education.

While the amount for each project is small, the feedback we get from the various recipients indicates that your funding of these projects makes a significant impact and is greatly appreciated and of course there is also the added advantage that the money goes directly to the projects concerned.

## Have we your correct membership details?

- **Has your union membership status changed?**  
e.g. from Part-Time to Permanent Whole Time, from Permanent Whole Time to Job-Share or have your part-time hours increased/decreased, etc.
- **Have you transferred from one employer to another?**
- **Have you just returned from a Career Break, Leave of Absence or any other form of unpaid leave?**  
e.g. maternity or parental leave?

If the answer is “yes” to any of the above questions, please ensure that you complete a new Deduction at Source (DAS) form immediately and send it to:

Dara Blighe, Membership Secretary, TUI, 73 Orwell Road, Rathgar, Dublin 6 – [dblighe@tui.ie](mailto:dblighe@tui.ie)

DAS forms are available on the TUI website – [www.tui.ie](http://www.tui.ie) They are also available from your Workplace Representative, from Head Office and in this issue of TUI News on page 31.

Please complete a new DAS form to avoid falling into arrears.

**Help keep our database up to date - Keep us informed!**

## Are you a Branch Officer?

**If so, all Union correspondence is now being sent to your ‘tuimail’ generic email address**

‘tuimail’ addresses have been issued to all Branch Officers  
i.e. Chairperson/Secretary/Treasurer/Equality Officer and School/College/Workplace Representatives

All communication from Head Office is now conveyed electronically other than some materials which are not suitable for electronic communication. As well as providing immediate access to members on important issues, it will mean a considerable financial saving to the Union.



**It is very important, therefore, that Branch Officers and Workplace Representatives check the generic email account allocated to them on a regular basis.**

**If you are a School/College/Workplace Representative and have not received your tuimail address please let us know immediately.**

Unfortunately, there are still a considerable number of workplaces and college departments without named representatives. This places the members working in these areas at a large disadvantage as they will not be kept up to date with Union business. We at Head Office have email addresses ready and waiting to launch for these workplaces/departments but are unable to issue a username and password as we do not have an identified person available.

**It is vital that each workplace/department has a named person who will take responsibility for monitoring the email, regardless of whether or not they wish to act as School/College Representative. A name should be sent to [reception@tui.ie](mailto:reception@tui.ie) or advised by telephoning Head Office 01 4922588.**

If you require any assistance with your new email account, please contact Marie Sandland at [msandland@tui.ie](mailto:msandland@tui.ie) or 01 4922588



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# HEA document undervalues contribution of Institute lecturers

TUI provided the Higher Education Authority (HEA) with a preliminary response to their *Towards a Future Higher Education Landscape* document in August. TUI stated its concern at the consultation strategy that the HEA has pursued. TUI was not consulted in any meaningful way by the HEA prior to the uploading to the HEA website (13th February 2012) of the document and the union believes that this demonstrates a lack of understanding in terms of appropriate communication between key stakeholders in this sector. As a major stakeholder, TUI expects the HEA to operate an appropriate face-to-face consultation process with this union on matters of concern to our members and their terms and conditions of employment.

TUI engaged in a comprehensive consultation process with members of the third level branches, which included convening a special Colleges Advisory Council meeting, a special session at Annual Congress and robust discussions at the Colleges Sub-Committee. In addition, the union organised a national seminar on the HEA document which was held in the Gresham Hotel on the 28/5/2012. The keynote guest speaker was Professor Hugh Lauder from Bath University, UK. Other speakers included Fergal Costello, HEA, Mick Jennings, General Secretary IFUT, and Eddie Conlon, TUI Area 16 Representative. From an analysis of the material gathered at these consultation processes, a number of thematic areas emerged.

## 1. Work practices

TUI members are extremely committed to their role as lecturers and are timetabled for up to 20 hours per week. This teaching workload is more than double the requirement of their counterparts in the University sector in Ireland and significantly higher than in third level colleges throughout Europe. The present teaching workload is unsustainable into the future and needs to be reduced in line with academic norms and best practice. The casualisation of academic contracts through excessive use of fixed term contracts reduces the overall capacity of third level colleges to build and consolidate an academic base. TUI is of the view that the future landscape for higher education must embrace an academic structure for all lecturers where employment on part-time contracts is the exception rather than an increasingly common and completely unacceptable norm.

## 2. Mission drift

TUI believes that the Institute of Technology sector has successfully achieved the statutory objectives set out for the sector. This sector has provided regionally-based multi-level technical and vocationally oriented programmes for a diverse student population, which are offered in a flexible and professional manner. In some disciplines and specialised areas, Institutes operate at a level comparable with the European and Irish University sector. The Institute sector remains a vital component of the Irish Higher Education system, which has proactively responded to the changing needs of industry and businesses and of society. The assignment of 'mission drift' to the Institute sector is not appropriate, since it continues to strive

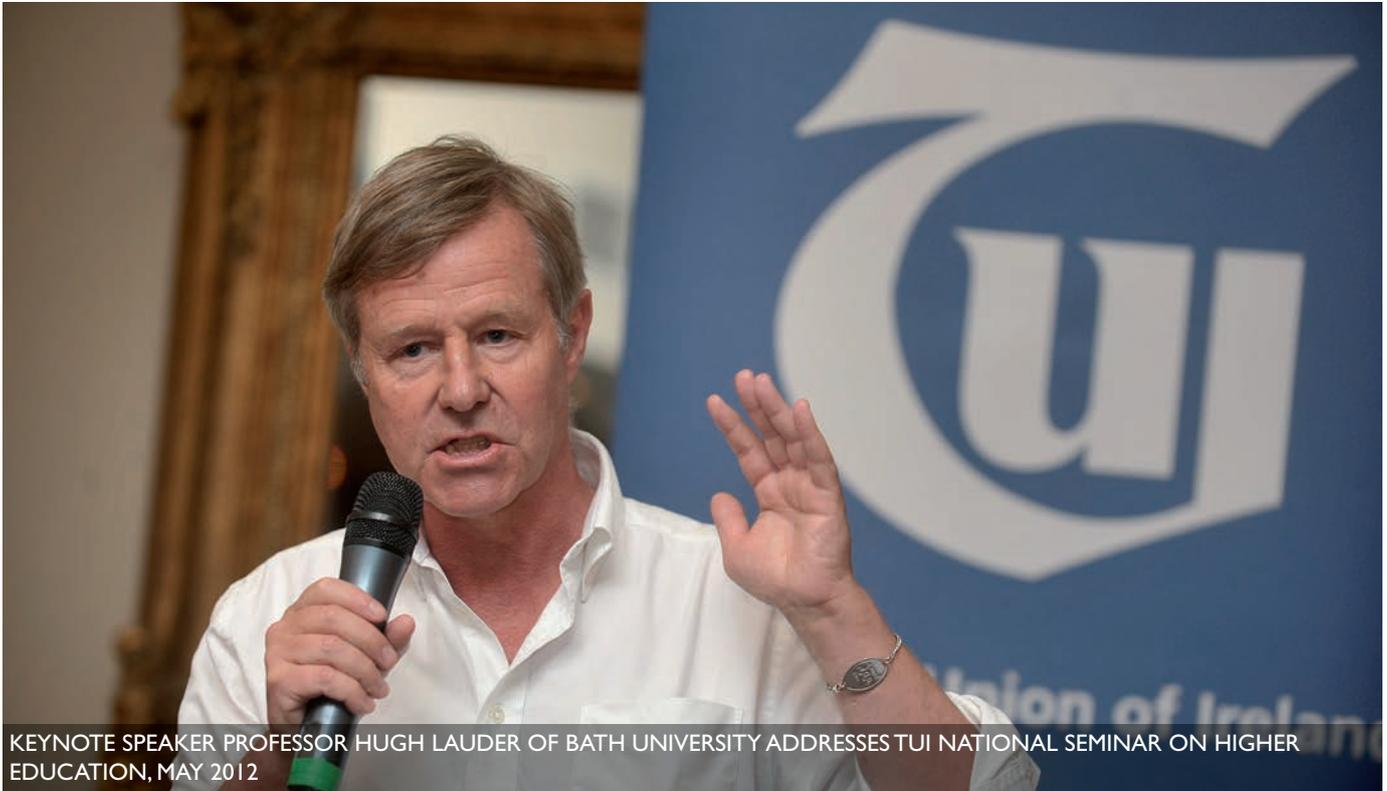
to meet the needs of businesses and industries on a regional basis.

## 3. Regional strategy

One of the main aims of the Regional Technical Colleges Act 1992 was to provide access to higher level technical and vocational programmes on a regional basis. This regional-based strategy primed regions with the human capital in terms of expert knowledge, skills and competency, to realise the opportunities for enhanced economic development. The regional strategy enabled a more equal distribution of the educational wealth of the country. This model directly facilitated local access to higher education and increased participation rates in higher education. The regional strategy afforded students the opportunity to avail of higher education programmes which are: near to home, cost effective, family friendly and which are relevant to local and regional demands, including the requirements of local business and industry.

## 4. Funding

The Institute sector has managed to cater for significant expansion in student numbers, maintain a diverse portfolio of programme provision and has achieved excellence in terms of quality in the current adverse funding climate. The Institute sector provides high quality, cost-efficient programmes which are on a par with those offered by the Universities. However, the sector is experiencing severe reductions in funding due to the current economic crisis; this is compounded by the introduction of a new funding model which does not cater for the distinct nature and purpose of the sector. The new unit cost model demonstrates a



KEYNOTE SPEAKER PROFESSOR HUGH LAUDER OF BATH UNIVERSITY ADDRESSES TUI NATIONAL SEMINAR ON HIGHER EDUCATION, MAY 2012

limited understanding of how the sector functions and operates and has put at risk the sector's ability to provide part-time, flexible programmes which meet the specialised needs of emerging workplaces. The notion of introducing a business funding model based on key performance indicators is not considered appropriate for the needs of the sector nor is it regarded as being educationally sound. The funding of a high quality public sector which serves the interests of the state should not be put at risk by catering for the vested interests of private for-profit providers.

