



TEACHERS' UNION OF IRELAND / AONTAS MÚINTEOIRÍ ÉIREANN

news

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YOU ARE YOUR UNION



RECRUIT A COLLEAGUE TO TUI MEMBERSHIP TODAY

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New TUI President, Vice-President and Assistant General Secretaries

Following the public advertisement of two permanent positions of Assistant General Secretary with the TUI in May 2023, a selection process took place. At the end of this process, the successful applicants for the two positions were the then President Liz Farrell and Eoin Griffin, who had been employed as Assistant General Secretary with the Union on a fixed-term basis. Liz Farrell took up her new role on 1st September 2023, and as a result, in accordance with TUI Rule 39, Vice-President David Waters assumed the role of President from this date. Area 2 Representative Vivienne Keenan

was elected acting Vice-President by the Union's Executive Committee in accordance with Rule 40. An election will now take place to fill the Area 2 position on the Executive Committee. Best wishes are extended to all in their new roles.

Declan Glynn and Seamus Lahart have retired from their Assistant General Secretary roles. Also, at the time of going to print, Breda Hall retired as a long-serving member of TUI staff. All are thanked for their sterling work on behalf of members and further tribute will be paid in a future edition of TUI News.

A Word From the President – David Waters

Dear colleagues,

I would firstly like to thank Liz Farrell for the immense work she did as President. It was a pleasure to be her Vice President and her outstanding commitment to the TUI and the education sector as a whole has left the Union in a very strong position. I wish her all the best in her new role as an Assistant General Secretary of the TUI.

As Vice President, I was involved in all major negotiations and look forward

to taking over the mantle as President.

I started teaching in 2012 and first became involved in the Union to end pay discrimination. I can honestly say that becoming active in my branch was one of the best decisions I ever made. It not only improved me as a teacher but also gave me an outlet to effect real change within the sector. I look forward to representing the interests of members across the sectors in which we represent members.

EDITORIAL

David Waters

President
president@tui.ie

Vivienne Keenan

Vice President
vicepresident@tuimail.ie

Michael Gillespie

General Secretary
mgillespie@tui.ie

Annette Dolan

Deputy General Secretary
adolan@tui.ie

Colm Kelly

Assistant General Secretary
ckelly@tui.ie

Joanne Irwin

Assistant General Secretary
jirwin@tui.ie

John O'Reilly

Assistant General Secretary
joreilly@tui.ie

Anne Howard

Assistant General Secretary
ahoward@tui.ie

Ann Mulcahy

Assistant General Secretary
amulcahy@tui.ie

Eoin Griffin

Assistant General Secretary
egriffin@tui.ie

Liz Farrell

Assistant General Secretary
lfarrell@tui.ie

David Duffy

Education & Research Officer
dduffy@tui.ie

Patricia Keating

Administrative Officer
pkeating@tui.ie

Conor Griffin

Press & Information Officer
cgriffin@tui.ie

PRODUCTION

TUI News is published by the Teachers' Union of Ireland. Aontas Múinteoirí Éireann, 73 Orwell Road, Rathgar, Dublin 6, D06 YP89.

T: 01 - 492 2588

E: tui@tui.ie W: www.tui.ie

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RECRUITMENT AND RETENTION CRISIS

Regrettably, we start yet another year with a recruitment and retention problem that spans all sectors of our Union. The TUI has repeatedly offered suggestions to the Department of Education and DFHERIS as to how to tackle the crisis. Measures taken have been little more than “sticking plasters” and as we predicted have done little to tackle the issues. At second level, we have made clear that permanent contracts of full hours must be offered to new entrants, and promotional opportunities in schools must be restored. We will continue to campaign vigorously on these key issues.

SECOND LEVEL

Senior Cycle

Building on the successful campaign against the imposition of fifth year Leaving Cert exams in Irish and English, the TUI will endeavour to protect the educational standards that we all cherish. The TUI has been strong and vociferous in our objections to change for the sake of change and we will continue to engage with members at every stage of the redevelopment process. Any proposed reforms need to have full and meaningful consultation with the TUI. The practitioner's voice can no longer be purposefully neglected.

Junior Cycle

A meeting of the Junior Cycle Implementation Committee discussed a range of issues regarding CBAs, Management Resource Hours, SLARs and much more. The Department of Education has heard our concerns and will report back very soon. Members should also be aware that the modifications of the JC and LC examinations which were in place in 2023 will stand for 2024. This information came by way of a statement by the Minister and we are currently seeking that in written format.

TUI/ASTI AMALGAMATION

Congress has repeatedly put forth its belief that a united education union between the TUI and the ASTI would make us stronger and that amalgamation should be an issue of

urgency for the Union. I am a passionate believer in unification and have spoken about this at Congress on numerous occasions. There are many reasons for unification including increased membership, a louder voice for educators, less duplication of work, and pivotally with the increase in size the possibility of a seat at the Public Service Committee table. Teachers' concerns are universal and they therefore should be represented by a single union with a coherent voice.

