



TEACHERS' UNION OF IRELAND / AONTAS MÚINTEOIRÍ ÉIREANN

news

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CUTBACKS

REVERSAL OF
CUTBACKS

PAY
DISCRIMINATION

PAY EQUALITY

DAMAGE TO
EDUCATION SYSTEM

INVESTMENT

Budget 2019
must commit
to education

A Word from the President – Seamus Lahart

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Welcome back!

Colleagues, I wish you well for the coming year and I know that you will, yet again, rise to all challenges with the dedication and professionalism that is typical of your work.

I also want to thank you for placing your trust in me as President of TUI. I will give it my very best on your behalf on a daily basis to defend and promote the working conditions of all our members across the sectors.

Acute need for enhanced investment in education

TUI members provide academic and vocational training to young people who are instrumental in helping our economy to grow at one of the fastest rates in Europe. You should be proud of the valuable contribution you are making in equipping the population with such a broad range of skills that ultimately benefit Irish society and the economy.

Clearly, investment in education returns many times the original outlay. It is regrettable in the extreme that some of

our political leaders continue to ignore the clear need for enhanced investment.

Injustice of pay discrimination – our campaign continues

New entrant pay continues to be an unacceptable injustice. TUI has been consistent in its campaign to end this discrimination and has made some headway. However, pay equality will only exist when everyone in a grade has the same pay rate irrespective of whether they began their career before or after 2011. It is my key priority to pursue that goal relentlessly. The inaction of Government on this has threatened the supply of suitably qualified new entrants to the teaching and lecturing profession, and quick fix solutions will worsen rather than resolve the supply issue.

Senior Cycle review – your voice must be heard

The National Council for Curriculum and Assessment (NCCA) is beginning a



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TUI PRESIDENT, SEAMUS LAHART

review of the Senior Cycle. Forty schools have been chosen to complete an initial survey of the existing Leaving Cert syllabi with a view to indicating perceived strengths and weaknesses. Phase two promises a national consultation process with the 'partners' in education. TUI will insist that the voice of the classroom teacher is listened to in this review process. Over 60 TUI-nominated teachers already work on various course committees with NCCA and we greatly value their work. There was an attempt to set aside the state certification of the examination system in the initial review of the Junior Cycle. As it did in that campaign, TUI will vigorously defend that pillar in this review.

Technological universities

Some Institutes of Technology are to be merged and developed into Technological Universities in Dublin and in the regions. The Dublin project is well underway with the planned merging of Blanchardstown, Tallaght and the Dublin Institutes. TUI has safeguarded the terms and conditions of our members in a successful campaign which culminated with the inclusion of crucial amendments to the TU legislation. Continued commitment to the regional provision of courses is but one of the more significant inclusions.

Both flex hours now designated to duties other than lecturing

The decision to reassign the second flex hour to duties other than lecturing is to be warmly welcomed. Additional lecturing hours accruing as a result of the redesignation must be added to the contracts of those not on a full lecturing contract and to that end, the overtime ban will continue to be implemented rigorously by TUI members. The workload review of our lecturers is ongoing, and the terms of reference are agreed.

Challenges in FE

Further Education colleges are continuing to struggle with challenging enrolment numbers due to the rise in employment availability. The government has a stated intention to expand the numbers taking up (and the range of) Apprenticeship programmes. TUI will strive to enhance the provision of these courses in our public, not-for-profit FE sector and so protect the employment of our members.

Time for a real increase in pay

The government sends out the mixed and contradictory messages that we are the fastest growing economy in Europe

while at the same time refusing to finally abolish the punitive FEMPI measures. Teachers have not received a real increase in pay over the last ten years. Both of these serious issues must be remedied.

Improving our communications channels

At the time of writing, the launch of the Union's new website is imminent. Also, please make sure to download the TUI Members' App if you have not already done so. Both of these facilities are part of an ongoing campaign to improve our communication with members.

One voice for teachers

Educationalists will have a stronger impact at the negotiating table if we speak with one voice. Our members have supported teacher unity at Congress on a number of occasions and it is my intention to pursue that aim. Together we can have a more powerful voice on issues of vital importance.

Finally, I would like to thank the outgoing President Joanne Irwin for her hard work and achievement on behalf of the members over the last two years. I wish her the best for the future.

Meet your new President

A native of Clonmel, Co Tipperary, Seamus Lahart has been a TUI activist throughout his career. A teacher of Science, Maths and Technology in Coláiste Dún Iascaigh, Cahir, he served as Vice-President of the Union since 2017. Married to Peggy, he has two children, Richard and Elizabeth, and his interests include bad golf and good hurling.

The ending of pay discrimination remains TUI's key priority



stood at around 30%. Progress has been made, but as a result of the remaining inequalities (see below), there is an average difference of 11% in the gross pay rates of a pre-2011 and post-2012 teacher. The TUI position is clear - any gap is unacceptable.

- Teachers who commenced employment before 2011 were paid on a 25-point scale. In addition, most second level teachers commenced employment on the third point of that scale. Those who commenced employment after 1st January 2011 are paid on a 27-point scale and most commence employment on the first point. This unacceptable situation must be reversed.
- Those who commenced teaching before February 2012 are paid the HDip in Education Allowance (value €1,236). This allowance (the HDip/PME allowance) has not to date been paid to those who commenced teaching on or after 1st February 2012. That is unacceptable and discriminatory.

What's happening now?

In May 2018, representatives of the public service unions, including TUI, again met with officials from Government departments, led by the Department of Public Expenditure and Reform (DPER) regarding pay equality.

From the outset, TUI insisted that full pay equality, including, in the case of teachers, the reinstatement of the HDip/PME allowance, must be achieved.

TUI has made clear the urgency of the situation and expressed the union's frustration at the slow pace of the discussions. This sense of frustration and serious concern was reiterated by the Union's Executive Committee.

When will members be balloted on any outcome of this engagement?

The outcome of the discussions, when available, will be put to a ballot of members. We would anticipate that this will be early in the 2018/19 school year.

TUI already has a strong mandate for industrial action on this issue, up to and including strike action. If activation of this mandate is required, every effort will be made to co-ordinate any such industrial action with our sister unions.

What has been achieved to date?

While pay equality has not yet been achieved and unacceptable discriminatory pay rates still apply, some progress has been made. Most significantly, as a result of the September 2016 agreement between TUI, the INTO and the Department of Education and Skills, the full value of the Honours Primary Degree Allowance (€4,918) was restored to salary for post-2011 teachers in two halves on 1/1/17 and 1/1/18.

What remains to be achieved?

At its worst, the gap between the pay rates of those who entered the profession before 2011 and those who entered from 2012 on

How many TUI members are affected by pay discrimination?

We would estimate that in the region of 35% of the Union's membership is paid at a lower rate than longer-serving colleagues for carrying out the same work. It is important to note that irrespective of whether they are personally affected by pay inequality, TUI members are completely united in demanding its end as a matter of urgency. This is evidenced by the priority



the issue has received at a succession of TUI Congresses and by members' rejection of the Public Service Stability Agreement (PSSA) in a national ballot last year.

From a TUI perspective, this injustice to some is an offence to all members. A determination to bring this injustice to an end unites, rather than divides, us.

What are the effects of pay discrimination?

Pay discrimination has seriously undermined the profession and has had a devastating impact on morale in staffrooms.

A March 2018 TUI survey of post-2011 entrants found that 46% do not believe that they will still be in the profession in ten years' time. If pay equality was restored, 94% said that they would remain. Strikingly, 52% said that they would not advise a younger relative to pursue the profession of teaching.

Meanwhile, there has been a fall of over 50% in the numbers applying for places on the PME postgraduate teacher education courses between 2011 and 2018 - from 2,821 to 1,366. There has also been a fivefold rise in the emigration rate of teaching graduates.



Unsurprisingly, pay discrimination has also led to widespread difficulties in the recruitment and retention of teachers, which inevitably impairs the quality of service to students in terms of subject choice and consistency of provision. Recruitment problems are evident both across the country and across a broad range of subjects including, but not limited to, Modern Languages, Mathematics, Science, Irish, Home Economics and the technologies.

At third level, some Institutes of Technology have reported difficulties in recruiting staff at Assistant Lecturer entry grade. In a number of cases, advertisements in key disciplines have not attracted any applications and the posts have had to be re-advertised.

In another significant finding of TUI's recent survey, just 22% of new entrants to teaching received a contract for full hours in their first year of teaching. The stark effect is that they earn just a fraction of the starting salary that is so often referenced. Moreover, they get their first teaching post, on average, at the age of 26, often saddled with debt after six years of study. This treatment of recent entrants to teaching is a disgrace, an indictment of the shoddy employment practices that have become a feature of the system in recent years. The TUI has demanded the eradication of this culture of casualisation. It impoverishes teachers, drives them out of the profession and it damages the quality of the service available to students.

Third level: Agreement reached on re-designation of second 'flex' hour

Following discussions between the TUI, the Department of Education and Skills and THEA, agreement has been reached in relation to the re-designation of the second 'flex' hour. The document entitled 'Agreement between the Department of Education & Skills and TUI to conclude the re-designation of the flex hours' was approved by the TUI Executive Committee on Friday 29th June 2018.

Both of the so-called flex hours that are required under the terms of the Croke Park and successive national agreements will now be redesignated for duties, within contract, other than teaching/lecturing.

In relation to members' lecturing hours, the system which existed prior to the Croke Park Agreement will apply, as follows:

Lecturer:

There will be a norm of 16 class contact hours per week, which may be varied by Institute management from 14 to 18 following consultation with the Lecturer.

Assistant Lecturer:

There will be a norm of 18 class contact hours per week, which may be varied by Institute management from 16 to 20 following consultation with the Lecturer.

Specific arrangements will be in place for the 2018/2019 academic year, with all staff liable to flex up by one hour - to 19 for Assistant Lecturers and 17 for Lecturers - in the first semester/term and flex down in the second semester/term to 17 and 15 hours, respectively, (unless otherwise agreed locally). This requirement is in acknowledgement of the need for the sector to operate within existing funding allocations for 2018.

This Agreement completes the re-designation of the two 'flex' hours from teaching to other duties, in line with contract. As a result of this Agreement, the directive which issued on the 15th May is lifted.

A reminder of some

At the start of a new academic year, members are reminded of some key Union directives which protect conditions of service and standards of education.

It is vitally important that all members of the TUI adhere strictly to the terms of directives. This means that the relevant maxima set out must not be exceeded.

A directive is binding and removes discretion from members. Members, whatever their position in a school/centre, must adhere to it. This serves also to prevent the personalisation of issues. A directive is not open to local interpretation or re-negotiation and cannot be set aside or varied. Its implementation must not be delayed.

If a difficulty or disagreement arises in relation to interpretation or implementation of any directive of the TUI or if local management seeks to frustrate or prevent its implementation, the matter should immediately be reported to the Workplace Committee, the Branch, the Area Representative and the assigned TUI official.

Please note that the list below is not exhaustive.