### 5. Programmes

The Institute sector provides a range of programme types and levels. The sector caters for minor special purpose award programmes, which are vocational and technical skilled orientated including upskilling and professional awards, up to

the highly specialised and in-depth science, technology and creative major award programmes at award levels 6 to 10. It is recognised that Institutes have developed a large range of access and skills-based programmes at level 6 and 7 which should continue. Furthermore, the sector has developed a high quality range of level 8 and 10 programmes which have a specific relevance to the world of work. While the duplication of programme provision may need to be curtailed, it should not be done solely for rationalisation purposes. Programme development and programme provision should not become confined to centralised authoritative systems for short-term cost saving which may reduce the long term vitality of the system and its ability to respond and evolve locally and expediently.

### 6. Quality Assurance

Quality assurance systems, operated by the existing quality assurance bodies NQAI, HETAC, FETAC and IUQB (shortly to be incorporated as QQAI) have contributed to and ensured the high standards and quality of programmes delivered to date. This excellence of standards and quality has been acknowledged and recognised by industry and has been instrumental in attracting foreign investment to this country. There is a need, however, to maintain this stringent regulation of the entire third level sector into the future, to avoid reputational damage that could emerge from light touch monitoring of public and private for-profit providers.

### 7. Lecture delivery

Lecturers in the Institute sector and in St Angela's College have a proven record

of excellence in teaching. Lecturers already engaged in new modes of pedagogic delivery need time to enhance knowledge and to develop and improve teaching methodologies. It is widely recognised that it has been hugely beneficial to the sector that many lecturers spent a number of years working in industry prior to applying for a job as a lecturer. This model should continue to be supported in any reformed process. The success and retention of students in the Institute sector may be attributed to the opportunities afforded students to develop to their full potential within smaller class groups. This should be permitted to continue in any reformed structure.

**8. Research**

The Institute sector is building an active, high quality research base and its capacity in the sector is currently developing at a significant rate. Outcomes from applied research projects being carried out in the Institute sector are giving rise to opportunities for commercialisation. Increased funding is urgently required to assist in research capacity building within the sector to improve the quality of research being carried out. However, for a realistic critical mass of research activity to be generated within the sector, designated time needs to be allocated to enable lecturers to engage in a meaningful way with the research effort; the current teaching overload is highly retrogressive in this context and must be addressed. There needs to be a cultural shift in the way research is considered and practices are framed. Academic staff need to have a flexible framework whereby they can move from teaching to focus on their research and then move back again to teaching. As research is a developing area in the

Institutes, more capacity building funding needs to be put in place to support the growth of a research base. In addition, as new researchers enter the Institute sector, there is a need to provide recognised career paths for the highly skilled people involved in research.

**9. Clusters**

The current binary model for third-level education is a good one which has effectively operated to the benefit of the state over decades through partnership programmes with universities, professional bodies and other Institutes. The HEA document throws up a number of questions concerning clusters relating to: control, management, development, administration, funding and quality assurance of the clustered programmes. There needs to be a much more detailed engagement with all the stakeholders with a view to understanding the concepts and models envisaged and the potential implications of operating these models.

**10. Mergers**

In a similar way to the clustering proposals in the HEA document, mergers present a number of concerns to this union, including: the a risk of creating a three tier system, the apparent objective of merging seeming to be solely related to rationalisation, the risk that mergers could result in the creation of a cumbersome administrative system devoid of vision and focus and the lack of explanation or transparency of the criteria set out for the establishment of technological universities. TUI members are concerned that to date they have not been adequately consulted by their Institutes. It is worth noting that our members are the key practitioners whose feedback from their professional experience is of value in advising the

decision-makers in these important matters. Any changes to staff terms and conditions will have to be negotiated nationally by the union. It is our view that there will have to be statutory amendments to legislation to comprehend what emerges.

**11. Engagement with industry**

The Institute sector has always engaged in a proactive manner with industry and the external community with a view to providing relevant programmes that meet the needs of the world of work. Engagement with industry occurs at a local and regional level with Institutes developing special arrangements catering for local industry. Institutes develop new modules and programmes that are specific to the requirements of local industry. These can be ICT, pharmaceutical, polymer and plastics, cultural, tourism and so forth. Institutes need the autonomy and flexibility to continue this work with a view to providing relevant skills for potential job growth areas. Institutes engage with industry in relation to a diverse range of work placement programmes which enable students to gain work experience in relevant fields.

**Conclusion**

TUI considers that the HEA document seems to undervalue the contributions made by the institutions and the members we represent. TUI is of the view that the unique position of these institutions in respect of their regional mission, access, linkage and relevance to the world of work have not been fully taken into account in these far-reaching proposals. We request engagement between the union and the HEA to enable us to elaborate more comprehensively on our response to the proposals set out in the *Landscape* document.

# Nursing review

TUI acknowledges the comprehensive nature of the consultation process utilised by the Department of Health during the national review of Nursing and Midwifery undergraduate degree programmes. The consultation process utilised serves as an example of good practice that should be followed by other state agencies. TUI welcomes the 24 main recommendations contained

within the four categories - Curriculum, Education Evaluation, Research, and Workforce Planning. These recommendations arose from the consultation process, the findings of which were considered and filtered by the participants of the numerous sub-committees and the members of the national review body. TUI specifically welcomes the retention of the four year

honour degree designation, the continued commission of 1,570 undergraduate student places per year and the introduction of a more advanced research component into the programmes. A detailed account of the consultation process and the review documents can be found at the following URL link <http://www.dohc.ie/issues/nmr/>

## Aidan Kenny congratulated on Employment Law qualification

Kevin Duffy Chairperson of the Labour Court presented TUI Assistant General Secretary Aidan Kenny with his Professional Diploma in Employment Law in the Office of the National University of Ireland in July. The Employment Law programme was run by the School of Law in UCD during the academic term 2011/2012.

Anthony Kerr, Senior Lecturer and Programme Coordinator welcomed trade union participants onto the programme, noting that while it was Aidan's first time to study a law programme he was a diligent student who attended all lectures and seminars and received an excellent result. The UCD Professional Diploma in Employment Law programme provides an in-depth knowledge and understanding of contemporary employment law practice and a comprehensive account of both Irish and European employment law legislation. The programme is open to graduates from the legal profession and practitioners who can meet the enrolment requirements for this NFQ Level 9 programme.



KEVIN DUFFY CHAIRPERSON OF THE LABOUR COURT PRESENTING TUI ASSISTANT GENERAL SECRETARY AIDAN KENNY WITH HIS POSTGRADUATE DIPLOMA IN EMPLOYMENT LAW. THE POSTGRADUATE PROGRAMME IN EMPLOYMENT LAW WAS RUN BY THE SCHOOL OF LAW IN UCD DURING THE ACADEMIC TERM 2011/2012.

TUI General Secretary John MacGabhann congratulated Aidan on his achievement, stating that undertaking this relevant Employment Law programme demonstrates a professional commitment to the work of the union. TUI is committed to promoting the continuous professional development of our staff with a view to enhancing the service we provide to members.

# Teaching Stress - Remember Carecall this academic year



Stress and depression were once considered stigmatic topics in the workplace but, today, there is a greater emphasis on open discussion around issues that affect mental health and wellbeing.

A study, published in December 2011, looking at workplace stress in second level teachers in Ireland highlighted the major factors that caused workplace stress were:

1. Boundaries – constant worrying about legalities and school policies when it came to providing students with a more personal, caring teacher.
2. Classroom management – having to keep control of classrooms, deal with incidents of verbal and physical abuse, and reprimanding badly behaved pupils appropriately.
3. Workload – managing a hidden workload including lesson planning, paper marking, parent evenings and extra-curricular activities.
4. Support structures – not feeling comfortable presenting personal incidents of stress to school principals.

Prolonged occupational stress can lead to mental and physical ill health, which can lead to a de-motivated workforce and a rise in absenteeism. However, there are coping mechanisms available to assist teachers in combating work related stress. This can be something as simple as teachers discussing issues with one another before problems escalate. Principals are also capable of providing their staff with the training necessary for them to perform their jobs without stress and by promoting the use of the available Employee Assistance Service (EAS).



Carecall provides an EAS to all teaching staff in the Republic of Ireland – the counselling service offers a 24/7/365 Freephone and up to four face-to-face sessions with a Carecall professional counsellor, all of which are experienced in a wide range of issues. Carecall is a nonprofit organisation and a subsidiary of Niamh (Northern Ireland Association for Mental Health) – **contact us on 1800 411 057** if you just want to chat about any difficulties you are experiencing.

## Quotes on Carecall EAS from teachers:

***“ I felt the service was excellent and caring & especially the administration- that I had my first session booked within 24hours. The counsellor really helped me talk which I would have found difficult.”***

***“ I was very satisfied by the quality of the service provided by Carecall. The counsellor was excellent. I would have been happy to continue on a private basis.”***

***“ I found the service very beneficial. It took me 3 years to actually make the call. I suppose in teaching compared to other jobs I have done you do give a lot and your focus is on the children and their families and you take home some of their sadness anxiety and some of their joy. It was a service that gave me time to focus on myself and spring clean my life. It is tough but I feel I have made a good start. I feel better and I can give more to my students I teach.”***



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# Junior Cycle Reform – time for further debate

*By TUI Vice President Gerry Quinn*

Last November the Minister for Education and Skills endorsed the NCCA's proposals to overhaul the Junior Cycle programme and its assessment. While these proposals contain some positive ideas, they also include serious threats to our working conditions, the value of Junior Cycle education and to public confidence in its assessment. As the Minister intends implementing these changes on a phased basis from September 2014, it is imperative that TUI takes stock and prepares a strategy to deal with the challenges.

TUI has always supported educational change which is meaningful, workable and properly funded. Our members have engaged with a range of changes which have involved, among other matters, planning and pedagogical challenges. We are, however, opposed to the use of the word reform as a propaganda term attempting to disguise more educational cuts. For example, does anyone believe that financial savings are not behind the intention to have our members assessing the portfolio component of the new Junior Certificate? It is planned that this component will account for 40% of the overall grade.