FURTHER EDUCATION

Tertiary Programmes

The pilot programme of Tertiary Education Awards is beginning. At the time of writing the TUI needs you, the members, to keep us updated as to the practicalities and issues that may arise in the course of delivery. We have engaged at every level with the DFHERIS and issued to all of your branches a Q&A document which should assist you as you progress through the delivery of the programmes. Branches should meet with their employers as soon as possible and if agreement is reached to accept the document referenced above the Grievance should be withdrawn immediately.

Adult Education Tutors

Following receipt of an “offer” the TUI continues to engage with the DFHERIS in order to ensure that members' concerns are dealt with. A number of meetings have taken place and we await detailed plans for implementation. We have also highlighted and sought clarifications regarding pay increases under Building Momentum, updates will be issued to branches.

Youthreach

As Vice President I was a part of the TUI team who recently attended the WRC to try to advance the terms and conditions of our members in Youthreach. Our goal is to align Youthreach insofar as possible to the second level sector. Last year we had success with incremental credit. The aim now must be to create a fairer calendar that prevents one group of staff getting a mid-term break while the other remain in work. We have had an early positive engagement and will continue to meet the management side throughout the year.



TUI PRESIDENT, DAVID WATERS

THIRD LEVEL

Tertiary Programmes

As already stated for our colleagues in Further Education we are asking that our colleagues in Third Level seek agreement of the TUI Q&A document with their management. We would ask all of our members to update us on the provision of these degrees and any issues that arise should be communicated to your local branch immediately.

OECD report

The Union must ready itself for discussions on the OECD report on the review of lecturing. Any proposed changes must alleviate the overburdensome workload on lecturers, give promotional opportunities, and a better career structure whilst protecting the values of the TUI.

A STRONG, UNITED UNION

To conclude, the start of a new academic year is always a very busy time for teachers and lecturers and I wish you every success for the coming year. There are many challenges that face the Union, but nothing a strong, united education sector cannot overcome.

TUI motion on high-quality public education system unanimously passed at ICTU Biennial Conference

Following on from the Annual Congress 2023 theme of Recruit, Retain and Reclaim, the TUI tabled a comprehensive motion at this year's ICTU Biennial Conference which took place in Kilkenny in July. The motion was addressed by the then President, Liz Farrell and Vice-President, David Waters. Both speakers dealt with the cross sectoral educational issues which have been compounded and exacerbated by the cost-of-living crisis and the accommodation difficulties experienced nationally.

The motion asked that delegates recognise that a high-quality public education system, at all levels, is an intrinsic element of the social contract. They spoke of the severe crisis in the recruitment and retention of educators and the consequential perpetuation of

inter-generational educational disadvantage and related societal inequalities. They highlighted the absence of any effective or systemic response by government to meaningfully address the recruitment and retention crisis and the chronically low level of public investment in education (in comparison with other EU and OECD countries). Issues such as the long period of unpaid pre-service training, the refusal of proportionate recognition undergone by teachers and the imposition by DPER and other relevant government departments of artificial administrative restrictions designed to impede recruitment and/or permanent appointment and/or recognition for prior relevant experience were also addressed by Liz Farrell.



David Waters spoke about the ongoing bureaucratisation of workload and the deflection of staff from their central teaching role and the increasing prevalence of styles and structures by some management that are remote or hostile and the resultant alienation of later career stage teachers and lecturers.

The motion was carried unanimously and we look forward to working with our colleagues in the ICTU to further progress the issues

New Joint Programmes between Further and Higher Education - progress made after serious concerns expressed by TUI

After TUI expressed grave concerns about elements of the New Joint Programmes between Further and Higher Education in early July, significant progress was subsequently made in the course of intensive engagement between the Union and the Minister for Further and Higher Education, Research, Innovation and Science, Simon Harris, and officials of his Department.

The programmes will enable undergraduate students to earn a university degree outside the points system.

Previously, TUI General Secretary Michael Gillespie had advised that representatives of the TUI would only attend an official launch event 'to observe and listen, not to endorse'.

The launch followed a failure to consult appropriately with the TUI in relation to proposed programmes which have major implications for members in both Education and Training Boards (ETBs) and Technological Universities. As a result, the Union had already lodged grievances through the formal agreed procedures in May.

Ahead of the July launch, TUI stated that the issues set out in grievances on behalf of TUI members had not yet been fully addressed, much less resolved, and that it would be most unwise of the Department or other parties to ignore the genuine concerns raised by TUI members who will be delivering these programmes.

Progress made

Following significant engagement between TUI, the Department and the Minister, progress was made on a number of issues.

"It is our members - teachers in the Education and Training Boards and lecturers in the Technological Universities - who will deliver the courses and we welcome the assurances given by the Minister that their terms and conditions, as well as all relevant existing collective agreements and agreed practices and processes, will be fully respected and protected," said Michael Gillespie.