CLASS CONTACT DIRECTIVE

The maximum class contact hours are protected by a long-standing TUI directive. That directive was adjusted to take account of the collective agreement in respect of Junior Cycle.

The agreement reached in September 2015 between the TUI and the Department of Education and Skills in regard to Junior Cycle, included the provision of 40 minutes of "professional time" per week (related exclusively to Junior Cycle).

Class Contact Directive for teachers with an Involvement in Junior Cycle

- (a) **Teachers who have an involvement in Junior Cycle and who do not hold the post of Principal Teacher, Deputy Principal Teacher or Assistant Principal I** must work their weekly timetabled class contact hours up to but not exceeding 21 hours, 20 minutes. In addition, such teachers have an entitlement and commitment to 40 minutes per week of Professional Time related to Junior Cycle.
- (b) **Principal Teachers, Deputy-Principal Teachers and those teachers with an Assistant Principal I post of responsibility, who have an involvement in Junior Cycle**, must work their weekly timetabled class contact hours up to but not in excess of the number appropriate to their posts, namely

School Size in WTEs	Principal	Deputy Assistant	Assistant Principal I
1 - 3	17h, 20m	21h, 20m	17h, 20m
4 - 6	12h, 20m	17h, 20m	17h, 20m
7 - 11	7h, 20m	12h, 20m	17h, 20m
11+	4h, 20m	7h, 20m	17h, 20m

In addition, such teachers have an entitlement and commitment to 40 minutes per week of Professional Time related to Junior Cycle.

- (c) **Teachers who hold the post of Programme Co-ordinator and who have an involvement in Junior Cycle** must work their weekly timetabled class contact hours up to but not in excess of the number appropriate to their posts, as set out in the relevant Department of Education Circulars, minus the 40 minutes per week of Professional Time related to Junior Cycle. In addition, such teachers have an entitlement and commitment to **40 minutes** per week of **Professional Time related to Junior Cycle**.

Class Contact Directive for teachers without an Involvement in Junior Cycle

Teachers who do not have an involvement in Junior Cycle and who do not hold the post of Principal Teacher, Deputy Principal Teacher or Assistant Principal I must work their timetabled hours up to but not exceeding **22 hours**.

Principal Teachers, Deputy-Principal Teachers and Assistant Principal I Teachers who do not have an involvement in Junior Cycle must work their timetabled hours up to but not in excess of the number appropriate to their posts, namely:

School Size in WTEs	Principal	Deputy-Principal	Assistant Principal I
1 - 3	18	22	18
4 - 6	13	18	18
7 - 11	8	13	18
11+	5	8	18

Teachers who hold the post of **Programme Co-ordinator** must work their weekly timetabled class contact hours up to but not in excess of the number appropriate to their posts as set in the relevant Department of Education Circulars.

the key TUI directives

CLASS SIZE DIRECTIVE

1. Practical Classes - provided the classrooms are equipped for the number of students involved:

• Art and Technical Graphics, DCG	(20 recommended)	24 (max)
• Home Economics	(16 recommended)	20 (max)
• Materials Technology Wood & Metal, Engineering, Construction Studies	(20 recommended)	24 (max)
• Computers/ICT		24 (max)
• Science & all Science subjects at Leaving Cert level		24 (max)

2. General Subjects Classes not covered by the above

		30 (max)
• Learning Support		15 (max)
• Physical Education	(24 recommended)	30 (max)

POSTS OF RESPONSIBILITY DIRECTIVE

The context for this directive is the correct implementation of CL 03/2018 which includes a requirement that the agreed duties of a post of responsibility should be commensurate with the level of that Post – that is Assistant Principal I (formerly Assistant Principal) or Assistant Principal II (formerly Special Duties Teacher).

Where a post of responsibility (POR) is vacant, or roles and responsibilities as per the agreed schedule of posts arise for any reason or the unmet needs of the school as listed by agreement are to be carried out by any staff member, then:

- The post/roles/responsibilities/unmet needs should only be carried out by the appointment of a teacher to a POR in accordance with the normal appointment procedure and the approved allocation of PORs to the school as per CL 003/2018
- A teacher who is not in receipt of the appropriate POR allowance in accordance with normal procedure as per 003/2018 and who is not afforded the time remission appropriate to the post should not carry out the roles and responsibilities as per the schedule of posts nor the unmet needs of the school as published.

Roles and responsibilities as per the schedule of posts or agreed unmet needs will not be carried out by:

- An unpromoted teacher or Assistant Principal II (APII) in receipt of a timetable remission granted to carry out any listed functions
- An unpromoted teacher in receipt of a timetable remission to carry out roles and responsibilities that should be carried out by an API or APII
- Any teacher carrying out roles and responsibilities as per the schedule of posts or agreed needs who does not hold a recognised post of responsibility or is in receipt of payment other than the appropriate payment for the post.

All members, including principal teachers, deputy principals, post-holders and teachers are directed not to engage in or facilitate or organise any breach of this directive.

New to teaching or lecturing? Your contract explained

Have I been offered the appropriate contract?

When you are offered a contract of employment – and before you sign and return it to your employer – you should take the time to check that it is the appropriate contract for your grade and that it accurately sets out the terms and conditions to which you are entitled. If only in prudence and as a precaution, you need advice. Therefore, we would urge you to speak to your TUI workplace representative, a TUI Branch Officer or Area Representative. They will answer any questions you may have and offer relevant advice and information. **Where necessary - and only with your prior approval - they will make representations to management on your behalf.**

It is important to be aware that the contract of employment offered to you should have full regard to and should comply with relevant legislation, collective agreements and (Department of Education and Skills) Circular Letters. A Circular Letter is, typically, an instruction from the relevant government Department to agencies, employers and employees within its remit. The Department of Education and Skills (the DES) issues Circular Letters to employers and school management bodies in the education sector.

When will I receive my contract?

The entitlement to a contract and the necessary minimum content of a contract are set out in the Terms of Employment (Information) Act, 1994.

Section 3 of this Act requires that, at a minimum, an employer must provide an employee with a written statement of the terms of her/his employment within two months of commencement of that employment. In practical effect, a written statement of the terms of your employment amounts to a default contract, albeit a minimal one.

In some sectors there is not yet an agreed contract in written form. For example, there is none for teachers appointed to permanent whole-time positions in Community Schools. However, in such cases there is an unwritten (implied) contract that is enforceable and, of course, there is

an entitlement to a written statement of the terms of the employment.

What should my contract look like?

That depends on the status of the position to which you are appointed.

■ **Permanent:** You could be appointed to a permanent position (either on full hours or part-time hours). If your initial, day-one appointment is to a permanent position you will have a **Permanent Whole-time** or a **Permanent Part-time** contract. Appointment to permanent positions follows a national advertisement of the position and a formal selection process using agreed procedures. Initial appointment on a permanent whole-time basis used to be the norm but, regrettably, has not been in recent years. TUI has addressed this issue under the TUI/DES Agreement, May 2016. The agreement clarifies that employers can make initial appointments on a permanent basis within the approved teacher allocation. The Department of Education and Skills issued Circular Letter 59/2016 on 31st August 2016 confirming this to be the case. Circular Letter 49/2017 (Voluntary Secondary Schools) also refers.

■ **Contract of Indefinite Duration:** When, as a teacher or lecturer, you have completed in excess of two years of continuous service with the employer under two or more Fixed Term contracts (see below) and if that service satisfies the terms of the relevant Circular Letters, you become entitled to a **Contract of Indefinite Duration** (commonly referred to as a CID). A CID is a **permanent** contract, either whole-time or part-time.

This qualifying period of in excess of two years was secured by the union through the Expert Groups that were established under the Haddington Road Agreement. This is a significant improvement on what is provided for in law (i.e. a period of continuous employment of in excess of four years).

The TUI also secured the removal of

- Covering for career breaks
- Covering for a teacher on secondment
- Covering for a teacher assigned to Home School Community Liaison duties
- Covering for a teacher assigned to the Behavioural Support Service

From the list of valid reasons (known as 'objective grounds') for denying the award of permanence by way of a CID.

■ **Fixed-Term Contract:** If you are appointed to a temporary, time-limited position you will have a **Fixed-Term contract**. This is not a permanent contract. It has a specified termination or end-date. An initial fixed-term contract tends to be for one year. A teacher is notified that her/his employment is to terminate at the end-date of the fixed term contract and that the position will be advertised (assuming continuation of the service/position). A selection and interview process follows through which the teacher may, if successful, be re-engaged for a second year under a new fixed term contract. After the second year of fixed-term service a Contract of Indefinite Duration (CID) will be awarded subject to certain criteria being met, including continuation of the service into a third successive year.

Appointment to a fixed-term position follows national advertisement and a formal selection process using agreed procedures (as for Permanent Appointments).

Contract templates

The agreed Contract of Indefinite Duration for Post Primary Teachers, which is provided as an appendix to Circular Letter 24/2015, is illustrative of the basic provisions that a teacher's contract should contain. Other nationally agreed contracts are appended to other Circular Letters. Examples are:

- Youthreach Resource Person/ Co-Ordinator (Circular Letter 12/03)
- Adult Literacy Organiser (Circular M15/01)
- Adult Guidance Counsellors/ Co-Ordinator (Circular Letter 70/04)
- Community Education Facilitator (Circular Letter 45/02)

What are the IoT equivalents?

- Contract of Employment - Pro Rata Assistant Lecturer IoT
- Contract of Employment - PWT - Assistant Lecturer IoT

These are available on the TUI and on the Department of Education and Skills website.

What details should my contract contain?

In compliance with the Terms of Employment (Information) Act, 1994, the following should be noted in each contract:

The full names of the employer and the employee and the address of the employer

There is a number of employers in the Education Sector and the specific employer should be named on your contract.

Education and Training Boards

If your employer is an Education and Training Board (ETB) your appointment is to the “scheme”. This means that you may be assigned to any Vocational School or Community College/Designated Community College or to any Education Centre within the particular ETB. You may, in subsequent years, be transferred within the scheme (subject to the terms of the particular transfer agreement that is in place at the time).

Community and Comprehensive Schools and Voluntary Secondary Schools (including Educate Together schools)

Community and Comprehensive (C&C) schools and Voluntary Secondary schools are stand-alone employers. As such, your employer will be named as the Board of Management of the specific school that you have been appointed to.

Institutes of Technology

Institutes of Technology are also stand-alone employers. As such, your employer will be named as the Institute that you have been appointed to.

The place of work or, where there is no fixed or main place of work, a statement specifying that the employee is required or permitted to work at various places

In the case of Community & Comprehensive Schools, Voluntary Secondary Schools and Institutes of Technology the place of work is the specific employer. In the case of an ETB, the school/centre to which you are deployed in the current academic year should be stated clearly. For example, you may be employed by Galway and Roscommon ETB and your place of work for the academic year 2017/18 may be listed as Galway Community College. In subsequent years the ETB - provided that it complies with the relevant transfer agreement negotiated with the TUI - may choose to move your place of work to another school/centre in the ETB. In some cases a contract may state that a person will have more than one place of work. For instance, the ETB might deploy you to School A for Monday and Tuesday

and School B for Wednesday, Thursday and Friday.