The current TUI policy, as approved by Congress, allows school based assessment provided that our members are provided with time, training and, where appropriate, pay to do the work. The policy also requires external moderation. This policy has evolved historically. Some argue, however, that this policy only applies to specific programmes. We need clarity. In order to achieve this we need to debate the wider, professional and educational implications of Junior Cert school based assessment for parents, pupils

and teachers. To move from an external assessment procedure to systemic school based assessment is a radical and probably irreversible step. An initial idea tabled for consideration was to replace the current terminal exams with school based assessment. Our representatives on the NCCA deserve praise for significantly influencing the decision to reduce the proposed weighting of school based assessment to 40%. The Department of Education and Skills intended a much greater weighting. However, it is likely that the long term goal to further dilute the terminal examination remains in place. The Leaving Cert is also in their sights.

The anonymity and standardised nature of the current assessment mechanism has fortified our second-level national examinations with integrity and credibility. While teachers assessing their own students works well in other sectors, the assessment procedures used for Junior Cert meet the needs and the conditions of the second-level sector. These conditions include the age profile of the students, which often results in strong parental participation in their children's education. This is potentially channelled in more ways than parent/teacher meetings. There are frequent opportunities for contact with teachers given the geography of our schools, situated as they are in small towns and close communities in larger towns and cities. Combining these factors with our culture of clientelism means that teachers will come under pressure from some parents. Whether or not some succumb to this, the negative perception will be there. In addition to these concerns, no consideration has been given to the possible implications of school-based assessment on classroom culture. As practitioners we understand our role as



TUI VICE PRESIDENT, GERRY QUINN

one of advocate for our students. This dynamic could be fundamentally altered by school based assessment and could encourage some students to put pressure on teachers for better marks.

The erosion of the current external assessment procedure will also impact on thousands of second-level teachers who supervise or mark examinations for the SEC. There are limited opportunities available for teachers to increase their income. Many of our members are under pressure to meet significant financial commitments at a time when salaries have been cut. Others need the work to supplement their income from part time hours. It is intended that this loss of work for current examiners will be replaced by all of us taking part in school-based assessment.

The Minister's plan to reduce to eight the number of subjects tested in the Junior Certificate examination poses a serious threat to subjects such as

History, Geography and those in the practical area. These subjects are of critical importance for both the educational and training requirements of Irish society. Indeed, by undermining the future of History and Geography and downgrading CSPE the Minister and the NCCA are contradicting their own stated commitment to the development of active citizenship. The overall impact of this is to further narrow the ground for building a well-rounded educational experience for Irish teenagers, or to put it another way, to diminish, what some analysts refer to as, the “Knowledge Society”. Teachers of practical subjects also have concerns for the future of their subjects, subjects which are an integral part of the provision for students in vocational schools and community schools/colleges.

For teachers in second-level schools there is the added concern of teaching subjects to students, for as yet an undefined period, for which they will not be tested for the Junior Certificate. There is no consideration given to issues of classroom management and discipline. Practitioners understand well the importance of evaluation in helping students to maintain focus on learning. This issue contradicts one of the stated motives behind the new Junior Cert, which is to tackle the disengagement of some students from their school work.

The provision of resources to train and equip teachers to implement the proposed changes is unlikely to materialise, in any meaningful way, in the current fiscal and political circumstances. Workload is likely to increase considerably. This is set against the background of draconian cuts in teacher allocation and supports for students. Additional workload and

pressure will detract from teaching and learning. There is no spare capacity in the teaching profession.

The Minister expects that we will introduce new short courses which we will both design and implement. Again there are huge workload implications. And there are other negative consequences. Schools in affluent communities are in a strong position to carry such proposals in terms of financing resources. But what about the schools, where many of our members work, where increasing numbers of parents struggle to buy school uniforms and books? We will experience a further deepening of inequity in our education system, reflecting what is occurring in society generally. This is compounded by the school based assessment proposal. Taken together, school-based design of courses and their school-based assessment would undermine our current standardised system of certification. It would result in a disparity in how such awards are perceived, leading to even greater inequality among schools. Education policy should not promote inequality, it should empower our schools as facilitators of equality.

The dangers for our members, our students and our society are clear. There are potentially very serious consequences for our workload, the value and equity of our Junior Cycle and the credibility of its assessment. Our teaching colleagues in the North can endorse the accuracy of our fears regarding increased workload. They have school-based assessment at GCSEs and A Levels.

TUI members are going through a very difficult period in which neo-liberal forces are taking advantage of the economic crisis to press their agenda

for change. This is not compatible with educational effectiveness or good conditions of employment. Awareness must now be raised about the real threats as well as the possible enhancements that the proposals for Junior Cert change give rise to.

The Minister is on record as stating that for proposed change to succeed he needs the “buy in” of all stakeholders. Teachers are vital in this regard because we are needed to deliver change. We have demonstrated in the past our ability to improve teaching and learning. Our professionalism can meet the educational challenges of “real understanding, creativity and innovation”. Many of us share the wider concerns about curriculum overload and excessive rote learning. But we won’t be able to help with any of this if we are crushed with more pressure and a mounting workload. The negatives in the proposals for a revised Junior Cycle mean that, for this teacher it’s a case of “No Minister”, not by a long chalk!

With the Minister’s hope for consensus in mind and the understanding that he is probably thinking about moving on regardless, the Junior Cycle issue should be put on the agenda of TUI workplace and branch meetings. Information can be obtained from the TUI website. We need to debate, reach consensus and agree a strategy. Common sense dictates that this strategy must be built on a strong alliance of second level teachers across both unions. We need to be determined not to add further to our already heavy workload. Unity and cohesion among all teachers who will be affected by the proposed changes is a prerequisite for the maximum level of progress.

# You need your union, your union needs you

It is the start of a new academic year and another year of activity of TUI in workplaces throughout the country. TUI is our union run by the members for the benefit of the members. It is very important that every member keeps informed and gets involved with their union. It is only by having an active membership that we have an influence on our conditions of service and the future of the Irish education system. Members should attend union meetings, avail of training supplied by the union and inform themselves of the issues that will affect them in the future. However, maintenance of union activities requires finance and it is through union subscriptions that the union finances its work throughout the year on behalf of the membership. The benefits of membership are not just about representation at local and national level but also in the services that TUI provides and negotiates on behalf of its members. The Income Continuance Scheme and the current Added Voluntary Contributions scheme are the most competitive in the public service with substantial added benefits. TUI has also negotiated the Membership Plus scheme which allows discounts for goods and services once your card is registered online. There are many more benefits too numerous to mention - check the TUI diary/handbook for details.

**Union membership is like an insurance policy to some extent; you hope you never have to use it but when you need it, you really need it.**

To benefit from its services a member must be in benefit. All members should make sure that their union dues are correct and up to date.

Unlike some other unions, a TUI member who is not in receipt of a salary can maintain membership at no cost. If you are on added maternity leave, paternity leave, career break, study leave or any form of unpaid leave or are between contracts then inform the union and initiate payments on return to paid employment. There is no cost incurred and entitlements and services as a member are maintained.

Over the last number of years a large number of members appeared to get into arrears. At Congress 2012, the following motion outlining an amnesty for members in arrears was passed:

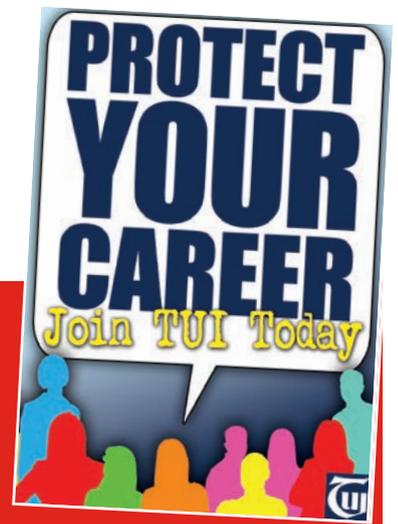
**246 Co Donegal/Co Roscommon/Co Offaly/Galway City**

Congress proposes the following to the end of Rule 95:“(d) Congress declares a once off amnesty to all members who were in arrears on 1st January 2012 and are paying their subscription via deduction at source”. This addition to Rule 95 will expire upon commencement of Congress 2013.

The amnesty only applies to members who are on deduction at source. Any member who should have benefited from this amnesty and has not yet should contact membership at TUI head office.

It is the responsibility of members to ensure they are paying the correct subscription rate. If a member's hours have decreased then this may mean a smaller subscription rate or if the hours have increased it may mean an increase in the subscription rate.

All members of TUI must encourage those colleagues who are not already members to join as it is only by maintaining high participation levels that we the union can maintain the benefits of union membership both personally and professionally.



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<b>Part-Time</b> 2nd Level – 11 hours and less than 22 hours 3rd Level – 9 hours and less than 18 hours	€189.64	€15.80
<b>Part-Time</b> 2nd Level – 6 hours and less than 11 hours 3rd Level – 5 hours and less than 9 hours	€94.82	€7.90
<b>Part-Time</b> 2nd Level – less than 6 hours 3rd Level – less than 5 hours	€40.63	N/A
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6,500 Delegates



Annette Kennedy is Director of Professional Development with the Irish Nurses and Midwives Organisation. She wants to showcase nursing in Ireland on a global stage.

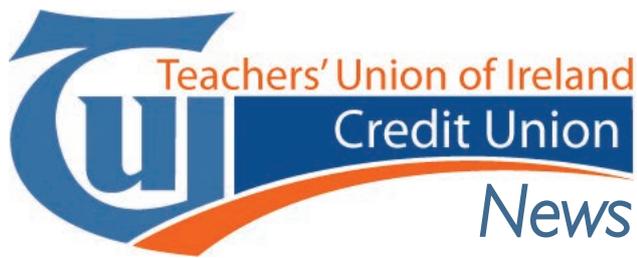
With Failte Ireland's help she submitted a bid to host the Congress and the International Council of Nurses Conference, which would mean 6,500 international delegates and a potential value of €9.1 million to the economy.

With our financial assistance and a variety of marketing resources, we are able to support her bid for the conference and are looking forward to a positive prognosis.