"The Minister has also agreed that there will be an ongoing process of meaningful consultation and engagement about outstanding or emerging matters related

to the introduction of the pilot project." In the context of these assurances, the TUI stated that it would strongly encourage those interested in pursuing third level studies, including students who sat the Leaving Certificate this summer and mature students, seriously to consider the course options that will be available through the pilot scheme.

"The addition of a pathway to a degree programme, without the need to go through the CAO, will broaden educational opportunities and will help to advance both societal equity and inclusion."

"The TUI is committed to making this a quality alternative local pathway so that our students can enjoy optimal outcomes. Therefore, we sought and we have received the Minister's commitment that the pilot programme will be properly and fully resourced", said Mr. Gillespie "This welcome guarantee of quality and of a well-resourced programme will mean that students and their families can have confidence in this alternative pathway."

TUI campaigns for real measures to tackle 'blight' of teacher recruitment and retention crisis



LIZ FARRELL INTERVIEWED ON TEACHER RECRUITMENT AND RETENTION CRISIS BY RTE

Ahead of the start of the academic year, the TUI publicly called for a range of measures in the short term and medium term to tackle the blight of the teacher recruitment and retention crisis in our schools. The Union criticised what it called the 'sticking plaster' measures offered by the Department of Education to date.

At a time of buoyant public finances, Budget 2024 must provide the required resourcing to increase teaching allocations to allow schools to recruit teachers on a full-time basis, the Union said. In addition, it must ensure that teachers have career structures by restoring posts of responsibility which were cut in the last recession.

On RTE's Morning Ireland programme, in addition to calling for permanent jobs of full hours, then TUI President Liz Farrell called for the duration of the two-year Postgraduate Masters in Education (PME) to be halved. 'We believe that one year would suffice,' she said. 'It absolutely has to be looked at – not only will it release teachers, but it also will lower the cost and make it more available to a wider socio-economic group of people. Teaching has become a very, very costly profession.'

The Union said that the Department should immediately announce that it will allow schools to employ teachers on a permanent basis after the traditional cut-off point at the end of October and that it must do everything in its power to eliminate bureaucratic obstacles placed in the way of those Irish teachers in other jurisdictions who wish to return home.

Permanent, full jobs and restoration of career structures

In a statement, the TUI stated that while the accommodation emergency applies to all of society and must be tackled on a national level, there are some effective separate measures that would immediately ease the recruitment and retention crisis in schools, including offering permanent contracts of full hours on initial appointment.

The Union also noted that in addition to eroding career options, the fall in post numbers has hampered the capacity of schools to react quickly to crisis situations affecting students while greatly adding to the work of already overburdened principals.

TUI once again drew attention to the headline findings of a survey of members carried out last March which showed that of those recently appointed, less than a third of teachers (31%) appointed received a full-time contract, and just over one in ten teachers (13%) were offered permanent positions. This culture of precarious work is driving both potential and serving teachers away from the profession.

Liz Farrell described as 'bizarre and unacceptable' that there is no teacher union representation on the Department's Teacher Supply Steering Group.



GENERAL SECRETARY MICHAEL GILLESPIE INTERVIEWED BY VIRGIN MEDIA NEWS ON TEACHER RECRUITMENT AND RETENTION CRISIS

Payment of PME/HDip Allowance to eligible post primary teachers on the pre-2011 teacher pay scale

TUI welcomed the publication of Circular Letter 38/2023 which confirms payment of the PME/HDip allowance to eligible teachers on the pre-2011 teacher pay scale

Eligible teachers are those that are appropriately qualified and registered Route 2 post primary teachers and Route 3 further education teachers, who:

- Were first appointed to an Oireachtas funded teaching post before 1st January 2011 and
- Whose date of first qualified teaching service is between 5th December 2011 and 28th April 2013 and
- who were appointed to the existing pre-2011 pay scale and
- who hold a Professional Master of Education (PME) or equivalent and

- are not currently paid the PME/H.Dip in Ed Allowance as they were subject to the maximum value of the honours primary degree allowance.

OR

- Were first appointed between 1st January 2011 and 31st January 2012 and
- Whose date of first qualified teaching service is between 5th December 2011 and 28th April 2013 and
- who were appointed to the existing pre-2011 pay scale due to having previous unqualified teaching service and
- who hold a Professional Master of Education (PME) or equivalent and
- are not currently paid the PME/H.Dip in Ed Allowance as they were subject to the maximum value of the honours primary degree allowance.

This circular applies to eligible teachers teaching in post primary schools or in other approved settings including Further Education settings (VTOS, BTEI, PLC etc), Centres of Education and Special Schools with a Post Primary component and who are currently paid on the pre-2011 pay scale.

Application

Teachers must apply for this allowance using the form attached to the circular letter.

The closing date for receipt of applications for qualification allowances will be 29th March 2024.

Any late application received by the Department/ETB after 29th March 2024 will not be processed and will be returned to the sender. There will be no exceptions to this provision.