The title of the job or nature of the work for which the employee is employed

The contract should set out the title of the job i.e. the grade. This will then determine the specific terms and conditions of employment and the pay-scale to be used. You should note carefully the grade stated and check the agreed contract for that grade. For example, if ‘teacher’ is the stated grade, then compare the contract you are offered to the contract appended to Circular Letter 24/2015 to ensure its accuracy. If ‘Youthreach Resource Person’ is stated, then compare your contract to the contract appended to Circular Letter 12/2003. If ‘Assistant Lecturer’ is stated, then see the relevant contract on the TUI website.

The date of commencement of the employee's contract of employment

If the contract offered to you is Fixed Term (that is, for a specified period of time and with a stated termination or end-date) it will typically – but not always - be for an academic year, commencing on 1st of September and ending on 31st August of the following year. Notwithstanding this commencement date, most schools open before 1st September and will require you to present for work in the last days of August. This is to be expected and is not an issue to be concerned about. The payment period for such a fixed-term contract will be the twelve months from 1st September to 31st August, inclusive.

In some cases, a contract may commence later, or conclude earlier. This typically applies if you are employed to substitute for an employee on maternity leave or another form of short-term leave.

If your fixed-term contract commences before the 1st November, its termination/ end date should normally be 31st of the following August. This provides for continuation of salary payment during the summer months.

If your contract is at variance with this, there may be an error and you should contact the TUI for advice.

Other Terms and Conditions to be contained within the contract

■ In the case of a temporary contract of employment, the expected duration thereof or, if the contract of employment is for a fixed term, the date on which the contract expires

- the rate or method of calculation of the employee's remuneration – the pay scales for each grade are available in the TUI Diary and Handbook
- the length of the intervals between salary payments – i.e. the frequency of salary payment, whether weekly, monthly or at any other interval. The frequency of payment during leave periods should be consistent with the agreed contract.
- any terms or conditions relating to hours of work (including overtime) - i.e. how many hours of work per week
- any terms or conditions relating to paid leave (other than paid sick leave)
- any terms or conditions relating to-
 - incapacity for work due to sickness or injury and paid sick leave, and
 - pensions and pension schemes,
 - the period of notice which the employee is required to give and entitled to receive (whether by or under statute or under the terms of the employee's contract of employment) to terminate the employee's contract of employment or, (where this level of detail of information is not yet available), the method for determining such periods of notice,
 - a reference to any collective agreements which directly affect the terms and conditions of the employee's employment including, where the employer was not a party to such agreements, particulars of the bodies or institutions by whom they were made.

TUI advises that you retain the following documents for your personal records and to assist TUI in the event that you require advice or representation:

- Advertisements for any/all jobs in which you have been employed
- Letter of Offer/Appointment Contract(s) AND Cover Letter(s) for all jobs in which you have been employed
- Any other documentation/ correspondence relating to your employment
- All Payslips
- Annual Timetables
- All Teaching Council Records/ Documentation
- Attendance Certificates for all CPD, including that related to induction programmes



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Budget & Cash Account



Online DocuSign for fast efficient loan processing



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Delegation from the African Confederation of Cooperative Savings and Credit Association (ACCOSCA) paid a visit to the TUI Credit Union - 31st May 2018

This delegation of six representatives from ACCOSCA came to Ireland to attend a week-long programme of workshops, meetings and credit union visits. We were delighted to welcome the delegation to our office and the engaging discussions that took place



between everyone ensured that we both learned a great deal. Despite the different countries and cultures, the Credit Union ethos is the same the world over. It was great to meet with the delegation from ACCOSCA and we extend our best wishes for the future.

Monthly Members Draw - July Winners 2018

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



JULY WINNERS

1st Prize €1,500 - Cornelius Broderick, Co Kildare

2nd Prize €1,000 - Aine Purcell, Co Clare

3rd Prize € 500 - Patrick Glavin, Dublin

JUNE WINNERS

1st Prize €1,500 - Jim Lawlor, Co Waterford

2nd Prize €1,000 - Karen Tinsley, Co Wicklow

3rd Prize €500 - Marie Kelly, Dublin

MAY WINNERS

1st Prize €1,500 - Damien Dolan, Co Wicklow

2nd Prize €1,000 - Sean Dolan, Co Meath

3rd Prize €500 - Patrick O'Keefe, Co Waterford

If you are not in you can't win... Join today.

Download application from www.tuicu.ie/Prize-Draw or call our office on 01 4266060.

Schools Visits 2018/2019

Our school visitation programme for 2018 proved very beneficial. From September, we will be recommencing school visits. Would you like a representative from TUI Credit Union to visit your school to promote your credit union to your fellow colleagues? If so please email marketing@tuicu.ie or give us a call on 01 4266060.



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Resourcing of the Droichead induction programme

Further to recent discussions between the TUI and the Department of Education and Skills in relation to the resourcing of the Droichead induction programme, the Department made the proposal, as set out below, to the TUI.

With effect from the 2018/2019 academic year:

- The Department proposes to **allocate** hours to schools following an application by the school to the National Induction Programme for Teachers (NIPT). This can be done at any time - either before the commencement of the school year or during the school year when a school employs one or more NQTs undertaking Droichead. If school management is aware of the number of NQTs in its school at the start of the academic year, the resourcing as set out below can (and should) be provided on an **allocation** basis. Schools can claim any balance through the substitution scheme.
- The total quantum of hours available for the Professional Support Team (PST) is set out below. The text in the box below is TUI's instruction to members on how schools should distribute the hours. Schools that use the allocation model should assign the time remission from timetable on a rotational basis i.e. one member of the PST team is timetabled for mentoring during the

2018/2019 academic year and another member of the PST team receives the allocation in the 2019/2020 academic year and so on.

- Training release time, with substitute cover, of 4 days will continue to be provided to the members of the PST team and this time will be **in addition** to the resources as set out above.

The Department proposes to review resourcing of Droichead when Droichead is the sole route of induction in all schools i.e. the end of the 2020/2021 academic year. However, the Department will discuss with the TUI any significant issues that may arise in the meantime during the continued roll-out period.

Although the above resources, in our view, are not fully sufficient, they are an advance on what was initially offered and should be viewed as an intermediate step during the phased roll-out of Droichead. It is important to note that the allocation model is being provided to schools which will mean that any hours that become available on timetable can be allocated to part-time teachers in the first instance.

We have legitimate concerns that Droichead, which is a major initiative, has a large dependence on the goodwill of teachers. It is our view that the Droichead model is considerably under-resourced and that as the phased rollout of the

programme makes it the sole, mandatory programme in more and more schools (i.e. between Sept 2018 and Sept 2010), this will become apparent to both the Department of Education and Skills and the Teaching Council.

Evidence, to date, has shown that many teachers who were initially enthusiastic about becoming engaged as mentors are now withdrawing from the process because of its reliance on their volunteerism.

The 2018/2019 academic year will see a significant increase in the number of schools required to operate Droichead. From September 2018, Droichead is the sole route of induction for NQTs in SEN settings and in medium-sized and large post-primary schools with 400 or more students. Given the level of resourcing offered and the level of volunteerism required, TUI has concerns about the long-term sustainability of the process.

However, as an interim advance, the TUI Executive Committee, at its meeting on the 29th June 2018, agreed to continue to co-operate with the Droichead programme for as long as the resources permit.

The TUI will, as a necessary measure, closely monitor the roll-out of Droichead in our schools.

1 – 2 NQTs	22 hours	One class period of 40 minutes per week (on an allocation basis)
3 – 4 NQTs	28 hours	One class period of 40 minutes per week (on an allocation basis) + 6 hours per year on a substitution basis. The additional 6 hours could be provided to a subject specialist, for example, the subject that the NQT is qualified in, or provided to other members of the PST.
5 – 6 NQTs	34 hours	One class period of 40 minutes per week (on an allocation basis) + 12 hours per year on a substitution basis (as set out above)
7 NQTs	40 hours	One class period of 40 minutes per week (on an allocation basis) + 18 hours per year on a substitution basis (as set out above)
8+ NQTs	44 hours	2 x 40 minute class periods per week



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TUI's Third World Fund

The TUI's Third World Fund was established with the distinct purpose of assisting educational, developmental and trade union projects in underdeveloped countries, as approved by the Executive Committee from time to time.

€0.95 of each full member's subscription is allocated to the fund.

Applications for assistance from the Third World Fund are considered once a year, at the November or December meeting of the Finance Sub-Committee, and notification regarding successful applications will be posted shortly afterwards. This year the Third World Fund will have over €20,000 at its disposal.

If you wish to apply for monetary support from the fund for a project you are involved in or support, please make a written submission to Nadia Johnston, Administrative Officer, via email to njohnston@tui.ie. Due to the large number of applications received, a member may submit only one application. Applications must be submitted by 5.00 p.m. on 16th November 2018 and should outline brief details of the project.

Last year a total of 11 projects received a contribution from the Third World Fund including:

- Pelele School, Lesotho (provision of a water pump)
- HIRN Palestine (construction of schools and provision of equipment in Palestine)
- Bia le Beatha (provision of food/school meals for schools in Uganda).

While the amount donated to each project is modest, the feedback we receive from the various recipients indicates that your funding of these projects has a significant impact and is greatly appreciated. Of course, there is an added advantage in that the money donated from the TUI Third World Fund goes directly to the projects concerned.

TUI's Third World Fund can make a real difference to worthy causes at ground level and members are encouraged to nominate a chosen project before the closing date.

Have we your correct membership details?

- Has your union membership status changed?
e.g. from Part-Time to Whole Time, from 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 for members in the ETB sector

or

Janet Anderson, Membership Secretary, TUI, 73 Orwell Road, Rathgar, Dublin 6 - janderson@tui.ie for members in the Community & IoT sectors.

DAS forms are available on p.29 of this magazine and also on the TUI website – www.tui.ie They are also available from your School/College/Workplace Representative and from Head Office.

You can also update your status and/or hours by using your membership card to log onto tuiservices.ie or by updating your profile on the TUI Members' App - free to download from the Google Play Store and the App Store.

Subscription Rate

As previously advised, the Department of Education and Skill has decided that with effect from 1st January 2019, it will only process subscriptions that are expressed as a percentage of salary. Therefore, TUI Annual Congress 2018 agreed to the following Rule change which will take effect from 1st January 2019:

Rule 90

Each full member, associate member and retired member of the Union shall pay an annual subscription as decided by Congress.

From 1st January 2019, this rate shall be 0.8% of gross annual salary inclusive of any and all allowances paid. The maximum annual subscription paid will be capped and shall not exceed 1% of the third point of the Common Basic Scale (pre-2011), rounded to the nearest euro.

In the event of a change in the Common Basic Scale, the resultant change in the maximum annual subscription will apply from 1st January of the following calendar year.