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 **Faílte Ireland**



### New School Year – New Resolution – Join TUI Credit Union

By joining TUI Credit Union we make it easy for you to save or pay back loans by using deduction at source. Your savings are shares which make you a part of the TUI Credit Union. We are available for loans that you may need for Education, Cars, Holidays, House Improvements or any other reasonable project at reasonable interest rates. Standard interest rate 7.59% APR, one of the lowest available. For borrowing within shares, 4% APR until the end of September. So make a resolution today and join TUI Credit Union.

### Congratulations to Gerard Craughwell

We in TUI Credit Union congratulate Gerard and wish him well on being elected President of TUI. Gerard is a member of the Board of Directors of TUI Credit Union.

### RESULTS FOR CONFINED MEMBERS MONTHLY DRAW

#### July 2012

1st	Richard Kelly, Dublin	€1,500
2nd	Mary Nicholas, Co Wicklow	€1,000
3rd	Gerard Corrigan, Co Louth	€500

#### June 2012

1st	Patrick McCarthy, Co Kerry	€1,500
2nd	Bernie Connolly, Co Waterford	€1,000
3rd	Richard Byrnes, Co Tipperary	€500

#### May 2012

1st	Stephen McCarthy, Dublin	€1,500
2nd	Annette McNamara, Co Kerry	€1,000
3rd	Peader Henehan, Co Limerick	€500

Congratulations to all the winners. If you would like to take part in the monthly draw, €5 a month will be deducted from your shares. Two cars a year are also part of the draw.

Please contact the TUI Credit Union Office if you would like to enter the draw 1850 741 600

## Principals and Deputy Principals Association (PDA) News



PDA congratulates Gerard Craughwell on his recent election to the position of President of TUI and we wish him luck in leading the union through these very difficult times. We have enjoyed working with Past President Bernie Ruane and we hope that her school appreciate the hard work she has been involved with over the past two years. Also we hope that PDA Past President Michael Daly is enjoying his retirement and we look forward to having his expertise available to us on the PDA executive. Acting President Brian O' Maoilchiaráin looks forward to continuing our good working relationship with the President and General Secretary of TUI.

The increase in the pupil teacher ratio (PTR) combined with the absorption of Guidance Counsellors, which is effectively an increase of 0.8WTE, is making it very difficult for schools to timetable in a manner that continues to provide students with an appropriate level of service. This was among the

main priorities that PDA brought to the attention of DES at a meeting last term. Department officials sympathised with us and acknowledged that schools are doing great work under very challenging conditions but unfortunately, no hope was given of changes in the short term due to the economic situation.

Of further concern to PDA is the casualisation of the teaching profession. Consequently, the creation of school timetables is proving problematic eg three 15 hour timetables or two 22 hour timetables resulting in one less teaching post? Additionally, the decreasing number of SNAs and SEN resource hours being allocated to schools is hugely challenging for the inclusion of students with special educational needs and indeed in schools' attempts to meet the needs of all students.

In recent times the dismantling of middle management structures and the

lack of promotional opportunities in the profession are of major concern to PDA. We continue to press for a review of the revised structures for Posts of Responsibility and the immediate payment for those currently appointed to posts.

All these issues and more will be the subjects of discussion at the PDA's Annual Conference in Sligo. Guest speakers include Dr. Anne Looney, CEO NCCA; Deirdre Matthews, Assistant Chief Inspector DES and Professor John Coolahan. PDA continues its efforts to represent the current challenges facing its members and urges Principals and Deputy Principals to attend what promises to be a most informative conference in Sligo on 14th - 16th November. See the PDA page on the TUI website for further details and a full programme. *The event takes place in the Clarion Hotel, Sligo where a special rate of €59 B&B per night has been arranged.*

## Crèche protest at Dáil

TUI has called for a rethink on cutbacks that will force the closure of crèches in further education colleges in Ballyfermot, Whitehall and Cabra. The union has said that the most vulnerable students will suffer as a result of this retrogressive move. The closure was threatened due to a cutback that formed part of the last Budget. Parents affected by the cutback protested with teachers from the colleges outside the Dáil earlier in the summer.



## Thank you to all for your support from Bernie Ruane, Past President

As I have now completed my two year term as President of TUI I would like to thank all members for their support. It was indeed a turbulent and challenging two years but I believe that with members' help TUI has stayed on top of these challenges and is now a stronger union. It was a great honour for me to be elected as the first female TUI President from a second level background. As a woman I am not happy with the representation of women on the Executive Committee of TUI. A few years ago TUI commissioned a report on increasing the number of women on to the Executive Committee. Progress has not been made in this area even though the majority of our members are female. To be truly representative of all members at Executive Committee level I would ask branches that when there

is a vacancy in their area for a representative to seriously consider choosing a woman as Executive Committee member. Equally, when the time comes again for electing a Vice President and President please consider a woman.

Many challenges are facing TUI over the next few years. We must stand united and protect what we have. The Junior Cycle reform could pose a serious threat to our members at second level. We must be vigilant and active in this area. With the advent of Solas, there are many challenges facing those who work in Further Education and the time has come to give these members discreet representation at the Executive table. With the HEA Landscape document comes multiple threats to conditions at third level.

TUI will be willing and able to challenge these proposals.

As the new term begins we have a new President and I would like to wish him well in his office at the helm of TUI. Finally, thank you to all those individual members and branches who contacted me over my two year term pledging their support. Thank you to all those who sent me cards, emails etc at the end of my term. To all members please note that I will be on the Executive Committee for the next two years as Past President and if my experience can help you in any way please don't hesitate to contact me. Good luck for the new term and keep up the fight. Together we can and will win.

**Bernie Ruane**  
Past President, TUI

# Contracts of employment and entitlements

## Checklist

- **Have you received a contract of employment?**
- **Is it the correct contract?**
- **Do not sign your contract unless you have checked that it is in order.**

There are a variety of contracts of employment in existence for teachers and lecturers, including hourly paid contracts, pro-rata contracts, contracts of indefinite duration (CIDs) and permanent whole-time contracts.

The Terms of Employment (Information Act) 1994 as amended provides that employees who have been employed for more than one month are entitled to a written statement regarding their employment contract within two months of the date of commencement of employment.

When you get your contract you should check before signing it that:

1. You have received the correct category/type of contract: ie fixed term hourly paid contract, pro-rata contract, contract of indefinite duration, permanent whole-time contract
2. If you are sure that you have received the correct category/type of contract, then you need to check that the contract which you have been given is one which has been agreed with the union. Standard template contracts have been agreed with the union for second level/further education and third level and they are available on the TUI Website.

**If your contract is correct and in order, when it is signed by both parties you should keep a copy and file it in a safe place. You should also keep your pay slips and your timetables in a safe place. You may at a future point in time need access to such important documents.**

## Fixed term hourly paid contract

If a teacher/ lecturer is employed on a short term basis for example to replace someone on sick leave they will be given an hourly paid fixed term contract.

## Pro-rata Contract

“Pro-rata” means that the salary entitlements of a part-time teacher/lecturer are calculated in proportion to that of a full time

## Hermitage Medical Clinic

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Quality Patient Care



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We have a comprehensive Orthopaedic and Neurosurgery program in the hospital

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Our **Emergency Department** is a rapid access service provided by Consultants in Emergency Medicine.

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Agreements with Ireland's health insurers: VHI, Laya Healthcare, Aviva Health and GloHealth ensures the broadest range of patient cover. The hospital is open to members of other health schemes including **ESB, Garda Medical Aid, Prison Officers Association, the Defence Forces.**



The Hermitage Clinic  
Old Lucan Road, Dublin 20  
Telephone (01) 645 9000  
[www.hermitageclinic.ie](http://www.hermitageclinic.ie)

teacher/lecturer on an equivalent point of the scale.

A pro-rata teacher is a qualified teacher who has a contract for a specified number of hours each week for the school year (beginning no later than the 1 November or the first school day after the October mid-term break)

A pro-rata lecturer is a qualified lecturer who has a contract for a specified number of hours each week for the entire academic year on approved courses and is available to carry out the full range of duties of the post.

The Union is aware that some teachers/lecturers have been given hourly paid contracts when clearly they should have pro-rata contracts. The Protection of Employees Part-Time Work Act 2001 provides for equal treatment for part time staff with comparable whole time staff in relation to pay, holidays and conditions on a pro-rata basis depending on the number of hours worked. If you think you are being treated less favourably than a comparable whole time staff member in relation to your conditions of employment, you may have a claim which can be forwarded to a Rights Commissioner. Please contact your union before submitting any claim forms to the Rights Commissioner service.

### **Are you entitled to a Contract of Indefinite Duration?**

If you have been employed continuously for in excess of four years in:

- An Institute of Technology
- A Community or Comprehensive School or
- By a Vocational Education Committee

**and you:**

- (a) are qualified**
- (b) are a fixed term employee**



- (c) were refused a Contract of Indefinite (CID) duration**
- (d) received a CID for fewer hours than you thought you were entitled to.**

You have four working weeks to send an appeal to the adjudicator. You must send in an appeal to the Adjudicator within four working weeks of receiving the refusal from your school/college to give you a CID or of the decision to award you a CID for a lesser number of hours than you thought you were entitled to. It is highly advisable to contact TUI head Office for advice and assistance before submitting your appeal.

### **Where do I find the details about your entitlement to a CID and the appeal process?**

Third level lecturers should read Circular letter 93/2007 and second level teachers should read circular letter 34/2009 in the first instance before downloading the Appeal form for the Adjudicator.

Circular letter 50/06 has the details and form for second level teachers and Circular letter 45/2006 sets out the details and application form for the Adjudicator for third level lecturers.

### **Remember - Appeal to the Adjudicator – One month**

You can obtain the specific details regarding the appeal process and download the appeal form from the TUI website.

### **Appeal to Rights Commissioner Service – Six months**

Appeals can also be lodged with the Rights Commissioner under the Protection of Employees Fixed Term Work Act 2003. There is a 6 month time limit in operation here. Again members should contact TUI head office for advice prior to the lodging of a complaint form with the Rights Commissioner service.