Don't miss out on TUI's accredited course in Trade Union Studies for 2023/24

Since 2019, the TUI has run online courses for Union representatives in collaboration with the City of Glasgow College Trade Union Centre. The venture has been a great success, with four cohorts - 100 members in total - having completed the course, which addresses key topics such as the role of representatives, how to access resources and how to deal with disciplinary and grievance procedures.

The course is fully accredited and the successful participants are awarded a Level 5 Certificate in Trade Union Studies. To date, participants have come from across the various sectors of TUI membership. Feedback received has expressed satisfaction in the course while also acknowledging the confidence it gave in fulfilling their various roles in the TUI from member of the Workplace Committee to Branch Officer.

The TUI is now inviting applications for a limited number of places for next year's course which is scheduled to commence in October 2023. For further information or to enrol contact John O'Reilly at joreilly@tui.ie



Climate Change course for TUI members

Globally, climate events are now accelerating at pace-heatwaves, floods and droughts are becoming more severe, from North America to Africa to Asia, and everywhere in between. The effects are now clear to see. Here in Ireland, we are not immune to global heating. We cannot afford to ignore the very real challenges the crisis will bring: from the wholesale decarbonising of our economy towards renewable energy systems, to restoring biodiversity, implementing a just transition and building a more equitable society and, most importantly of all, creating a sustainable world for future generations.

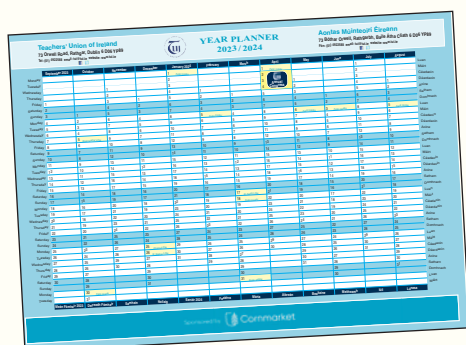
With this in mind, and as per TUI policy set by Congress, the TUI Climate Change Committee has worked with University College Cork to devise a training course for TUI members. This introductory course designed specifically for second level school teachers will explore the key issues and questions, and the solutions, now arising as a consequence of our warming world- for example, what will responsible consumption look like, how do we understand eco-anxiety, what is the importance of local and global citizenship, and accelerating the shift to renewable energies such as wind and solar away from fossil fuels,

amongst others subjects.

The online course will commence on Monday, 6th November, running from 6pm to 7pm each Monday up to and including Monday, 11th December. A workshop will be held in-person on Saturday, 2nd December from 10am to 2pm.

Further details will be posted on the TUI website and communicated to workplaces.

Any queries in relation to the course may be directed to Ms Colette McGinley, cmcginley@tui.ie



**The 2023/24
TUI diary/handbook and
wallplanner have been
distributed to all workplaces**



TUI Assistance Fund

An Assistance Fund for in-benefit members and members of the Retired Members' Association is in operation.

The purpose of the fund is to assist members who find themselves unable to deal with serious issues, financial or otherwise, having exhausted all other available options. €1.50 of each member's annual subscription and €1.00 of each member of the RMA's annual subscription is allocated to the Assistance Fund and Branches which report a surplus in their Annual Return may make a donation to the fund to a maximum of €3,000 or 10% of branch funds if greater.

Enquiries and requests for assistance should be directed to amulcahy@tui.ie in the first instance. Applicants will be asked to complete an application form and also to submit a letter of application.

A tribute to ASTI President Miriam Duggan

It is with profound sadness that TUI learned in June of the passing of our friend and colleague, ASTI President Miriam Duggan.

Miriam worked closely with all of us in the TUI, advocating always and vigorously to shape and drive educational reform.

Then TUI President Liz Farrell described Miriam as a 'true friend' who 'was always at the end of the phone to assist, advise and provide light-hearted relief when required,' while TUI's General Secretary Michael Gillespie said it had 'been a privilege to work closely alongside Miriam. She was inspirational in her approach, and dedicated and determined in her resolve to serve post-primary teachers.'

She bore her illness with tremendous courage and continued to work on behalf of the ASTI, and by extension all those involved in education until her final passing.

Her legacy, however, remains and on behalf of the TUI we would like to extend our deepest sympathies to Miriam's family, friends and colleagues.

Standardised School Year 2023/24*

October 2023 mid-term break

All schools will close from Monday 30th October 2023 to Friday 3rd November 2023 inclusive.

Christmas 2023

All schools will close on Friday 22nd December 2023, which will be the final day of the school term.

All schools will re-open on Monday 8th January 2024.

February 2024 mid-term break

Post-primary schools will close from Monday 12th February 2024 to Friday 16th February 2024 inclusive unless changes are required as part of contingency arrangements to make up for time lost due to unforeseen school closures.

Easter 2024

All schools will close on Friday 22nd March 2024, which will be the final day of the school term, unless changes are required as part of contingency arrangements to make up for time lost due to unforeseen school closures. All schools will re-open on Monday 8th April 2024.