The only exception to this shall be new members in their first year of teaching who are on the revised Common Basic Scale for New Entrants, who shall pay a nominal fee of €1 for their first year's subscription.

Members do not need to fill in any additional paperwork, but should be aware that their TUI subscription will change from 1st January 2019.

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Budget 2019 must ensure quality services, in

It is a core principle of TUI that the social contract be maintained as the underpinning construct for Irish society and, by extension, for public policy, including budgetary policy. Central to the social contract is the equitable provision of high quality health, education, housing and other social services and protections so as to ensure that all our people can live in safety, with dignity, and are enabled meaningfully to participate in and contribute to Irish society, according to their respective talents.

In this context, it is a cause for concern that the damage inflicted by recession-era public spending retrenchments have led to imbalances and inequalities that threaten social cohesion. It is the view of the TUI that Budget 2019 should have the declared aim of cultivating a rooted sense of social cohesion and solidarity.

Housing crisis of concern to all

While most of our focus will be on the education system, we are gravely concerned by the failure to address the housing crisis. Government must, as a matter of extreme urgency, invest in and implement an extensive programme for the provision of social and affordable housing. The ideologically blinkered approach of looking to the private sector is exacerbating the crisis. Therefore, rather than relying excessively on a self-interested private sector – an approach that has manifestly failed – government must

re-instate the local authorities as providers of such housing and provide the necessary funding.

New sources of funding are available to Government

Clearly, additional new funding sources are required.

Additional funding could be sourced, for example, through a financial transactions tax, the restoration of the 13.5% rate of VAT on the hospitality industry, and/or the abolition of bogus self-employment which is designed solely to rob workers of employment rights and to place some businesses beyond the tax net. A 2015 ICTU study found that taxpayers had lost €600m due to bogus self-employment in the construction industry alone. A 2018 Department of Finance study found that the concessionary VAT rate for the hospitality industry has reduced the tax-take by €2.6bn since 2011. A 2012 ICTU study found that even a small financial transactions tax could raise government revenue by €0.5 - €0.75bn per annum and raise GDP by 0.25%.

For many years the TUI has also suggested a 1% levy on corporate profits to generate a dedicated fund for investment in higher education. Such a levy would have generated €656m in 2017. It is important to note that all of these measures could easily be constructed in such a way as to give protections to small businesses.

Key points of TUI's Budget 2019 submission

Budget 2019 should respect and cater to the educational, social, cultural and economic needs of all the by providing for a significant increase in investment in public education in the context of the development of a knowledge economy and knowledge society. In addition, there must be a robust process to fully reverse cuts that were introduced during the recession.

Across all sectors - An end to pay discrimination

- Budget 2019 must signal the steps necessary to have those who entered the public service on or after 1st January 2011, including teachers and lecturers, placed on the same rates of pay that apply to their colleagues who entered prior to that date. The palpable injustice of the current differential must be addressed as a matter of urgency. Failure to do so will inevitably lead to continuing, and damaging, industrial relations unrest and the attendant disruption to public education services.

Equitable provision of high quality education including education

Second level/post-primary

- Targeted, incremental improvement in the pupil/teacher ratio at second level and in further education, with an initial focus on tackling and overcoming the disabling effects of educational disadvantage - in the context of which the restoration of the previously available level of ex-quota guidance counselling allocation needs to be achieved.
- In this context also, programmes that focus on ameliorating inter-generational disadvantage, such, for example, as DEIS and School Completion Programmes, must continue to be funded and have their level of funding restored and enhanced.
- Full restoration of school capacity to meet student support, administrative, curricular and compliance needs by way of restoration of the posts of responsibility suppressed as a result of the moratorium introduced in 2009. The significant reduction in middle management capacity in schools over the last six years, notwithstanding the modest improvement in circular 3/2018, has severely damaged the ability of schools to respond in an appropriate and effective manner to the varied needs of students and their families.

Further/adult education

- The introduction of recognised, agreed terms and conditions, including a pay scale, for all further and adult education staff
- The introduction of measures that appropriately recognise the value to society of further and adult education, that identify it as a core element of the state-funded public education system and that, accordingly, treat students and staff – in terms of facilities and terms and conditions of employment, respectively - with respect
- TUI is determined to maintain the quality of provision in this sector. The Union is concerned that the approach of agencies such as SOLAS is excessively focused on labour market outcomes and that there may be a damaging drift towards privatisation.

Third Level

- The application of a levy of 1% on corporate profits to generate a dedicated fund for investment in higher education. This would be a tangible and substantial contribution by corporations that benefit from Ireland's graduate pool. Such a levy would have generated €656m in 2017.
- Increased academic staffing levels for Institutes of Technology in recognition of the urgent need to restore appropriate standards of provision to students, to arrest and reverse the casualisation and

demoralisation of academic staff and to enable the sector to meet the challenges presented by legislative and structural changes

- Adequate, additional investment in Institutes of Technology, not least in the context of movement towards Technological University status. It is inevitable that re-structuring will fail and will result in diminished quality and capacity if attempted without the requisite level of funding.

General

- A rejection of privatisation and/or out-sourcing of public education services and a commitment to preserving national regulatory competence by excluding education from international trade agreements
- A restoration of tax relief for trade union subscriptions

In summary, the TUI demands that progressive measures be taken in Budget 2019 to undo the corrosive and damaging effects of the cutbacks of recent years and to maintain public trust in public services and the political process. The union wants government to ensure access to a public education service of the highest quality for all, irrespective of socio-economic status, gender, ethnicity, or sexual identity.

The education provisions of Budget 2019 must demonstrate a commitment to equity and fairness and must give expression in practical terms to the democratic, societal imperative to eliminate educational disadvantage.

Reflections on the Post-Primary Teacher Supply Question

*Professor Judith Harford & Dr Brian Fleming,
School of Education, University College Dublin.*



An essential prerequisite to achieving Minister Bruton's vision for our education system is to ensure an adequate supply of highly qualified, motivated and committed teachers. Yet schools have been reporting significant challenges in filling teaching positions across the majority of subject areas. Some remedial steps have been taken in order to address the issue, including lifting the restrictions on the number of days a teacher on career break can work; increasing the capacity on both undergraduate and post-graduate programmes; and encouraging retired teachers to remain eligible for employment. These, while helpful, are not likely to have a transformative effect. Similarly, the setting up of the Specialist Group on Teacher Supply will prove useful. However, the mere gathering of up-to-date data will not, in and of itself, resolve the issue. In the meantime, there are key factors at play which require real action.

Salary Scales

The decision in December 2010 to introduce a lower salary scale for new teachers, along with other entrants to the public service, has no doubt impacted on those considering teaching as a profession. At the time of writing, talks on the issue of pay disparities for recent entrants to the public service generally are underway. An early resolution is vital.

Master's Level Teacher Education

Moving to a two-year postgraduate qualification for teaching (PME) meant that the number who qualified as teachers, following the postgraduate route, in 2015, was over 1,000 less than

the previous year. The reconceptualisation and extension of the programme to master's level also immediately doubled the cost of securing the qualification. Not surprisingly, in 2016 and 2017 the numbers qualifying through the PME were, on average, circa 450 fewer per annum fewer than the previous pattern. Paying PME students to teach has been suggested as one possible strategy, and while they should, of course, be paid for substitution work, a framework needs to be put in place in order to ensure that schools work in tandem with education departments to support this process. In principle, the notion that a shortage of teachers should be addressed by paying people who are not fully qualified is not an attractive proposition and carries damaging implications for the profession.

Casualisation

In recent years there has been a significant increase in the numbers of teachers employed on less than full-time contracts. The casualisation of the profession, the possibility that following six years of study to qualify as a teacher, one will be faced with several years of casual employment, is no doubt influencing those considering teaching as a career. Casualisation is equally damaging to the quality of teaching and learning in schools creating unnecessary uncertainty and change for pupils.

Demand

It is important also to consider the factors that create a demand for substitute teachers. In Irish education, there is a regrettable pattern of choosing the easy option when the need arises to free up teachers to assist with a new

initiative. Inevitably pupils lose out. While professional development and engagement is a fundamental hallmark of any profession, it must be properly structured and appropriately funded.

Some Suggestions

The situation as currently exists is untenable. In the period 2011-17, there was a substantial reduction in the numbers of those qualifying as teachers. Significant numbers of HDip/PME graduates have chosen to emigrate to teach. It is true that by 2017 the numbers qualifying as teachers had begun to recover, but not to the extent that it will compensate for the losses of the last six years in the numbers entering the profession, improvements in teacher allocations and, of course, those retiring. More to the point, it is insufficient to deal with the sharp increase forecast over the next few years in post-primary enrolments. Decisive action is needed as follows:

- The Common Basic Salary Scale needs to be restored as an essential first step
- Exchequer funding should be made available to HEIs to grant a waiver of fees for year 2 PME students. This provision should apply for the next three years across all subjects, rather than isolating subjects which in the short-term present challenges, which would in turn lead to a hierarchy of subjects. If the DES wishes to increase the supply of teachers of particular subjects in response to the needs of the economy, more imaginative solutions must be devised.

- Radical action will almost certainly be necessary to further reduce the 'leakage' of qualified teachers choosing other careers, encourage those working in the system to remain and others already abroad to return. The DES should make a partial refund of fees to H Dip/PME students who graduated since 2011 on completion of a specified amount of teaching service to the system within a stated duration;
- Boards of Management and ETBs should be instructed to fill posts in a permanent whole-time capacity where

the needs of the students, curricular requirements and enrolment in the school justify such appointments;

- Yes, it is important that schools are supported in undertaking new initiatives and becoming involved in positive developments such as the well-being programme. However, surely it cannot be beyond the capability of the DES to devise a less disruptive model. Facilitating the SEC to undertake its examination work out of term would minimise the disruption to the core work of schools. Such a change would require

an increase in the remuneration of those involved. However, this would be partly offset by the savings generated by not having to employ substitutes.

Action on the issue of teacher shortages is urgently required in order to influence the thinking of graduates leaving HEIs this summer and those who will follow in the next few years.

Professor Judith Harford & Dr Brian Fleming, School of Education, University College Dublin.

Technological University projects 'must be underpinned with appropriate resourcing'

TUI, which represents 4,000 lecturers in Institutes of Technology across the country, welcomed the official establishment of the country's first technological university in Dublin in July but has warned that the project must be underpinned by appropriate resourcing.

'We welcome today's announcement, but it is crucial that the development be underpinned with the appropriate resourcing that will allow it to flourish,' said TUI President Seamus Lahart.

'Overall, there remains a complete and incomprehensible absence of political will to deal with the funding crisis that exists at third level in Ireland. This is unacceptable. It is TUI's view that a 1% levy should be applied to corporate profits to generate a dedicated fund for higher education.'

TUI members at third level voted by a margin of 74% to 26% to accept the TUI,

DES and THEA Agreement of May 2017 on Technological Universities.

The agreement was the result of extensive discussions between the parties which had been held in order to address the concerns of TUI members in relation to the development of Technological Universities.