# Need to respond to the challenges facing apprenticeship education

The purpose of this article is to put in context the issue of the provision of apprentice education in the Institutes of Technology and the consequent implications for our union members due to the downturn in its demand. TUI, as you will find out from this article, has continued to pursue on behalf of these members their employment rights. In addition, we have demanded input to educational changes to the Irish apprenticeship system.

The economic downturn in 2008/9 also mirrored the start of a sharp decline in the numbers of apprentice students, especially those allied to the construction industry. At the start of the economic crash, it was felt this would be short-lived. Speaking at the seventh annual conference of the Institutes of Technology Apprenticeship Committee (ITAC), held in Waterford Institute of Technology on May 9, 2008, Martin Cullen, Minister for Arts, Sport & Tourism, was reported by educationmatters.ie as believing the slow-down in our economy would be temporary. *“I’d appeal to people not to put us in a position that we cut back on apprenticeships and when we need apprentices in three or four years’ time we don’t have them,”* he urged.

The Higher Education Authority (HEA), the statutory planning and development body for higher education and research in Ireland, decided that action was needed due to the fall in student numbers. The HEA has wide advisory powers and is the funding authority for the sector.

In September 2009, it established an Evaluation Panel to research and provide forecasts up to 2014 on apprenticeship provision.

In October 2009, the union met this Panel and although the Panel emphasised that it had no industrial relations function, the union insisted that it, nonetheless, saw merit in making the Panel aware of its



concerns and suggestions. The HEA has a formal agreement with TUI in respect of consultation on the future of apprentice education and the consequent changes these could have for our members.

At a union/HEA meeting on 5th February 2010 the union was informed that the HEA had decided, on 2nd February, to accept as non-negotiable the Evaluation Panel’s recommendations without amendment. The union protested that this represented a breach of the formal consultation agreement.

Early in March 2010, the HEA published its allocation of apprentice blocks to the various Institutes up to 2014. All Institutes were allocated reduced apprentice blocks – the total number of blocks projected

was 651 for 2009/10, 300 and 257 in 2011/12 and 2012/13, respectively, and rising again to 449 blocks in 2014/15. These blocks were allocated so that expertise would remain regionally distributed and reflected the view that the demand for apprenticeships would recover somewhat in 2014.

The March 2010 HEA model soon proved unsatisfactory. FÁS’s requested provision in 2007/8 was 734 blocks compared to an actual 178 blocks in 2011/12. As a result, for 2012/13, the HEA decreased or completely cut certain trade block allocations in Institutes. Economic factors were putting the regionally distributed model of apprentice education provision under strain. It’s likely that trades with critically low student demand may require

certain Institutes to stop providing that trade. This will allow another to consolidate the students so as to provide the mass for a full block. TUI has demanded input into these decisions.

At the insistence of TUI, IoTI/DIT surveyed the Institutes earlier this year to ascertain the implications on staffing in cases where a trade block has been reduced or cut. This survey showed consequent staff surpluses ranging from 40 to 120 nationally. Institutes have, in some cases, reassigned staff to other or new programmes, retrained and/or up skilled them. With these initiatives it appears that the staff surplus will be nearer to 40 than the higher 120 figure. The HEA stated it would consider providing small amounts of ring-fenced funding for trades education staff retraining for redeployment to other areas. Although a provision in the Public Service (Croke Park) Agreement, at the time of writing, no specific arrangement is in place for the redeployment of academic Institute staff.

Other Government decisions may also impact on apprentice education provision.

In mid-2011, the departmental responsibility for FÁS, and therefore apprentice education, was transferred from the Department of Labour to the DES. A new education and training authority, called SOLAS (Seirbhís Oideachais Leanúnaigh Agus Scileanna) was also approved.

The Heads for the Education and Training Boards Bill, 2011 was published in November of that year. The 16 new Education and Training Boards will have an expanded role in the delivery of further education and training across the country. The purpose of this is to seek better delivery and coordination of education and training at local level and to provide for their composition, powers and functions.

Another possible impact on apprentice education in the Institutes came earlier this year in the HEA's *Towards a Future Higher Education Landscape* publication which set out suggestions for the state's Higher Education institutions to amalgamate, develop clusters and/or form technological universities. Institutions

submitted their plans to the HEA over the summer. TUI's third-level branches conference at the start of June was used to inform the union's submission to the HEA.

It is the union's view that apprentice education needs a review as the last full review was 23 years ago. The HEA stated earlier this year that it "also expects that a full formal review of the national apprenticeship system will take place starting in 2012. This may result in future fundamental changes in the system resulting in further rationalisation..." The Minister has recently given permission for this review, starting this year. The union expects full engagement and consultation with the review group when it is formed.

In this time of change in apprentice education provision, the union continues to seek assurances that agreements and procedures will be adhered to where members are identified as surplus. Equally, these considerations are insisted on for staff to be retrained, upskilled, reassigned or redeployed.

## Internet safety

Evidence points to growing safety issues with regard to how young people access and use the internet and digital networks. TUI members are increasingly drawing attention to this issue. YouTube is one of the largest video-sharing website. To support users' safety it has launched a Digital Citizenship Curriculum aimed at students aged 13 and upwards. This consists of a number of interactive and easy to use lessons as well as a helpful handbook for teachers. This may be useful to you in your work with students. To find out more go to <http://www.google.com/edu/youtube/curric>

You may also be interested in checking out Bully4u at [www.bully4u.ie](http://www.bully4u.ie) which provides anti-bullying services for schools and recently launched a new campaign to address the increase on cyberbullying.

## Junior Cycle Change - TUI Seminars

National discussions and exploratory work on changes to the Junior Cycle from September 2014 are continuing. To support dialogue and discussion TUI is organising:

- A Joint TUI/ASTI Seminar to support an open and frank discussion with members participating in the NCCA School Network. This will take place on 29 September, 11am-2pm, in The Oak and Ash Room, The Education Centre, St Patrick's College, Drumcondra, Dublin 9. Notice has issued to the TUI Workplace Representatives in the participating schools.
- A TUI National Seminar to support discussion among the membership and inform TUI's future response and strategy. This will be held during this academic session. Notice will issue directly to branches in the coming weeks.

# Public Service Pensions (Single Scheme and Other Provisions) Act 2012

TUI in conjunction with the other teacher unions through joint campaigns and the commissioning of the Trident Report were successful in significantly delaying the introduction of proposed career average pension scheme for new entrants to the civil and public service. However, almost two years later following the commencement of our campaign, legislation has now been enacted which will bring this new career average pension scheme into effect, once the commencement order is signed by the Minister.

If the commencement order is signed after the commencement of the new academic year, then the provisions of the new Single Public Service Pension Scheme will not apply to any new teacher/lecturer who has commenced employment before this commencement date.

The Public Service Pensions (Single Scheme and Other Provisions) Act 2012 became law on 28 July 2012. The Act provides for a *Single Public Service Pension Scheme* (the “Single Scheme”) for new public servants. It also makes certain other changes affecting existing public service pension arrangements.

Certain provisions of the Act, including the Single Scheme itself, will not take effect until the Minister for Public Expenditure and Reform signs a relevant commencement order, whereas other provisions take effect immediately on enactment.

**Provisions which will not take effect until the Minister for Public Expenditure and Reform signs a relevant commencement order**

**Single Public Service Pension Scheme:** The start date (“operative date”) of the Single Scheme will be set by a commencement order of the Minister for Public Expenditure and Reform. New



recruits to the public service on or after that date will join the new scheme, while already-serving staff will remain in their existing schemes. (See Part 2, Chapter 2 of the Act.)

**Extension of pension abatement:**

The Act enables the extension of pension abatement so that a retiree’s public service pension is liable to abatement on re-entering public service employment, even where the new employment is in a different area of the public service. This extension of abatement will come into effect when the Minister for Public Expenditure and Reform signs a commencement order. The change will apply in those cases where a person with a public service pension in payment takes up a public service post from the date of the commencement; a person in public service employment on the date the order is made will not be affected by the change while he or she remains in that employment. (See section 52, excluding subsections (6) and (7), of the Act.)

**Aggregation of pensions for imposition of the Public Service Pension Reduction (PSPR):** The

PSPR reduces certain public service pensions by reference to a set of money bands and rates. It is currently imposed separately on each public service pension, but the Act provides for it to be imposed on the aggregated value of **all** public service pensions held by a person who has more than one such pension. This change will come into effect when the Minister for Public Expenditure and Reform signs a commencement order. (See sections 68 to 71 of the Act.)

**Provision which came into effect on 28 July 2012**

**40-year limit on pensionable service:** The Act imposes a 40-year limit on the total service which can be counted towards pension where a person has been a member of more than one existing public service pension scheme; such a limit already applies to service in any one scheme. **This extended 40-year limit came into effect on 28 July 2012**, though persons exceeding the limit on that date will not lose any service accrued up to that point. (See section 52, subsections (6) and (7), of the Act.)

# Global solidarity summer school provides food for thought

by Tom O'Connor, Dublin Colleges Branch

“Global solidarity is akin to charity”. This contribution from one of the NGO attendees at the school was quickly knocked on the head. Indeed when you think if it, the objective of most development work is to tackle poverty and to improve social justice and equality. What more certain way to do so than to support trade unions and workers movements in developing countries to organise and ensure their wages and working conditions are improved? In addition supporting trade unions to develop leaves lasting structures and empowers local activists, while some well-intentioned charity efforts might be short lived and rely on outsiders for limited time periods. This exchange took place relatively early on in the summer school – it was going to be an interesting two days!

The 75 or so people – mainly trade union members but also some NGO activists and academics, were reminded that trade union solidarity has long had an international dimension. Think of the food ships sent by the British trade unions to support the 1913 Dublin Lockout. And surprisingly today we were told that the direction can be two way. Recently Brazilian and Argentinian trade unionists have been supporting Spanish strikers and union members in a South African multinational have been ensuring its treatment of British workers in a subsidiary factory are properly treated. We also heard that health union members (NIPSA) in Northern Ireland held their employer to their ethical procurement policy and brought an end to a contract with an Israeli firm, thus supporting Palestinians. We all gain when other workers – even not directly connected with our sector – gain empowerment to improve their living and working conditions.