*See Circular Letter 72/2022 for full details. This can be downloaded from the TUI website.



Some advice for new teachers and lecturers

As you begin your new career in Post-Primary, Further/Adult Education or Higher Education, members of the TUI Executive Committee across the various sectors have some practical advice to offer.

David Waters

President, TUI

Firstly, congratulations on your new position. The one piece of advice I would give any new entrant into teaching is to get actively involved in their local TUI branch. As teachers, the newer you are, the more vulnerable you are. By getting involved in the union you become far more knowledgeable of your rights and the inner workings of schools and the education sector. This will help you navigate the complicated world of contracts and the ever-increasing demands of the profession.

I initially got involved in TUI because of the two tier pay scales unilaterally imposed before I joined the profession. I felt my generation of teachers was being singled out to shoulder the burden of horrendous pay cuts that had a serious effect on life choices such as the ability to save for a mortgage.

Thanks to the active engagement of new teachers over the last decade within the TUI, we achieved what a lot of people viewed as impossible. There are of course lots of other critical challenges that need to be addressed such as pension equality for post 2013 entrants.

Remember, even though you are only starting your career, your opinion matters as much as anyone else's. The more new teachers are involved and playing an active part in the union, the louder their voices become, and the better the education sector will ultimately be.



Anne Meagher

TUI Area Rep and Lecturer, Dept of Electrical and Electronic Engineering, TUS Midlands and Midwest

Congratulations on your appointment and very best wishes for the coming year. This is a very exciting time for you and beginning a new career brings with it rewards and challenges. It will test you, it will reward you, and it will shape you as a person.

Seek out colleagues teaching on your course. Your colleagues are your friends, advisors, mentors, tutors and lifelines. Ask questions, seek support, they expect it, we were all new once and can still remember colleagues whose

help was invaluable.

Share your enthusiasm for your subject with your students.

Join a union. Find out the name of the local Branch Chair of TUI and become a member. The local Branch are an invaluable source of sectoral information on pay and terms and conditions and can advise and assist on any issues or questions that you may have.

Become familiar with and

understand important Department Circular Letters. For starting salary and the award of increments see Circular Letter No. IT 01/05. To understand progression from the Assistant Lecturer to the Lecturer grade see Circular Letter No. IT 03/05.

We are here to help you. The very best of luck.



Anthony Quinn

Inver College,
Carrickmacross, County Monaghan

Comhghairdeas libh do chéad post a fháil agus molaím gach rath oraibh le do ghairm amach anseo. While initial appointments can be daunting, be confident that you have achieved your training and excelled in an appointment interview. Anois beidh mórán deiseanna agaibh máistreacht a fháil ar do cheird agus nascanna a chruthú le do comhgleacaithe agus do fhoghlaimoirí.

Your counterparts both in your subject departments and sa seomra na foirne will be an invaluable source of information and resources, so engage and consult. It is beneficial to make yourself aware of the TUI personnel agus tugfaidh siad lámh cúnta agus comhairle daoibh. You will receive a lot of information so a friendly guide will assist you in discerning what needs prioritising and how the ebb and flow of the school calendar plays out. Beidh sprioc dataí agus imeachtaí ar siúl i rith na bliana agus cuideoidh sé libh má tá a fhios agaibh roimh ré.

Tá a lán achmhainní ar líne agus tá suíomh Facebook ar gach cumann ábhar. Níl gá gach rud a ceapadh ar d'aonar ach thig libh achmhainní agus smaintí a roinntú. As well as that sign up for the newsletter in your local Education Centre so that you receive notice of inservice and events that will enhance your professional development.

At the centre of teaching is the learners. They will support you and challenge you but also make the job of teaching so worthwhile! Your interactions with the students in your lessons is why we do the job so enjoy and watch as they flourish under your tutelege. Mol an óige agus fiocfaidh sí.

Vivienne Keenan

Vice President, TUI and
LOETB Tullamore FET Centre

It is my greatest pleasure to congratulate you on your recent appointment and hopefully I am also welcoming you into the Teachers' Union of Ireland. If you are not a member, my advice is to seek out the TUI union representative or apply online at www.tui.ie. As the progressive union in education, we are always seeking to improve your terms and conditions.

When I transferred from second level to further education some years ago, I witnessed the transformation of the field of further education. For you, my advice is to seek out those teaching the same subjects in your scheme and meet up. This is a great support initially. We often learn more from professional conversations than from any training. Sharing resources is a great way to build up materials and cuts down on your workload. Seek access to the module descriptors you are teaching immediately and query whether there is an induction programme from the Quality Assurance Department. This will give you firsthand information on the requirements for Internal Verification (IV) and External Authentication (EA) that you need for the year. Acquaint yourself with the policies and procedures of your college/centre/facility and specific educational needs supports available to students.

Familiarise yourself with the online platforms that are used in your place of work and involve yourself in extra-curricular activities. Organisational skills are key, plan your sessions, keep notes and safeguard student's portfolio work/exams etc.