It set out key assurances in relation to conditions of service and pensions, includes amendments to the Technological Universities Bill and provided for the establishment of the National Negotiation Forum sought by the Union.

Save the Date! - Raise the Roof on the Housing Crisis – Lunchtime Rally outside the Dáil, Wednesday, 3rd October

The Irish Congress of Trade Unions (ICTU) has called a Lunchtime Rally outside Leinster House for Wednesday, 3rd October. The rally is timed to coincide with a new Opposition party motion on the crisis that is to be debated in the Dáil.

The motion will be supported by Sinn Féin, Labour, People Before Profit, the

Social Democrats, the Green Party and a number of independents. The motion incorporates many of the key points from the Congress Charter for Housing Rights.

Congress is urging affiliate unions to support the rally on 3rd October to help keep pressure on the government to act on the housing and homeless crisis.

The October 3rd rally is supported by Congress, the National Homeless and Housing Coalition (which includes a wide range of community and housing groups), the Union of Students in Ireland and a range of NGOs.

Posts of responsibility – your questions answered

Circular Letter 03/2018 (available on the TUI website) sets out details of the revised criteria for appointment to Assistant Principal I (formerly Assistant Principal) and Assistant Principal II (formerly Special Duties Teacher) posts. A range of frequently asked questions around the scheme are addressed below.

TUI will continue to campaign for a full restoration of posts of responsibility to pre-moratorium levels.

1. When did Circular Letter 03/2018 come into effect?

The circular is effective from the date the circular issued – 16 January 2018. All posts advertised since that date must follow the provisions of this circular.

2. Have the allowances previously paid to a Special Duties teacher or Assistant Principal changed?

No. There have been no changes in the allowances payable. An Assistant Principal I (formerly Assistant Principal) is paid a pensionable allowance of €8,520 and an Assistant Principal 2 (formerly Special Duties teacher) is paid a pensionable allowance of €3,769.

3. As an Assistant Principal I, will I still receive a 4 hour remission from timetable to undertake the responsibilities associated with the post?

Yes. The 4 hour remission from timetable is in place and is covered by a TUI Directive.

4. Does the post of Programme Co-ordinator still exist?

Yes. As is currently the case, this post will be available in schools that offer LCA, LCVP, JCSP or the Transition year programme. As is also currently the case, this post is in addition to, and does not form part of, the normal cohort of school posts of responsibility and will lapse if and when none of the programmes listed above is being provided by the school.

5. If I apply for the position of Programme Co-ordinator, will I be interviewed based on the criteria as set out in this Circular?

Yes. The eligibility, advertising, selection and appeal processes outlined in CL03/2018 are also applicable to Programme Co-ordinator posts.

6. Is the position of a Programme Co-ordinator payable at the level of API or AP2?

As is currently the case, the allowance payable for a Programme Co-ordinator post will be at the level of an Assistant Principal 2 post in the case of schools with up to and including 99 students on these programmes and at the level of an Assistant Principal I post where the number of students is 100 or more. (see Q7 for more details)

7. Will I get a remission from timetable for a Programme Co-ordinator post?

Yes. The level of reduction depends on the number of students engaged in the programmes.

Number of Students	Hours Reduction per week
1-59	2
60-99	3
100-139	4
>140	6

In the event that the number of pupils falls below 100 pupils where the Programme Co-ordinator had previously been in receipt of an allowance at API level, the co-ordinator will continue to hold the API level allowance but will have the reduction in hours as set out above applied.

The school is compensated, as part of allocation, for the hours reduction.

8. Can my school apply for a Self-Financing Part-Time Adult Education programmes post?

Yes. This post falls outside CL03/2018. Schools may appoint teachers to such posts in accordance with Circulars 46/00 and 16/05.

9. **How are the management and leadership needs of a school determined?**

- A review process shall occur at least once every two years or when the Board of Management/ ETB, as appropriate, determines that a significant restructuring is required
- A consultation process between the Principal, Deputy Principal(s) and the teaching staff shall occur
- Consultation with staff should be completed within 6 to 8 weeks and will inform:
 - the leadership and management needs and priorities of the school and
 - the roles and responsibilities which need to be performed for the effective leadership and management of the school.
- The decision as to the leadership and management needs of the school should be determined by consensus between the teaching staff and the Board of Management.

The review and consultation process described above is mandatory.

10. **As a teacher in the school am I entitled to know who the post holders are and their associated responsibilities?**

Yes. The Circular is clear in this regard. A list of the post holders, the level of their post (API or AP2) and a summary of the roles and responsibilities of each post shall be posted on the staff notice board and this list shall be updated as necessary.

11. **What happens if the teaching staff identify leadership and management needs that cannot be undertaken by the number of posts available in my school?**

As part of the consultation process, teaching staff set out the leadership and management needs of the school. Because of the limited number of posts available to a school, it may not, indeed probably will not, be possible to assign all needs identified. Therefore, in addition to the list described at Q10 above, the full list of identified leadership and management needs and priorities, as determined by the consultation with staff, which cannot be assigned (because of the limited number of post holders), shall also be posted on the staff notice board and this shall be updated as necessary.

That is, two lists shall appear on the notice board

- The actual schedule of post holders and agreed roles and responsibilities and
- The List of identified needs that cannot currently be assigned

12. **How is the number of posts available to a school determined?**

It should be noted that, in TUI's view, this schedule is not adequate and merely represents the commencement but not the completion of the process of restoring posts that were cut in 2009. The TUI's campaign for full restoration is ongoing. It is also worth noting that because of representations made by the TUI, the allocation for API and AP2 posts is based on the number of Wholetime Equivalent (WTE) teachers in a school rather than pupil numbers (the metric originally suggested by the Department). The number of posts to which a school is entitled is set out on page 10 of the circular.

13. **Can the roles and responsibilities of my post be changed?**

Yes, as was previously the case. The management and leadership needs and priorities are determined as part of a consultation process with all teaching staff and may result in your existing post roles/responsibilities being changed. Responsibilities assigned/agreed must be manageable and commensurate with the post assigned. If there is disagreement on this issue that cannot be resolved through the consultation process provided by the circular, the grievance procedure can be used to resolve the issue.

14. **How many years do I have to be teaching before I can apply for a post?**

For an API post you must have a minimum of 3 years teaching service recognised by DES/ETB for incremental credit purposes. For an AP2 post you must have a minimum of 1 years teaching service recognised by DES/ ETB for incremental credit purposes.

15. **How long should an API post or AP2 post be advertised?**

Notice of any vacant post shall be posted in a prominent position on the staff notice board(s) within the school for a period of not less than 5 school days.

16. **Can the specific roles/responsibilities be named in the advertisement?**

No, the specific roles/responsibilities of the post cannot be named. The post must be advertised as an API or an AP2 post. As set out above, using the consultation process, a list of the leadership and management needs of the school will be identified. That list shall be posted on the staff notice board as a guide to applicants.

17. **What am I entitled to receive from the interview board following the interview process?**

Upon written request after you have been notified of the outcome of the post of responsibility interview process you are entitled to receive the following:

- Your marks under each selection criterion

- The notes of the interview board pertaining specifically to you ('the candidate alone')
- The marks of the recommended candidate(s) under each criterion
- For the 2017/2018 and 2018/2019 school years, service in the school/scheme of the most senior applicant.

18. Are marks awarded for seniority?

The marks awarded for seniority are being phased out. For the 2017/2018 and the 2018/2019 academic years, the maximum marks awarded for seniority will be 12 marks for the most senior applicant. Marks will then be awarded in four quartiles for all other applicants.

With effect from 2019/2020, seniority will no longer be a stand alone criterion for the awarding of marks.

19. At interview, what criteria will be used to assess my ability to undertake the post?

Marks will be awarded for demonstrated capacity (with relevant examples of professional, educational and life experience) in relation to:

- Leading Learning and Teaching
- Managing an Organisation
- Leading School Development
- Developing leadership capacity

20. If I am not offered the post, can I appeal?

An appeals procedure is available if you believe that there has been a breach of procedure.

21. What are the grounds for appeal?

The grounds for appeal are set out as follows:

- (a) Pre-interview:
 - Failure to consult staff on the roles and responsibilities as set out in 4.1 of the Circular
 - Breach of the advertising rules
 - Non-notification about the vacancy to teachers on leave of absence/secondment
- (b) Composition of the Interview Board:
 - Lack of gender mix on Interview Board
 - Incorrect/ incomplete composition of the Interview Board
- (c) Marking/Selection Criteria:
 - A computational error in the Interview Board marking sheets which makes a material difference to the outcome
 - A departure from the agreed selection criteria or marking scheme.

22. If I appeal, can I get the necessary documentation from management in advance of the Oral Hearing?

All application forms for posts of responsibility shall include reference to a candidate being able to access, upon written request, all items listed at (i) to (iv) below after s/he is notified of the outcome of the post of responsibility appointment process:

- (i) His/her marks under each selection criterion
- (ii) The notes of the interview board pertaining specifically to the candidate alone
- (iii) The marks of the recommended candidate(s) under each criterion
- (iv) For the 2017/2018 and 2018/2019 school years, service in the school/scheme of the most senior applicant.

This documentation must be provided to the applicant appealing the position in advance of the appeal being heard and/or the Oral Hearing.

23. If I appeal, will I be afforded an opportunity to have an Oral Hearing?

You may, however, where the Appeal Board, having considered the appeal and response, deems it unnecessary to conduct a hearing, it shall notify the appellant and the Secretary to the Board of Management/Manager/CE of the outcome of the appeal within 15 school days of the Appeal Date.

24. Can a job-sharing teacher apply for a POR?

Yes.

25. If I am job sharing and I get an API position, how many hours do I have to teach?

Under a written agreement with the Department of Education and Skills, a teacher who is job sharing, and who continues to discharge, in full, the roles/responsibilities of his/her API position is required to teach a maximum of 9 hours per week. If that job-sharing teacher is involved in the delivery of Junior Cycle, the weekly class contact is reduced by the appropriate amount of professional time.

26. Can a teacher on approved leave (paid/unpaid), for example, career break, maternity leave, secondment apply for a POR?

Yes. Such a teacher can apply for and be appointed to a POR. He/she will have to undertake the roles/responsibilities of the post and will be paid the allowance in respect of the post only upon return to work.

**Further details are available in
Circular Letter 03/2018**

TUI welcomes announcement of additional resources for island schools

TUI has welcomed the announcement of a package of additional supports for island post-primary schools, describing it as a step in the right direction.

The package of additional supports includes:

- Increased teacher allocation for each of the island post-primary schools from its present allocation of 1 whole-time equivalent post to 1.5 whole-time equivalent posts from September 2018
- An additional ring-fenced budget of €15,000 per annum for each post-primary island school to cover their additional operational costs
- The establishment of Coláiste Naomh Eoin, previously designated as a Language Unit (Aonad), as an independent stand-alone school on Inis Meáin, Co Galway. This change in status will result in the appointment of a principal and deputy principal, the establishment of a board of management for Coláiste Naomh Eoin, and the allocation of standard capitation and other grants to Galway/Roscommon ETB for the school.