One frequent comment is that the Irish trade union movement has several good policies in the area of global solidarity but is poor at implementation. In general,



PRESIDENT GERRY CRAUGHWELL, DEPUTY GENERAL SECRETARY ANNETTE DOLAN AND TOM O'CONNOR OF THE DUBLIN COLLEGES BRANCH ATTENDED ICTU'S 4TH ANNUAL SUMMER SCHOOL OF THE GLOBAL SOLIDARITY COMMITTEE.

speakers maintained that the official structures were over cautious. However many good initiatives were taken by small groups of members, often at branch level – such as the Royal Hospital Branch in Belfast, mentioned above. Think too of the Dunnes workers acting against South African apartheid 27 years ago.

We heard of issues facing workers and trade unionists in Bahrain, Burma, Colombia, Cuba, Palestine and other countries. And about workers producing cut flowers and clothes for our consumption, yet working in poor and sometimes even in life threatening conditions.

And finally we also heard from members of six trade unions about how they organised their global solidarity work. Most funds raised from the members were sent directly to trade unions in

developing countries, usually for specific projects. The unions organised differently, some having formal active global solidarity committees of their own, others had international relations committees and yet others operated on a network basis. Some were well resourced, with others operating on a shoestring. But all were contributing in some positive way to this important work.

In summary, the summer school was well worth attending. Everyone had ideas and some had good experience in the area. Others were novices, but no one left without being motivated in some way. Perhaps we'll see some more TUI members next year.

**TUI wishes to set up a Global Solidarity Network. If you would like to become a member of this network please email your contact details to [Iconville@tui.ie](mailto:Iconville@tui.ie).**



# MEMBERSHIP APPLICATION FORM

TEACHERS' UNION OF IRELAND / AONTAS MÚNTEORI ÉIREANN  
 73 Orwell Road, Rathgar, Dublin 6. T: 01 492 2588 F: 01 492 2953 E: tui@tui.ie W: ww.tui.ie

## PERSONAL DETAILS

Surname \_\_\_\_\_ First Name(s) \_\_\_\_\_

Previous surname(s) (if any) \_\_\_\_\_

School / Centre / Institute (name and address / department) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Home Address \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date of Birth \_\_\_\_\_ Mobile Number \_\_\_\_\_

E-mail Address \_\_\_\_\_

Academic Qualifications (Full) \_\_\_\_\_ Grade (e.g. Teacher, Asst. Lecturer etc.) \_\_\_\_\_

Degree Subjects \_\_\_\_\_

Subjects Taught \_\_\_\_\_

Date of Appointment (Current Employer) \_\_\_\_\_

Are you registered with the Teaching Council? (not relevant to third level) Yes  No

Is your appointment? Permanent Wholetime/CID (full hours)

Job-share (half hours)

Less than full hours  If on less than full hours, please indicate the number of regular timetabled hours

## UNION MEMBERSHIP

Are you at present, or have you previously been a member of the TUI or any other Union?

Yes  No

If "Yes", please state name of Union/Branch/Place of Employment/Dates \_\_\_\_\_

TUI may occasionally send general union related information via SMS or email. Please tick if you do not wish to be added to this database. This will not be used for commercial purposes.

## NEW MEMBERS

I hereby apply for membership of the Teachers' Union of Ireland, and, if accepted, agree to be bound by the Rules of the Union now in force and as may be amended.

Signature \_\_\_\_\_ Date \_\_\_\_\_

- Note:** 1. Once all sections of the application form are fully completed please forward it to your Branch Secretary or to Membership Section, TUI Head Office, 73 Orwell Road, Rathgar, Dublin 6. Applications received in TUI Head Office will be forwarded to the relevant Branch Secretary for Branch approval.  
 2. Please return a fully completed DAS form with your application form. DAS forms are available from your school/college representative, TUI Head Office or www.tui.ie

## OFFICE USE ONLY

New Member  Existing Member

Number \_\_\_\_\_ Branch \_\_\_\_\_



# DEDUCTION AT SOURCE AUTHORISATION FORM

TEACHERS' UNION OF IRELAND / AONTAS MÚINTEORI ÉIREANN  
73 Orwell Road, Rathgar, Dublin 6. T: 01 492 2588 F: 01 492 2953 E: tui@tui.ie W: ww.tui.ie

## PERSONAL DETAILS

Surname in English \_\_\_\_\_ Surname in Irish \_\_\_\_\_

Previous surname(s) (if any) \_\_\_\_\_ First Name(s) \_\_\_\_\_

Home Address \_\_\_\_\_

School / Institute (name and address) \_\_\_\_\_

Position held \_\_\_\_\_ TUI Branch \_\_\_\_\_

## EMPLOYMENT STATUS *(Please tick as appropriate)*

Full hours  Job-share  Less than full hours

If on less than full hours, please indicate the number of regular timetabled hours

## DEDUCTIONS

Payroll Number <i>As it appears on your payslip</i>						
TUI Subscription	€					

*Deduction at source cannot be processed without payroll number*

## AUTHORISATION

I hereby authorise

\_\_\_\_\_ Vocational Educational Committee

\_\_\_\_\_ Institute of Technology

to deduct monthly from my salary, until further notice, the Union subscription appropriate to my employment at any time as a teacher / lecturer,\* to be paid to the TUI on my behalf. The amount of subscription to be determined by Annual Congress.

Signature \_\_\_\_\_ Date \_\_\_\_\_

If employed in a Community & Comprehensive School:

I hereby authorise the Payroll Division of the Department of Education and Skills, to make a deduction directly from my salary/pension in respect of \_\_\_\_\_ and to pay this amount to the Teachers' Union of Ireland on my behalf. I understand and agree that:

- The deduction at source facility is being made available solely as a matter of convenience to me
- Beyond paying the sums deducted to the Teachers' Union of Ireland the Department of Education and Skills accepts no responsibility of any kind in the matter
- The deduction is to commence as soon as possible and to continue until and unless I serve further written notice to the Teachers' Union of Ireland
- The Teachers' Union of Ireland has the right to alter the amount of this deduction in line with agreed amendments in the rate of subscription
- Any arrangements for refund of deductions or collection of arrears are to be made directly with the Teachers' Union of Ireland and that the Department of Education and Skills will not be responsible for such matters
- It is my own responsibility to ensure the correct deduction is made from my salary/pension and to notify the Teachers' Union of Ireland if I wish to amend or cancel the deduction from my salary/pension.
- There may be a delay in commencing or ceasing my deduction due to payroll scheduling and the fact that amendments to mandates are submitted to the Department of Education and Skills on a monthly basis.
- I will correspond directly with the Teachers' Union of Ireland in relation to the deduction from my pension/salary or the product that I am availing of.

Signature \_\_\_\_\_ Date \_\_\_\_\_

\* This authorises the Employer to alter my Union Subscription to the subscription appropriate to my employment.

\*\* With effect from July 2006 the Dept. of Education and Skills is not accepting DAS forms and has requested that TUI hold the original forms on behalf of members.

## OFFICE USE ONLY

New Member  Existing Member

Number \_\_\_\_\_ Branch \_\_\_\_\_

**DATA PROTECTION:** TUI will process personal data of members in accordance with the legitimate business of the union as expressed in the TUI rules, policies and procedures. TUI will not otherwise forward the personal data of a member to a third party. TUI will process, manage and store personal data in a professional manner complying with data protection guidelines.

# TUI in the media

*A small sample of issues recently addressed by the union in the national media*

## **‘Teachers who coming into second level now are getting fragments of jobs and fragments of temporary jobs...**

We have members who are suffering significant income poverty. Our own audit of our membership data shows that over 25% of our members are on part time contracts.’ – **TUI General Secretary John MacGabhann, RTE Radio 1’s News At One 28/8/12**

## **TUI President Gerard Craughwell interviewed on TV3’s Ireland AM**

regarding the current system whereby students apply for college places and TUI’s concerns that bonus points for certain Leaving Certificate subjects could do more harm than good  
**22/8/12**

## **Teachers and parents ‘must have say’ in points revamp**

– **Irish Independent 22/8/12**

The Teachers Union of Ireland (TUI) said a public debate was preferable to a “high-powered group of universities deciding” what changes are required.

TUI president Gerard Craughwell said: “We welcome certain aspects of it but we think an awful lot more work needs to go into it.” Mr Craughwell said the TUI was opposed to further bonus points, given the negative effect they had following this year’s maths exams and said there was also a danger that smaller, rural schools could be discriminated against in specialist subjects if cutbacks reduced teacher numbers.

## **‘Schools’ ability to field teams hit due to cutbacks’**

– **Irish Examiner 22/8/12**

“Government cuts have not only undermined teachers’ efforts in the classroom but, also, by expecting teachers to give continued dedication to extra-curricular activities with less resources and reduced staff numbers, they are effectively attacking the spirit of voluntarism within the teaching community,” said Mr Craughwell.

## **TUI President Gerard Craughwell warns of the potentially damaging effects of additional CAO bonus points**

for certain subjects and the dangers of industry having too big an influence on the education system  
– **RTE television Six, Nine and News On Two bulletins 21/8/12**



## **Points for many courses at highest level in decades**

– **Irish Times 20/8/12**

Last night, the Teachers’ Union of Ireland claimed that the new system was doing more harm than good. It backs a revised, more targeted system where only those taking science-related courses at college secure the bonus points. Minister for Education Ruairí Quinn has promised to review the workings of the new system. University academic councils will also review it in 2014.

The scramble for college places on many courses has intensified this year because of the strong results of so many students in Leaving Cert higher-level maths. In all, one-third of those seeking places on higher-level courses went into the points race with bonus points.

## **Distorting the CAO system**

– **Irish Times editorial 20/8/12**

The Teachers’ Union of Ireland cautioned yesterday that the bonus points system could do more harm than good. It may have the unwelcome effect, the union said, of depriving some students of third level places in disciplines in which “they have an interest and expertise” and which are not maths based. Ironically, the new system - designed to boost student interest in science and technology - may even see some locked out of university science courses because they cannot reach the new, exacting points requirements.