Download the TUI App, it is a great source of information. As a member, you may want to ask your TUI Branch to check your contract or become involved with the Branch and participate in the TUI online training schedule, whatever you need, TUI can help. Finally, enjoy your new job!



TUI's Global Development Fund – applications open for 2023

The TUI's Global Development Fund was established with the distinct purpose of assisting educational, developmental and trade union projects in underdeveloped countries as approved by the Executive Committee. At Annual Congress 1999, a motion was passed whereby €0.95 of each full member's subscription is allocated to the fund.

Applications for donations from the TUI's Global Development 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.

If you wish to apply for funding for a project you are involved in or support, please provide

details of the project to Patricia Keating, Administrative Officer at pkeating@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 27th October 2023**.

A few case studies of projects previously supported are set out below.

Youth Alive Zimbabwe

Youth Alive Zimbabwe seeks to empower youth and young adults with life skills as well as facilitate and sustain positive attitudes, values and behaviour.

The organisation runs a number of projects encompassing healthcare, poverty reduction, safeguarding and disaster relief. They provide information on HIV and sexuality education, distributing education and communication materials to schools and communities, working to combat religious or cultural practices that can lead to the abuse and exploitation of children. These projects also have a special attention on children with different impairments especially those with disabilities.

The organisation is keen to raise awareness women's rights as well as protection against forms of violence against women and girls and seeks to foster grassroots advocacy for the elimination of gender-based violence and to teach life and vocational skills to adolescent girls and young women.

They provide humanitarian aid in times of war, disasters and emergencies, supplying PPE and sanitation and aiding in the construction of schools.





Action Lesotho

Action Lesotho is an Irish NGO whose aim is to bring much needed humanitarian and development aid from Ireland to the Lesotho, one of the poorest countries in the world, where 57% of the people live below the U.N. poverty line of \$1.90 per day. Over the past twenty years, Lesotho has suffered the ravages of the AIDS epidemic which has decimated the productive middle generation, infected over a quarter of the population and reduced life expectancy to 42 years – the lowest in the world. The most urgent needs are for food, income and healthcare.

The core objective of Action Lesotho is to break this cycle of poverty by providing people with the skills needed to access employment, create their own jobs, grow their own food, and by meeting the humanitarian needs of the most disadvantaged in their communities.

The money donated by the TUI in 2021 funded a set of laptops for the After School Programmes at the Action Lesotho centre.

PEPY - Protect the Earth, Protect Yourself

PEPY is an NGO in Siem Reap in Cambodia. Decades after the horrific regime of the Khmer Rouge, further education remains out of reach for many people living in poverty. PEPY visits the secondary schools in various rural villages and provide workshops to 5th and 6th year students. These students from impoverished backgrounds are encouraged to pursue further education to improve the quality of their lives and that of their families.

PEPY provides scholarships to these students so that they may progress to further and third level education; attending a further education college in Siem Reap. Their fees, accommodation and some living expenses are covered by this scholarship. Since 2012, the Scholarship for Higher Education Project has provided over 240 scholarships to financially disadvantaged youth in rural areas.

Students also attend classes in the PEPY Learning Centre where they receive extra tuition in English and ICT as well as skills to excel in college and their chosen career path.



Teaching Council updates

Text provided by the Teaching Council

Fitness to Teach Update

Section 37 Regulations – Employers now obliged to notify Teaching Council of dismissals and certain resignations

On 11 May 2023, the Minister for Education signed the Teaching Council (Information to be furnished by employer in case of dismissal or resignation of registered teacher) Regulations 2023.

These regulations set out the responsibility and obligation of employers to provide information to the Council where a registered teacher is dismissed, and in certain circumstances, of resignations of teachers. For resignations, this is necessary where a complaint has been made or a disciplinary procedure has commenced.

Information has been posted to each school and Education and Training Board about these regulations and an Ezine issued to all teachers when the regulations took effect.

Information about the Teaching Council's Fitness to Teach role can be found on www.teachingcouncil.ie.

If you have any questions, the Professional Standards team can be contacted at professionalstandards@teachingcouncil.ie

Registration Updates

Droichead

Applications for Droichead in the 2023/2024 academic year will open from 1 September 2023.

NQTs must apply for Droichead online through My Registration on www.teachingcouncil.ie.

On completion of the process NQTs must ensure that they double check that they have all required information and documentation before they submit their Form D online through their My Registration account.

Teachers who qualified outside of Ireland can register and complete induction in Ireland

The Teaching Council will accept applications for registration from teachers who have qualified outside of Ireland but have not completed the required period of induction in the country in which they qualified.

If you have a friend or family member or are aware of anyone within your professional network who has qualified or is about to qualify as a teacher outside of Ireland, we encourage you to bring this important update to their attention.

Applications are being accepted until 1 February 2024. Information on eligibility requirements and how to apply for registration can be found on www.teachingcouncil.ie.



A Celebration of Education and Teaching Excellence

Where will FÉILTE 2023 be held?