The Union described the new supports as a significant boost for island communities and said that it will continue to campaign for further resources to ensure that island schools can operate on a level playing field.

Recent TUI submissions

TUI has recently made submissions on the following areas to the Department of Education and Skills:

- Out of school provision
- Review of career guidance
- Pre-Budget 2019

The following submissions were made to the Oireachtas Committee on Education and Skills:

- Teacher recruitment and retention
- Review of relationships and sexuality education
- Autism Spectrum Disorder
- School building programme

A submission was also made to the Oireachtas Committee on Children and Youth regarding childhood obesity.

In all submissions the TUI highlights the high quality work carried out by teachers and lecturers but also makes clear the need for significant additional resources to be invested into the education system. Where appropriate, TUI also makes clear that while schools and colleges have responsibilities, they cannot remedy all of society's ills.

All submissions are available to download on the TUI website.

TUI members protest at GRETB offices over failure to ensure equal conditions for employees



TUI members protested outside the main offices of Galway and Roscommon Education and Training Board (GRETb) on 12th June over its failure to ensure that all Back to Education Initiative (BTEI) teachers have an entitlement to the same conditions of service.

Following the amalgamation of County Galway VEC, City of Galway VEC and Co. Roscommon VEC into GRETB, it became evident that the persons employed on the BTEI in the former City of Galway VEC and Co. Roscommon VEC had been employed on less favourable conditions than their colleagues in Co. Galway VEC.

Successful TUI case leads to national agreement

The TUI successfully brought a case that compared the work done by 'tutors' delivering to students on the BTEI in centres formerly associated with City of Galway VEC and Co. Roscommon VEC with that of a teacher delivering to students on the BTEI in Co. Galway VEC, all at this point employed by the same ETB.

This successful case set a precedent that was subsequently utilised in securing a national agreement between TUI and the Department of Education and Skills in 2016. Subsequently, the terms of the agreement have been implemented in other ETBs around the country.

Regrettably, GRETB has been slow to action the outcome of the case and six TUI members remain on less favourable terms and conditions of service than colleagues carrying out the same work.

The TUI has been informed by GRETB that due to workload issues within its offices, a timeframe cannot be given as to when TUI members will fully benefit from the outcome although, following the protest, GRETB has made some progress and members are in the process of receiving contracts.

Campaign will escalate if guarantees are not supplied

The TUI contends that GRETB, as an employer, has a responsibility to complete the conversion of eligible teachers so that they may avail of all of the entitlements and benefits of the grade.

Download the TUI Members' APP today



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



To keep up to date with the very latest developments, keep an eye on the TUI website, Members' App and social media channels.



TUI President Seamus Lahart at a recent retirement function in Leitrim

MEMBERSHIP SUBSCRIPTION RATES

The following rates will apply until 31st December 2018

Category	Rate Per Annum	*Rate Per Month
Permanent Wholetime (00) 2nd Level - 22 hours Other Education Grade - 35 hours 3rd Level - (18 hours Lecturer/16 hours Assistant Lecturer)	€379.29	€31.60
Job-Share (05)	€189.64	€15.80
Part-Time (21) 2nd Level - 22 hours Other Education Grade - 35 hours 3rd Level - 18 hours	€379.29	€31.60
Part-Time (22) 2nd Level Teacher - 11 hours and less than 22 hours Other Education Grade - 17 hours and less than 35 hours 3rd Level - 9 hours and less than 18 hours Lecturer 8 hours and less than 16 hours Assistant Lecturer	€189.64	€15.80
Part-Time (23) 2nd Level Teacher - 6 hours and less than 11 hours Other Education Grade - 9 hours and less than 17 hours 3rd Level - 5 hours and less than 9 hours Lecturer 4 hours and less than 8 hours Assistant Lecturer	€94.82	€7.90
Part-Time (02) 2nd Level Teacher - less than 6 hours Other Education Grade - less than 9 hours 3rd Level - less than 5 hours Lecturer Less than 4 hours Assistant Lecturer	€40.63	N/A
Associate Member	€15.24	N/A
On career break or other approved leave	€0.00	Subject to TUI being advised
New members in first year of teaching	€1.00	

Delegates to Congress 2018 agreed to the following Rule change which will take effect from 1st January 2019.

***Rule 90**

"Each full member, associate member and retired member of the Union shall pay an annual subscription as decided by Congress.

From 1st January 2019, this rate shall be 0.8% of gross annual salary inclusive of any and all allowances paid. The maximum annual subscription paid will be capped and shall not exceed 1% of the third point of the Common Basic Scale (pre-2011), rounded to the nearest euro.

In the event of a change in the Common Basic Scale, the resultant change in the maximum annual subscription will apply from 1st January of the following calendar year.

The only exception to this shall be new members in their first year of teaching who are on the revised Common Basic Scale for New Entrants, who shall pay a nominal fee of €1 for their first year's subscription."

Members do not need to fill in any additional paperwork, but should be aware that their TUI subscription will change from 1st January 2019.

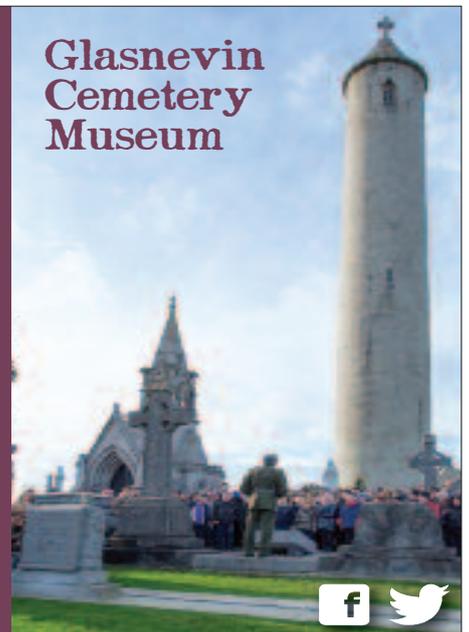
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AND ADULT
EDUCATION**

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www.glasnevinmuseum.ie

FOUNDED IN 1828
GLASNEVIN TRUST



Curriculum Development updates – Junior Cycle and Senior Cycle

In Ireland, the power to prescribe the curriculum is vested within the legal power of the Minister for Education and Skills under the Education Act 1998. However, in practice, decisions in regard to the curriculum are informed by extensive work undertaken by the National Council for Curriculum and Assessment (NCCA). A wide range of stakeholders is represented on the NCCA including the teacher unions and management bodies. Recent months have seen developments in a number of areas, as summarised below.

Junior Cycle

The report on the review of **English** has been published and can be accessed at:

<https://www.ncca.ie/en/resources/report-of-the-review-of-the-early-enactment-of-junior-cycle-english>

A consultation process is also ongoing in relation to the draft specifications for **Graphics** and **Religious Education**. The consultation process in relation to the Graphics draft specification was delayed as the TUI expressed opposition to some parts, especially in regard to the Assessment task. That matter has now been resolved to the satisfaction of the TUI.

Members are encouraged to read the draft specifications and submit their views to the NCCA. The two subject consultations close on September 28th. All relevant information is available at: <https://www.ncca.ie/en/updates-and-events/consultations>

New specifications have been approved for **Applied Technology**, **Wood Technology** and **Engineering**.

Senior Cycle

The NCCA has invited schools to get involved in the **review of Senior Cycle**. Documents supporting initial discussion on this are available at

<https://www.ncca.ie/en/resources/senior-cycle-review-cycle-one-questions-for-schools>

The development of revised specifications for three LCA subjects has continued. Those subjects are **English and Communications**, **Maths Applications** and the **ICT programmes**.

Work is almost complete on a revised specification for **Applied Mathematics**.

Discussions have taken place on making some minor formatting/procedural changes in the Irish oral. This does not change the overall marks awarded to the oral.

Obituary – John Coolahan (1941-2018)

It was with great sadness that the TUI learned of the death of the distinguished educationalist John Coolahan. The extraordinary breadth and depth of the work carried out by John in his lifetime was known to all teachers, with many of us first encountering his erudition and vision when we read his 1981 book *Irish Education: History and Structure* during teacher training.



A native of Tarbert, Co Kerry, John was both a qualified primary teacher and a qualified post-primary teacher. He went on to become a celebrated teacher educator in Carysfort College, UCD and Maynooth University. John was also an extraordinarily wise and considered contributor to matters of education policy.

It is absolutely no exaggeration to say that the Irish education system has lost a giant.

The following updates have been provided by the Teaching Council:

Re-Vetting for registered teachers

The Teaching Council is now commencing the process of re-vetting. Teachers who hold the older Garda Vetting Central Unit (GCVU) vetting will be asked to re-apply for a new National Vetting Bureau (NVB) disclosure via the online system.

Re-vetting letters will be issued to these teachers on a monthly basis and it will be linked to each teacher's renewal date. Teachers who receive a re-vetting notice are advised to complete both stages of the vetting application process within the timeframe given. If a teacher does not complete the vetting, he/she will not be able to renew registration and will lapse from the Register which means he/she cannot receive a State-funded salary.

Registered teachers can check their vetting status by logging on to the My Registration section of the Teaching Council website www.teachingcouncil.ie. Please wait until you are requested to apply for re-vetting, unless you intend to change jobs/schools as set out in DES Circular 31/2016.

Droichead

In the last school year 760 teachers working in 256 post-primary schools completed the Droichead induction process. In 2018/2019 Droichead is the only route of induction available to Newly Qualified Teachers (NQTs) in:

- Special Education Teaching (SET) posts
- Employment of 200 hours or more, in post-primary schools with 400 or more students.

The Droichead application process is now open for the 2018/2019 school year.

- If you are a teacher and wish to apply to commence Droichead, you can submit your application via the My Registration Login of the Council's website. Any queries in relation to addressing the conditions should be emailed to conditions@teachingcouncil.ie and include your Teaching Council number.
- If you are a principal, and wish to register your school for Droichead training, information and application forms can be found on the National

Induction Programme for Teachers' (NIPT) website www.teacherinduction.ie. Any queries in relation to school participation in Droichead should be emailed to info@teacherinduction.ie

FÉILTE 2018

FÉILTE, the Teaching Council's Festival of Education in Learning and Teaching Excellence, will take place outside Dublin for the first time, moving to Mary Immaculate College in Limerick on 5th and 6th October 2018. This year's theme of 'Life-long learning: Making a difference!' includes keynote speeches from President Michael D Higgins, Wexford Hurling manager Davy Fitzgerald and Senator Lynn Ruane.

The first panel discussion will look at the different educational choices in Irish society in 'Education: pedagogy of the oppressed or pathway to freedom?' whilst Saturday's panel will examine the '21st Century Classroom'.

For the first time FÉILTE will include a fringe festival with Teachers Got Talent and a dance and wellbeing event.

Tickets are FREE and available at www.feilte.ie.