## **Casual career is no flexible friend**

– **Sunday Times 19/8/12**

Thanks to a recruitment moratorium, it has not been a bed of roses for young workers

in the public sector, either. The majority of teachers under the age of 30 for instance, are working on temporary contracts or make do with last minute substitution work at a variety of schools. More than one in four second level teachers are employed on contracts offering less than the full 22 hours per week, the Teachers’ Union of Ireland said earlier this month.

## **TUI President Gerard Craughwell interviewed on RTE Radio 1 one**

**‘o clock news** on CAO issues – urges students to stay positive and consider wide breadth of Further Education options available, particularly in Post Leaving Cert (PLC) colleges **19/8/12**

## **‘Too early’ to judge impact of Project Maths**

– **Irish Examiner 16/8/12**

The Teachers’ Union of Ireland said the revised syllabus should be assessed on a broad body of evidence and experience before any judgment is made on its merits or requirements for further adjustments. “If, on the basis of evidence, adjustments are required, then of course they can be made,” said the union’s general secretary John MacGabhann. “It should be borne in mind that the Project Maths initiative is a measured response to the widely acknowledged problems of the previous syllabus and exam format. Some of the critics of Project Maths, we note, were harsh critics of its predecessor.”

## **Status of thousands of teachers in doubt**

– **Irish Examiner 14/8/12**

The Teaching Council’s increased disciplinary powers and the Government’s control over the hiring of people who are not qualified are being hamstrung by doubts over the status of thousands of teachers. John MacGabhann, the Teachers’ Union of Ireland general secretary, said: “We understand section 30 needs to be commenced... but we’re insisting it shouldn’t happen until such time as the current uncertainties are cleared up.”

## **Rising student numbers strains education budget**

– **Irish Times 10/8/12**

TUI General Secretary John MacGabhann discusses the need for more second level teachers in coming years in light of Department of Education and Skills statistics which revise projections of second level student numbers upwards  
– **Morning Ireland, RTE Radio 1, 9/8/12**

TUI President Gerry Craughwell outlines the increasingly difficult struggle young teachers face as they try to secure enough teaching hours to meet financial commitments. Many in large urban areas rely on financial support from family to stay in the profession, he states.

**TV3 News 1/8/12**

### Fewer teaching hours becoming 'the norm'

– **Irish Times 1/8/12**

MORE THAN one in four second-level teachers are employed on contracts offering less than full working hours, according to the Teachers' Union of Ireland. The union yesterday warned that the "increasing casualisation" of the profession is making it more difficult for teachers to secure permanent positions. The union also said the situation could force young graduates to emigrate in a bid to get secure employment.

According to the union's research, more than a quarter of its members earn a salary based on less than full hours. Full hours were 22 teaching hours a week which equated to 47 working hours, the union said.

Annette Dolan, the deputy general secretary of the union, said the choice for aspirant teachers was rapidly becoming emigration or another career altogether.

"Where once second-level teachers applied for permanent jobs, now they apply for hours," she said. "Regrettably, it has become the norm in recent times for young teachers to start out on small numbers of hours with no guarantee of their services being retained the following year.

### Lack of full-time jobs 'forces teachers out'

– **Irish Examiner 1/8/12**

A lack of full-time work in the first few years of their careers will force more teachers to emigrate, union leaders have said. With more than one-in-four of its second-level members' working fewer than full hours, the Teachers' Union of Ireland said the increased casualisation of the profession is making it harder to find full-time work and permanency.

"Where once second-level teachers applied for permanent jobs, now they apply for hours," said TUI deputy general secretary Annette Dolan. "Regrettably, it has become the norm in recent times for young teachers to start out on small numbers of hours with no guarantee of their services being retained the following year.

### Reaction to green light for DIT, Grangegorman

– **Irish Times 18/7/12**

The Teachers' Union of Ireland, although welcoming the provision of funding for the new DIT campus, warned that a cut in lecturer numbers at a time of a stark rise in student numbers was damaging to the sector.

### Highs and lows of teachers' salaries

– **extract from letter to Irish Times by TUI President Gerard Craughwell 14/7/12**

...There remains a misconception that all teachers are employed on full-time permanent contracts of employment and have complete security of tenure. In reality, a conservative estimate would be that 25 per cent to 30 per cent of teachers are on part-time contracts, many of these on less than full hours....For those entering the teaching profession after a training period of five years, it now takes an average of a further five years for a new teacher to secure a level of permanency. Even then, this is often on small numbers of hours that see them earning much less than the average industrial wage....All teachers, including principals, have suffered cuts of up to 20 per cent on their take home pay in recent years, while those appointed from 2011 onwards have been hit with a further 14 per cent cut in salary.



TUI area representative Eddie Conlon outlines hugely increased workload of Institute of Technology lecturers on **RTE 1's Nine News** on day that report on Public Service Agreement shows €900m in savings to the State **13/6/12**

### Unions welcome Croke Park review

– **Irish Times 13/6/12**

Trade unions have welcomed a review into the Croke Park Agreement which shows that significant savings have been made in its first two years. According to the report from the body overseeing implementation of the agreement savings of €1.5 billion have been achieved since it was introduced. The Teachers' Union of Ireland (TUI) said the report showed the considerable contribution made by teaching staff and lecturers in ensuring that targets are met.

### 'Second-rate' university risk for ITs seeking status upgrade

– **Irish Daily Mail 29/5/12**

Speaking at a seminar on higher education in Dublin yesterday, Mr MacGabhann said some amalgamations would not serve students, the region or the economy.

The TUI is now advising the various amalgamated IT groups to 'proceed with caution'.

Once ITs have submitted an expression of interest they must then show they can meet the criteria before being considered by the Higher Education Authority for elevation to university status.

### Union defends lecturers' holidays

– **Irish Times 28/5/12**

John MacGabhann, the general secretary of the Teacher's Union of Ireland (TUI) said recent months had seen "persistent and mischievous propagation of inaccuracies and lies regarding the working conditions of lecturers within the institutes". Institute lecturers, he said, teach 18-20 hours a week where the international norm is 10-12.

"For each hour of teaching, a multiple is also spent in evaluation and preparation. Included in a lengthy list of other academic responsibilities are research, devising and updating syllabi on an on-going basis, course development and planning and extensive continuous and final assessment."

Mr MacGabhann said the spreading of blatant falsehoods about those working within higher education was unacceptable. Institute lecturers have never found themselves more stretched because of the record increase in student numbers and the impact of cuts.

### Funding threat to VEC creches

– **Irish Times 21/5/12**

'The Teachers' Union of Ireland has criticised the development, as creches in vocational colleges in counties Clare, Limerick, Carlow and Cork close in coming months and the City of Dublin VEC closes its three creches – in Ballyfermot, Cabra and Whitehall – at the end of June, with the loss of 72 childcare places.'

**Expert analysis was provided to the national media by TUI's subject representatives over the course of the State examinations. The union thanks these representatives for sharing their expertise with the general public.**

# RMA News

Well, what can you say about the summer? Except for those two or three fine days in mid-August you could say nothing! The one lesson to learn is to count the RMA breaks as the summer and forget about everything else. Yes, you heard about the RMA AGM break in Killarney - the weather, the Malton Hotel, the food and of course the company were all great.

You may remember that I was to have a meeting with the Paymaster General (PMG) regarding the transfer of pension payment from the Local Councils and the difficulties that some members were having as a result. The meeting was held in Orwell Road on Friday 29th June. The representative from the Paymaster General's office was Dave Kearney and TUI officials Annette Dolan and Ben Bishop also attended. There were twelve specific documented cases representing three areas of concern. The main area was the underpayment of pensions in the first cheque received by our members, another area was the non-payment of the over seventies benefit of the 7% Universal Social Charge to 4% and the final concern was a change in interpretation of the P60 Tax Certificate in some cases. There was also a case where child benefit was not paid.

Rather than take each case one by one Dave explained the process involved in the changeover. There were 35 separate Local Authorities involved, only four of whom made payment on the same day as the PMG ie Thursday. Of the other 31 some paid in advance and some paid in arrears in relation to the new day (Thursday). This meant that on the first payment adjustments were made to bring the payment to the

Thursday. Dave also explained that the PMG pays by the day, that is your yearly pension is divided by 365 to give a daily rate and each payment is the number of days in the month multiplied by the daily rate.

In relation to the drop in the Universal Social Charge from 7% to 4% on reaching the age of seventy, he explained that the PMG cannot make payments without authorisation so they need to be authorised. However in this case they have reached an understanding with the Revenue and any outstanding adjustments will be dealt with.

As regards the P60 and interpretation he said that some problems had arisen in relation to this and he would deal with each case as it arises. With regard to the non-payment of children's benefits, this issue will be dealt with on a personal basis. He promised to respond to all cases individually and any further cases he promised to deal with speedily.

I have to say that I was very pleased with the meeting which was conducted in a very open and constructive manner and I believe that Dave Kearney will indeed deal with any issues that may arise in the future.

I would like to take this opportunity to thank Annette Dolan for organising the meeting and it indicates the benefit of co-operating with the TUI.

The AGM was very pleased with the developments in the growth of local RMA branches, several of which are now up and running.

## **Below are the dates for some upcoming meetings:**

- **Meath:**  
Thursday 13th September in the Ardboyne Hotel, Navan, at 11am.
- **Donegal:**  
Thursday 20th September in Kee's Hotel, Stranorlan, at 11am.
- **Kildare:**  
Wednesday 26th September in the Killashee House Hotel, Naas at 2pm.
- **Dublin:**  
Friday 28th September in the Teachers Club, Parnell Square, at 11am
- **Cork:**  
Friday 28th September venue to be arranged later.
- It is proposed to arrange meetings in **Galway and Mayo** in October.

As you know we are concerned about the financial situation we are in and the need to protect our pension and benefits. This concern is felt by retired members across the public service and we have joined with equivalent retired member bodies to form an alliance. The chairperson of this is Brian Burke, a retired member of IMPACT. We invited Brian to our AGM and our chairperson invited Brian to address our meeting.