FÉILTE 2023 will be held at the inspiring setting of Holy Family Junior and Senior Schools in Portlaoise on Saturday, 7 October, from 9 am to 2:30 pm.

What is the theme of FÉILTE 2023?

The theme for FÉILTE 2023 is 'Creativity in Action', which will be explored through various workshops, showcases, panel discussions, and other activities led by fellow teachers.

Where can I see what is on?

The programme of events will be available on www.teachingcouncil.ie closer to the date. Updates will also be available on our Facebook, Instagram and Twitter pages.

How can I get tickets for FÉILTE 2023?

Tickets are available at FÉILTE 2023 Tickets, Sat 7 Oct 2023 at 09:00 | Eventbrite. There is a fee of €10 which is refunded upon attendance at the event. This fee is charged to allow us to manage the attendance numbers on the day for health and safety reasons.

For more information contact communications@teachingcouncil.ie



- **Start Date:**
Friday 3 November 2023

- **Flexible learning options**

- **Ideal for those acting as decision-makers within schools, for those who wish to advance to that level, and for those with an interest in education law matters**

- **Fee:** €2,900

APPLY NOW FOR THE LAW SOCIETY'S DIPLOMA IN EDUCATION LAW

The Law Society's Diploma Centre is inviting applications for its well-regarded Diploma in Education Law. Now in its eighth year, this course provides comprehensive coverage of the legal issues and pertinent case law relevant to the day-to-day issues that arise when advising on education law matters.

On completion of this diploma, participants will have an understanding of:

- Key employment law issues relevant to the school setting;
- School structures and governance arrangements;
- Admissions policies and student conduct issues;
- Legal issues relating to special educational needs;
- Key considerations regarding negligence and litigation management;
- Child protection issues;

- Data protection concerns;
- Other matters relevant to higher, further and adult education.

WHO SHOULD ATTEND?

This course is suitable for:

- Key stakeholders and decision-makers within the education setting, including school principals, assistant principals, inspectors, teachers at all levels,
- Teachers in management organisations, trade unions, and staff associations,
- Solicitors, barristers, and trainees who advise or wish to advise on education law.

TO FIND OUT MORE OR TO APPLY:

Visit: www.lawsociety.ie/diplomacentre

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E: diplomateam@lawsociety.ie

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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 is now 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" (related exclusively to Junior Cycle) per week.

Class Contact Directive for teachers with an Involvement in Junior Cycle

Teachers who have an involvement in Junior Cycle and who do not hold the post of Principal Teacher, Deputy Principal Teacher or Assistant Principal 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.

Principal Teachers, Deputy-Principal Teachers and those teachers with an Assistant Principal 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 Principal	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.

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, minus the 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 must work their timetabled hours up to but not exceeding **22 hours**.

Principal Teachers, Deputy-Principal Teachers and Assistant Principal 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 Subject Classes not covered by the above

■ 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 PORs in accordance with the normal appointment procedure and the approved allocation of POR 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.

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About our Loan



- Quick decisions within 24 Hours
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A member can open the account:



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Online Application



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New members on the TUI Executive Committee

With effect from 1st July 2023, there are five new members on the TUI Executive Committee. Gratitude is extended to all departing members for their hard work and achievements on behalf of TUI members over the course of their terms



AREA 9:
Cork City, Cork County

HUGH MURPHY
St Brogan's College, Bandon, Co Cork
Replaces Donal McElligott



AREA 12:
*C&C counties Donegal, Galway, Leitrim,
Longford, Mayo, Roscommon, Sligo,
Westmeath*

JOSEPH HIGGINS
Carndonagh CS, Carndonagh, Co Donegal
Replaces Brendan Greene



AREA 13:
*C&C counties Dublin, Kildare
Louth, Meath, Wicklow, Monaghan, Cavan*

OLIVE O'CONNELL
Stepaside ETTS, Leopardstown, Dublin 18
Replaces Kieran Tummon



AREA 16:
College area Dublin City

MICHAEL CARR
TU Dublin, Bolton Street, Dublin 1
Replaces Eileen Mageean



AREA 18:
*College areas Donegal, Sligo, Leitrim,
Longford, Roscommon, Westmeath*

SEAMUS GALLAGHER
ATU Donegal, Port Road, Letterkenny,
Co Donegal
Replaces Brigid Delamere

Take 1 Programme

Education for Sustainable Development in Post Primary Schools



Rialtas na hÉireann
Government of Ireland

Education for Sustainable Development holds immense potential in empowering individuals to address global challenges and contribute to a future characterised by justice, equality, and sustainability. Education as a means to achieving sustainable development is at the heart of the current global agenda, unanimously adopted by all United Nations member states in 2015. However, highlighting the importance of Education for Sustainable Development (ESD) and emphasising the need for its inclusion in the formal and non-formal curriculum can seem like yet another educational challenge which educators must 'solve'.