TUI President pays tribute at Rohingya event

TUI President Seamus Lahart attended an event on 24th August in honour of the thousands of Rohingya people who were killed, attacked or displaced in Myanmar (Burma) over the past year.

The Rohingya remembrance day took place at St Patrick's College, Carlow and also celebrated the contribution of the 105-strong Rohingya community which has been living in Carlow since 2009.

Seamus Lahart is pictured with Dr Anita Schug of European Rohingya Action and Stephanie McDermott Rohingya Action Ireland (a lecturer in Carlow College). The event also featured a ribbon memorial to those killed by the Myanmar military.





Protect our profession – Recruit a colleague today

Cut out this page (TUI application form overleaf) and encourage a colleague who isn't already a member to join TUI today.

TUI offers members a range of benefits and services, a small example of which include:

- Strong presence and protection in schools, colleges and centres
- A robust defence of your pay and conditions across the negotiating table and in the media
- Expert advice from experienced industrial relations officials
- Professional development seminars
- Representation of your views on professional and curricular matters
- Free legal advice where appropriate
- Access to the TUI App and a hard copy of the TUI diary/handbook
- Regular editions of TUI News magazine
- Special interest rates and other incentives with TUI Credit Union
- Low cost insurance and other financial benefits, including access to the Union's Income Continuance Plan

Your first year's membership is just €1 if this is your first year teaching and you are on the revised (post-2011) basic scale

Fill in the form overleaf or
alternatively join online at

www.tui.ie



MEMBERSHIP APPLICATION FORM

Teachers' Union of Ireland / Aontas Múinteoirí Éireann

73 Orwell Road, Rathgar, Dublin , D06 YP89. T: 01 492 2588 F: 01 492 2953 E: tui@tui.ie W: www.tui.ie

Answers are required to all questions in order to process your application:

Personal Details

Please circle: Mr/Miss/Mrs/Ms/Mx

Surname in English: _____ Surname in Irish: _____

Previous surname(s) (if any): _____ First Name(s): _____

Home Address: _____

School / Centre / Institute (name and address / department): _____

Date of Birth: _____ Mobile Tel: _____ Email address: _____

Academic Qualifications (All): _____

Degree Subjects: _____

Subjects Taught: _____

Date of Appointment (Current Employer): _____

Grade (e.g. Teacher, Youthreach Resource Person etc.): _____

Is your post ...	Permanent/CID	<input type="checkbox"/> Full hours/whole-time? <input type="checkbox"/> Fewer than full hours?*	*If on fewer than full hours, please indicate the number of regular weekly timetabled hours <input type="text"/>
	Non-Permanent	<input type="checkbox"/> Full hours? <input type="checkbox"/> Fewer than full hours?*	
	Job-share?	<input type="checkbox"/>	

Are you registered with the Teaching Council?

Yes No

Union Membership

Have you previously been a member of the TUI? Yes No

If yes, please give the dates of your membership and your former branch _____

Have you been a member of any other union? Yes No

Are you currently a member of any other union? Yes No

If yes to either, please give full details of each union and the dates of membership _____

A. I am a new member in my first year of teaching and therefore I am eligible for one year's membership subscription at the nominal fee of €1.

B. I am a new/returning member who is not in my first year of teaching and am therefore not eligible for €1 membership.

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. I confirm the details on this form are correct.

Signature: _____ Date: _____

Incomplete or inaccurate information given on this form may affect the TUI's ability to represent you as a member.

TUI Data Privacy Policy

The TUI's Data Privacy Statement is available on our website, www.tui.ie. The statement explains how and why the TUI processes data in accordance with the General Data Protection Regulation (GDPR).

Consent

Under GDPR, personal data relating to membership of a trade union is classified as a 'special category' of data. In order for the TUI to process your membership application and to act as your trade union representative, we require your explicit consent in relation to the following areas. Please indicate your consent by ticking the boxes below:

I agree to the following (please tick the relevant box if you consent):

- Where I have indicated previous or present membership of another trade union. I consent to the TUI contacting the union/s to verify my membership status in accordance with the constitution of the Irish Congress of Trade Unions
- In order to complete my application, I consent to the TUI contacting my employer to confirm that I am employed as stated on my application form
- I consent to the TUI occasionally sending general union-related information via SMS or email. This will not be used for any commercial purpose and my details will not be shared with any other organisation. No other information will be sent by SMS or email.

I hereby consent to the TUI processing the special category of personal data as indicated above. I fully understand that I am consenting to the TUI disclosing to my employer that I am a member of the TUI (or am applying for membership).

Signature: _____ Date: _____

You may withdraw consent at any time by contacting the TUI Data Protection Officer by writing to: TUI Data Protection Officer, 73 Orwell Road, Rathgar, Dublin 6 D06 YP89 or by emailing dpo@tui.ie.

Note: 1. Once all sections of the membership application form are fully completed please forward it to the Membership Section, TUI Head Office, 73 Orwell Road, Rathgar, Dublin 6, D06 YP89. Applications received will then be forwarded to the relevant Branch Secretary for Branch consideration.

2. Please return a fully completed DAS form (attached) with your application form. DAS forms are also available from your TUI workplace representative, TUI Head Office or, online, at www.tui.ie. A PayPal facility is also available online at www.tui.ie.

Office Use Only

New Member Existing Member

Number: _____ Area: _____ Branch _____





DEDUCTION AT SOURCE AUTHORISATION FORM

Teachers' Union of Ireland / Aontas Múinteoirí Éireann

73 Orwell Road, Rathgar, Dublin , D06 YP89. T: 01 492 2588 F: 01 492 2953 E: tui@tui.ie W: www.tui.ie

Answers are required to all questions in order to process your deduction:

Personal Details

Please circle: Mr/Miss/Mrs/Ms/Mx

Surname in English: _____ Surname in Irish: _____

Previous surname(s) (if any): _____ First Name(s): _____

Home Address: _____

School / Centre / Institute (name and address / department): _____

TUI Branch: _____

Grade (e.g. Teacher, Youthreach Resource Person etc.): _____

Is your post ...

Permanent/CID	—	Full hours/whole-time?	<input type="checkbox"/>	*If on fewer than full hours, please indicate the number of regular weekly timetabled hours <input type="text"/>
		Fewer than full hours?*	<input type="checkbox"/>	
Non-Permanent	—	Full hours?	<input type="checkbox"/>	
		Fewer than full hours?*	<input type="checkbox"/>	
Job-share?			<input type="checkbox"/>	

Deductions

Payroll Number As it appears on your payslip											
TUI Subscription	€										

Deduction at source cannot be processed without payroll number.

Please ensure this number is correct. Incorrect numbers can lead to delays in processing this request.

Authorisation

I hereby authorise the payroll department of (please tick one option only and fill in the details)

Education and Training Board – please state the ETB _____

Institute of Technology – please state the IoT _____

The Department of Education and Skills

To make a deduction from each salary cycle the union subscription appropriate to my employment at any time and pay this amount to the TUI 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 employer 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 employer 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 employer 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.
- That the TUI will advise the Department of Education and Skills/ETB/IoT in a timely manner of all corrections made to your personal data in relation to the processing of the Deduction at Source request only.
- It is my responsibility to inform the TUI of any change to my employment status.

The amount of the subscription is determined by Annual Congress.

N.B.: With effect from July 2006 the Department of Education and Skills does not accept DAS forms and has requested that the TUI hold the original forms on behalf of member.

TUI Data Privacy Policy

The TUI's Data Privacy Statement is available on our website, www.tui.ie. The statement explains how and why the TUI processes data in accordance with the General Data Protection Regulation (GDPR)

Consent

Under GDPR, personal data relating to membership of a trade union is classified as a 'special category' of data. In order for the TUI to process your deduction at source request, we require your explicit consent. Please indicate your consent by reading the following statement and signing below:

I consent to the TUI disclosing my union membership and personal details to the payroll section of my employer so that my membership subscription can be deducted from my salary and paid directly to the TUI. I fully understand that this allows the TUI to disclose to the payroll section of my employer that I am a member of the TUI.

Signature: _____ Date: _____

You may withdraw consent at any time by contacting the TUI Data Protection Officer by writing to: TUI Data Protection Officer, 73 Orwell Road, Rathgar, Dublin 6 D06 YP89 or by emailing dpo@tui.ie.

Office Use Only

New Member Existing Member

Number: _____ Area: _____ Branch: _____

Report on the ICTU Global Solidarity Summer School

The ICTU held its annual Global Solidarity Summer School in Derry in July. Topics dealt with included the current situation in Palestine, asylum seekers/refugees in Ireland, the plight of the Rohingya people, Sustainable Development Goals (SDGs) and support for trade unions organising in the Global South. A great feature of these Schools is the range of ideas one comes away with. Just when you could be forgiven for feeling the world is taking a turn for the worse, you hear of the struggles, successes and, unfortunately, setbacks.

We heard from a Palestinian doctor struggling to support the mental health of children in Gaza. We often see news reports about the shooting of peaceful protestors at the internal border. But children suffer hugely, even if not physically injured. Many families have had loved ones killed or maimed by Israel Defence Force fire – a force that boasts they ‘know where every bullet goes.’

But there are successes. For example, Senator Frances Black’s Occupied Territories Bill passed a recent reading in the Seanad. We encourage TUI members to pressure Senators and TDs to continue to support this bill. The ICTU was the first international union body to support the Boycott, Divestment and Sanctions (BDS) initiative against Israel. And TUI was the first academic Union in Europe to propose an academic boycott of Israeli institutions. Other ideas raised at the event included calls to boycott the Eurovision (due to be held in Israel in 2019) and the setting up of an “Apartheid Free Zone” – an initiative which is particularly strong in Spain. Mention was also made of the Erasmus Plus programme operated through Léargas which could potentially be used to bring Palestinian students to Ireland or to enable Irish teachers to volunteer their skills in Palestine.

In terms of volunteering, the Global Schoolroom programme, supported by TUI, ASTI and INTO, sends teachers to share their knowledge and experience with colleagues in India, Kenya and Sierra Leone. Teachers in these countries can then work towards receiving a teaching qualification from UCD. This is a great example of trade unions supporting workers in the Global South.



We heard about the usage of flash mobs to encourage young retail workers in Eastern European countries to unionise, the organising of street cleaners in Lomé, Togo and several projects of trade unionists from one country helping workers to organise in other countries.

A speaker from the International Trade Union Congress said they have plans to organize an extra 20 million workers by the end of this year.

But there are failures too. It was the teachers’ unions who were to the forefront in the ‘Arab Spring’ in Bahrain, but they have now been suppressed and disbanded.

The Global South is part of our country too, in the form of asylum seekers and refugees resident here. We heard of the success of the Irish Human Rights and Equality Commission (IHREC) in bringing the Government before the Supreme Court for its refusal to allow asylum seekers to work. The Supreme Court stated firmly that non-citizen residents have the rights provided in our constitution. The initial regulations that make it virtually impossible for asylum seekers to gain a

work permit have now been replaced by an improved (but still flawed) permit system. We heard too from a speaker from the Movement of Asylum Seekers in Ireland (MASI), about the restrictive conditions in the Direct Provision (DP) system. This ‘temporary’ scheme has continued for 18 years and pays asylum seekers a paltry €21.60 a week. They have no control over what food they receive, no place for their children to do homework and often have to share with strangers. The Department of Justice spends €150m on DP each year.