In his address Brian spoke of his desire to change the focus of retired workers' unions by emphasising the strength and influence of retired members and their potential to effect change, to restore the value of public service pensions and to dispel the myth that these pensions are in any way golden - the average public service pension being €21,000.

## IMPORTANT NOTICE

### REQUIREMENT TO BE REGISTERED WITH THE TEACHING COUNCIL FROM 2012/13 SCHOOL YEAR

Other aims will be to protect the Household Package, Free Travel and the Fuel Allowance, to maintain the Home Care, Home Help and to protect the Fair Deal by removing the financial limit. He said we need to engage the Senior Citizens Parliament, the Public Service Alliance and Older and Bolder in our campaign to achieve our aims. Brian said that he believed that retired members should be full members of their Unions. Retired members of IMPACT were full members with full rights except the right to vote on strike. Brian spoke of the situation with the Croke Park Agreement which we thought protected public service pensions and how we should be involved in any future agreement.

The first formal meeting of this Alliance was held in Orwell Road on Wednesday 27th June. TUI's outgoing President Bernie Ruane gave the welcoming address which was much appreciated.

To date we do not have any details about our autumn break but as soon as we do you will hear all about it.

For all teachers September is the beginning of a new year but for us it's the continuation of our retirement. Let's consider the advantages: we don't have to worry about the timetable, we don't have to worry about which classes we have, we certainly don't have to worry about whole school inspection or subject inspection, we don't have to worry about interviews, we don't have to worry about being in on time or the bell going off when we have our morning coffee. In fact, what do we have to worry about? Cheer up.

*Christy Conville.*  
Secretary

Under section 30 of the Teaching Council Act 2001, teachers employed in recognised schools must be registered with the Teaching Council in order to be paid from public monies by the Department of Education and Skills or a VEC.

It is the intention of the Minister for Education and Skills, Ruairí Quinn T.D., to commence section 30 during the 2012/2013 school year.

If you are working as a teacher in a recognised school, but are not currently registered with the Teaching Council, you should apply to the Council for registration **immediately**.

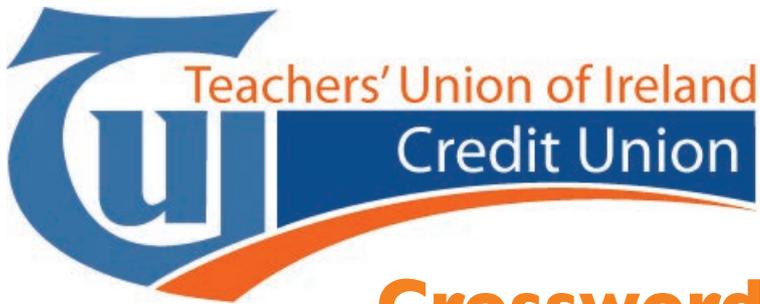
Further details including registration application forms and frequently asked questions are available on the homepage of the Teaching Council website: [www.teachingcouncil.ie](http://www.teachingcouncil.ie)

The Council may be contacted in relation to registration at:

[primaryregistration@teachingcouncil.ie](mailto:primaryregistration@teachingcouncil.ie) for primary school teachers; and

[postprimaryregistration@teachingcouncil.ie](mailto:postprimaryregistration@teachingcouncil.ie) for post-primary school teachers.





Congratulations to  
**EDWARD O' TOOLE,**  
**COLÁISTE NAOMH CORMAC,**  
**KILCORMAC, OFFALY**  
*winner of Vol 34 No 5 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 \_\_\_\_\_

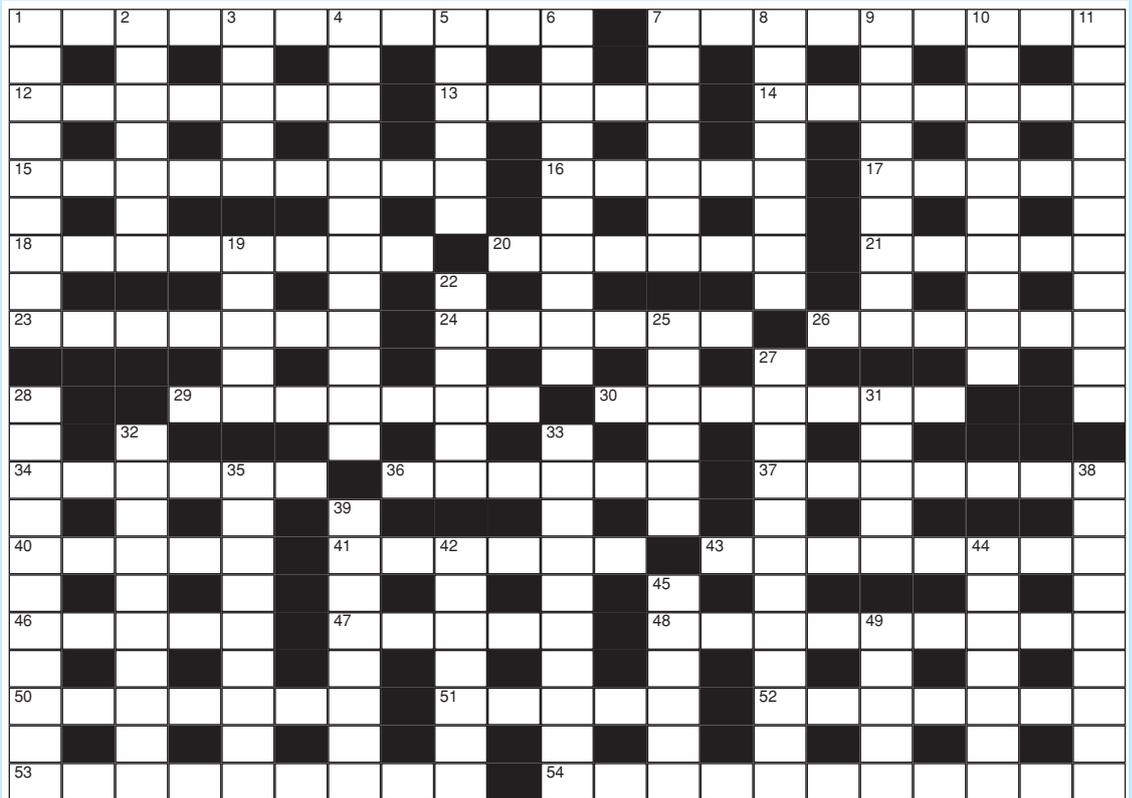
Address \_\_\_\_\_

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

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

Send entries to TUI  
 Crossword September '12,  
 TUI, 73 Orwell Rd, Rathgar,  
 Dublin 6

Closing date for entries:  
 Friday 12th October 2012



**ACROSS**

- 1 Youth detention center (11)
- 7 Expressing sorrow (9)
- 12 Tightly frames a person or an object (5,2)
- 13 1993 song by Beck (5)
- 14 Mainly or chiefly (7)
- 15 A small rug used by Muslims during their devotion (6,3)
- 16 Start abruptly (5)
- 17 The third planet from the Sun (5)
- 18 On or toward the weather or windward side (8)
- 20 \_\_\_\_-\_\_\_\_ Baby (Baby Goodbye) - hit song performed by the Four Seasons and The Bay City Rollers (3-3)
- 21 Muse of lyric and love poetry (5)
- 23 A lottery in which tickets are drawn from a revolving drum (7)
- 24 Make different; cause a transformation (6)
- 26 \_\_\_\_ Hollow 1999 Tim Burton film starring Johnny Depp (6)
- 29 Greatly surprised (7)
- 30 A person with a record of failing; someone who loses consistently (2-5)
- 34 Arm anew (6)
- 36 Song performed by Michael Sembello, featured in the film Flashdance (6)
- 37 Rid oneself of something by selling or passing it on to someone else (7)
- 40 Dylan \_\_\_\_ - acclaimed comic from Co. Meath (5)

- 41 A fault or defect in a computer program, system, or machine (6)
- 43 Without a centre (8)
- 46 For -- --- song written by Paul McCartney featured on Revolver (2,3)
- 47 A plant fibre used for making rope (5)
- 48 Principal fiend (9)
- 50 An interpreter, chiefly of religious texts (7)
- 51 A steel lattice tower used to support an overhead power line (5)
- 52 Located within the hull or nearest the midline of a vessel or aircraft (7)
- 53 Subject to change (9)
- 54 With impatience; in an impatient manner (11)

**DOWN**

- 1 Plant that grows on or among rocks or is suitable for a rock garden (4,5)
- 2 The raw, unedited material as it had been originally filmed and which usually must be edited to create a motion picture, video clip, television show or similar completed work. (7)
- 3 Christopher \_\_\_\_ - Superman actor (5)
- 4 Equipment consisting of miscellaneous articles needed for a particular operation or sport etc. (12)
- 5 Bind by an obligation; cause to be indebted (6)
- 6 Time past; yore (10)
- 7 Disturb in mind or make uneasy or cause to be worried or alarmed (7)

- 8 Excited in anticipation (8)
- 9 A cell that is specialized to conduct nerve impulses (5,4)
- 10 Stupefied or excited by a chemical substance (especially alcohol) (10)
- 11 Red blood cell (11)
- 19 Loyal or pledged faithfulness (5)
- 22 Inflammatory condition of the skin (6)
- 25 Oscar the \_\_\_\_ - Muppet character from TV show Sesame Street (6)
- 27 A traveller who rides a motorcycle (12)
- 28 Combination of two or more words or morphemes into one new word (11)
- 31 Suggestive of an elf in strangeness and otherworldliness (5)
- 32 Small two-wheeled horse-drawn carriages/soft-top convertibles (10)
- 33 Relish of chopped pickled cucumbers and green peppers and onion (10)
- 35 Spiced mixture of chopped raisins and apples and other ingredients with or without meat (9)
- 38 Without question and beyond doubt (9)
- 39 The exterior covering of a bird's egg (8)
- 42 Lacking taste or flavour (7)
- 44 Perform again (7)
- 45 Sleeping for a short period of time (usually not in bed) (6)
- 49 Coarse, indigestible plant food low in nutrients; its bulk stimulates intestinal peristalsis (5)