TUI’s Assistant General Secretary Aidan Kenny introduced a speaker from Rohingya Action Ireland, who spoke about the plight of his people.

Finally, I’ll mention the Sustainable Development Goals (SDGs). This is a listing of 17 general goals, with specific reference to areas such as Decent Work and Climate Action. TUI members should be aware that they can pressurise and lobby the Government on its duties under Goal 4, Quality Education.

Tom O’Connor

RMA News

We held our AGM in the Tullamore Court Hotel at the end of May. Adjustments to the organisation of the event have proved very successful, with document packs for all attendees available at registration and the use of a data projector for most of the agenda items. Standing Orders for AGM has now been given its proper status, with three non-Management Committee members and continuity assured through the election each year of one replacement. The current Standing Orders members are Mick Daly, Moira Finnegan and Noel Spittle.

A number of amendments to our Constitution were passed which make it more coherent and these have since been approved by the Union's Executive Committee. The revised Constitution is downloadable from our website.

Resolutions dealing with the Alliance, TUI support, pensions and communication with members were passed. Guests at our AGM included representatives from our primary sister organisation the Retired Teachers Association of Ireland and also from the Retired Secondary Teachers Association. TUI was represented by Seamus Lahart, now President, and Michael Gillespie, Assistant General Secretary.

Peter Rigney from the Irish Congress of Trade Unions made a presentation on General Data Protection Regulation (GDPR) which was very informative and of great benefit to all who heard it. Paul Roche of TUI Credit Union also gave a presentation to the AGM.

Tim O'Meara was re-elected to the position of Treasurer and rejoins Chairperson Martin Hoye, Social/Cultural Officer Risteard O Craobhin, Membership Officer Michael McNulty and Secretary Dan Keane to form an officer

board to work on your behalf over the coming year.

As has been tradition, our Gala Dinner was the occasion for the Dr. Charles McCarthy Memorial Lecture. This year, we were entertained by Peter Rigney, who gave us a talk on Ireland in 1918. We were joined for this lecture by the then TUI President Joanne Irwin and General Secretary John MacGabhann.

Autumn break

Of course, it's autumn again and another break beckons. This time it's off to the Garden of Ireland. From October 16th to the 19th we will be in the Arklow Bay Hotel and Leisure Club

- €159.00 pps, single supplement
€15.00 per night (3 nights dinner, bed and breakfast)
- Dinner and breakfast in the hotel restaurant
- Wednesday 17th – Depart hotel by coach at 10.30 am. Visits to Glendalough, Avoca and Avondale
Lunch on route.

- Thursday 18th – Depart hotel by coach at 10.30 am. Visits to Kilruddery, Powerscourt Gardens and Waterfall and Wicklow Gaol.

- Tours cost €25.00 each (per person/ per day)

Note: Both trips subject to amendments

Check your membership renewal notice pack or the website for a booking form and other details.

Reminder to Retired VEC/ETB/IT members. Have you returned your completed DAS authorisation form? If not please consider doing so today.

Finally, can I remind you that membership renewal forms are available on the website as are a host of other items e.g. Security Fund refund forms, the Constitution, contact details for Management Committee members and Branches. That address again is www.rmatui.ie.

Dan Keane,
RMA Secretary.





Congratulations to
Vol 40 No 6 winner
Catherine Phelan
Scoil Aireagail
Ballyhale
Co Kilkenny

Crossword

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

Only one entry per member.
 Photocopies can be submitted.

Name _____

Workplace _____

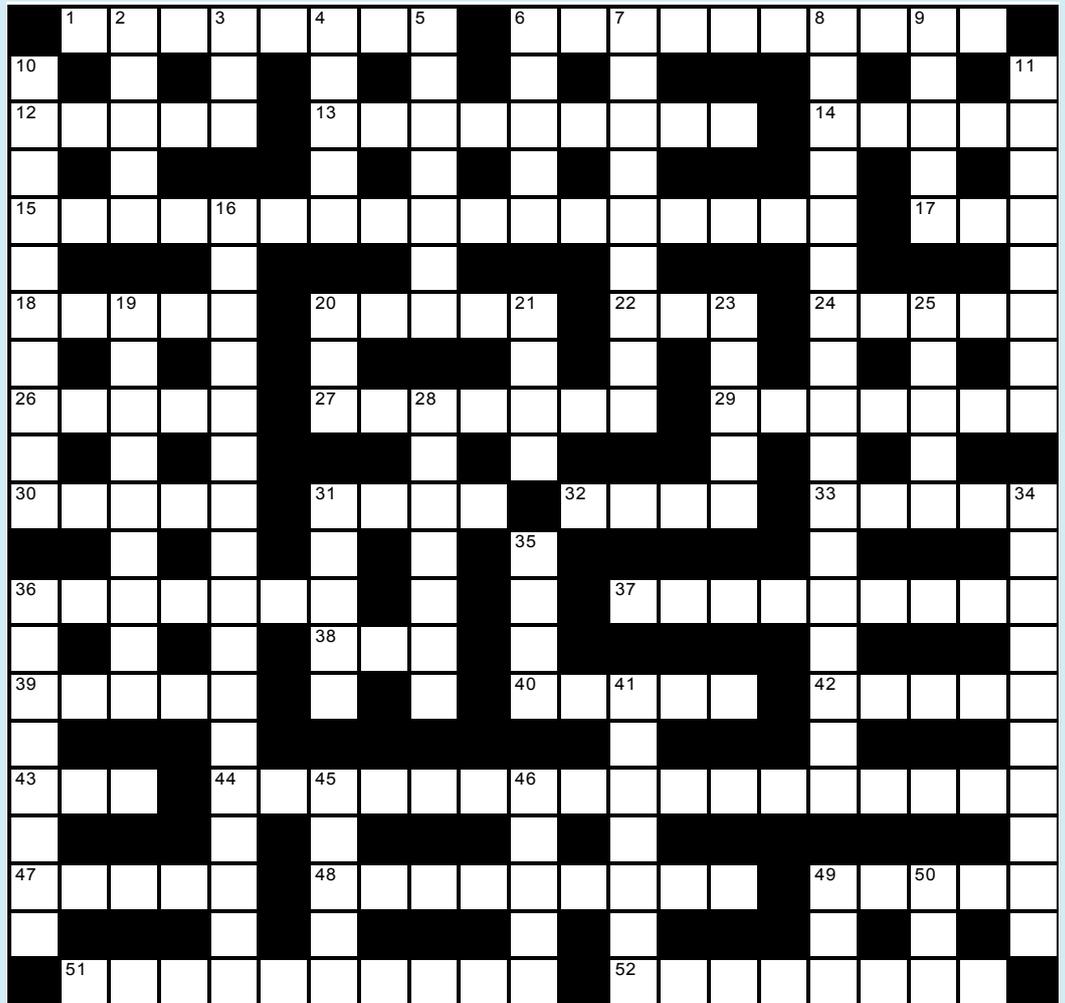
Address _____

Contact number _____

TUI Branch _____

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

Closing date for entries:
 Friday, 19th October, 2018



ACROSS

- 1 One that is absent or not in residence (8)
- 6 Regard or consideration for oneself (4-6)
- 12 The central point, pin, or shaft on which a mechanism turns or oscillates (5)
- 13 The starting point for a new state or experience (9)
- 14 Leave out or strike out (5)
- 15 Systems used in transmitting messages over a distance electronically (17)
- 17 Rough or clumsy and unintelligent (3)
- 18 A farewell remark (5)
- 20 A socially awkward or tactless act (5)
- 22 A strong emotion; a feeling that is oriented toward some real or supposed grievance (3)
- 24 Place in a grave or tomb (5)
- 26 Where one is surrounded by other things (5)
- 27 Wale at the top of the side of boat; topmost planking of a wooden vessel (7)
- 29 A learned person; someone who by long study has gained mastery in one or more disciplines (7)
- 30 Overly self-confident or self-assertive (5)
- 31 Prevent from being seen or discovered (4)
- 32 A friendly nation (4)
- 33 Force to leave or move out (5)
- 36 Glazed earthenware decorated with opaque colours (7)
- 37 Characterized by an inability to mask your feelings; not devious (9)
- 38 (meaning literally 'born') used to indicate the maiden or family name of a married woman (3)

- 39 A cord or band of inelastic tissue connecting a muscle with its bony attachment (5)
- 40 Showing signs of wear and tear (5)
- 42 A short poem descriptive of rural or pastoral life (5)
- 43 Squeeze (someone) tightly in one's arms, typically to express affection. (3)
- 44 Instrumental ensemble which perform classical music (8,9)
- 47 Excessively fat (5)
- 48 Put into a new order or arrangement (9)
- 49 A feudal lord or baron (5)
- 51 A magical command; used by Ali Baba (4,6)
- 52 Relating to the outside

DOWN

- 2 A sloping surface or edge (5)
- 3 Take in solid food (3)
- 4 A natural object or animal that is believed by a particular society to have spiritual significance and that is adopted by it as an emblem (5)
- 5 Either of a pair of ear coverings (usually connected by a headband) that are worn to keep the ears warm in cold weather (7)
- 6 Rice (with raw fish) wrapped in seaweed (5)
- 7 Resembling closely (4-5)
- 8 Local time at the 0 meridian passing through Greenwich, England; (9,4,4)
- 9 Massive powerful herbivorous odd-toed ungulate of southeast Asia and Africa (5)
- 10 Of or relating to the eye (10)
- 11 A man who serves as a sailor (8)

- 16 A simple style of folk music heard mostly in the southern United States; usually played on stringed instruments (7,3,7)
- 19 An electrical phenomenon whereby an electromotive force (EMF) is generated in a closed circuit by a change in the flow of current. (9)
- 20 A humorous anecdote or remark intended to provoke laughter (3)
- 21 A set of questions or exercises evaluating skill or knowledge (4)
- 23 An analytic or interpretive literary composition (5)
- 25 ----- Fever - 1999 novel by Deborah Moggach (5)
- 28 Small nodes, knots or knobs (7)
- 31 Doglike nocturnal mammal of Africa and southern Asia that feeds chiefly on carrion (5)
- 34 A product is sold at a price below its market cost to stimulate other sales of more profitable goods or services (4,6)
- 35 Foolish, simple, or stupid (4)
- 36 A sharp barbed hook for catching fish (8)
- 41 Beat thoroughly and conclusively in a competition or fight (7)
- 45 Become one (5)
- 46 One or more bundles of fibers forming part of a system that conveys impulses of sensation, motion, etc., between the brain or spinal cord and other parts of the body (5)
- 49 Any of various dark heavy viscid substances obtained as a residue (3)
- 50 In the past (3)