The Take 1 Programme was designed as a mechanism for embedding ESD in learning and teaching in Irish post primary schools, using an approach which maps the United Nations Sustainable Development Goals (SDGs) to the learning outcomes of curriculum subjects. The Take 1 Programme moves away from focusing on addressing specific global challenges in isolation and uses the SDGs as a framework of reference to highlight the interdependent and interconnected nature of the world in which we live. It aims to support teachers and students to view ESD as an integral part of learning and teaching, encountering it seamlessly throughout their learning environments. Its inclusive approach addresses every student, in every subject, in every classroom, while reflecting the central transformative promise of the SDGs, to "leave no one behind" (United Nations, 2015)

In 2022, the Department of Education commenced funding of the programme to

support training for senior leaders in all second level school in Ireland. Through a blending approach of both in person and online engagement participants are provided with an introduction to ESD and its potential application and visibility in formal, non-formal and informal education spaces. They are guided through a process of embedding information aligned to global citizenship, sustainability and the SDGs in learning and teaching while also highlighting the potential for whole school engagement. The overarching intention of the Take 1 Programme training experience is to remove some of the primary barriers to engagement, and providing focused background information and resource materials about ESD. These supports also demonstrate alignment to current Irish education policies and strategies. The Take 1 Programme approach reflects the recently updated text of Looking at Our School 2022 and responds to the principles which view schools as "dynamic learning organisations" and "students as active agents in their learning (p.9). Learning and teaching about sustainability and including the "principles of sustainability in the daily routines of the school" (p.38) are features of the LAOS 2022 framework as well as informing the self-evaluation process (SSE) as an opportunity to reflect ESD as part of planning, assessment and evaluation practices.

Following Take 1 Programme training, participants are encouraged to put their understanding into action by engaging in in-school activities which showcase their learning. There are two structured

showcasing opportunities – May Day for Sustainability and Take 1 Week. Take 1 Week is an opportunity for a whole-school demonstration of engagement, where teachers are invited to teach 1 Class group, 1 Lesson, about 1 SDG over the course of 1 Week. Activities are shared on the school twitter account, including a brief description of events and a photograph or image, encouraging schools to demonstrate whole school commitment and collaboration. 'May Day for Sustainability' provides an opportunity for a focused day of celebration at the end of the school year.

The Take 1 Programme is not intended to be utilised 'instead of' impending or existing programmes and activities, but rather to compliment current activities, working side by side to highlight the interconnected nature of global citizenship. The Department of Education considers the Take 1 Programme to be "an important element of its 2nd National Strategy on Education for Sustainable Development" as it endeavours to equip learners with the relevant knowledge (the 'what'), the key dispositions and skills (the 'how') and the values (the 'why') that will inspire them to become informed active citizens. With over 280 schools and their respective school leaders already having participated in training, Take 1 Programme creator and Director, Valerie Lewis, looks forward to further and new engagement with principals, deputy principals, teachers and TUI members in the coming academic year.

Standards	Statement of effective practice	Statement of highly effective practice
Students demonstrate the knowledge, skills and understanding required by the post-primary curriculum	Students are recognised as key contributors to our sustainable future. In line with the curriculum, their understanding of environmental, social and economic issues and of active citizenship, with the associated rights and responsibilities in local and wider contexts is being developed. They are enabled to act responsibly for a more sustainable world.	Students are recognised as key contributors to our sustainable future. In line with the curriculum, their understanding of environmental, social and economic issues and of active citizenship, with the associated rights and responsibilities in local and wider contexts is being developed. Students are enabled to contribute positively, actively and compassionately towards the creation of a more sustainable and just world

Figure 1: Statements of Practice – Learning and Teaching Dimension. Domain 1: Learner Outcomes.

(Department of Education, 2022, p. 27)



General Information for New Members

Welcome to the profession! The Teachers' Union of Ireland (TUI) wishes you the very best in what we are sure will be a long, eventful and fulfilling career.

The work you are doing is of vital importance for the development and nourishment of a vibrant, caring and creative society. In an increasingly complex world, you will provide the instruction, guidance and inspiration that will motivate and enable our students, of whatever age, to become active, inquiring and committed citizens.

The Teachers' Union of Ireland

The Teachers' Union of Ireland is committed to a comprehensive system of high quality public education at all levels that is free, co-educational, non denominational and informed by principles of equity and equality.

As a member of the TUI, you will become part of a community of more than 20,500 professional educators. You will enjoy the assistance, support and solidarity of your colleagues in the TUI. You will also have the opportunity, as an active member of the Union, directly to influence Union policy and, through the TUI, to influence national educational policy. We want you to join the TUI not simply to be a member but to be an active member, to have your say, to be heard and to shape both your Union and your workplace.

TUI -A Democratic Union

The TUI is a trade union for teachers and lecturers, dedicated to the care of members and the development of the education profession. The TUI is organised into 59 branches. On joining the TUI you will become a member of your local branch. There are separate branches to represent members employed in Education and Training Boards, Technological Universities, Institutes of Technology, Community and Comprehensive and other Post-Primary schools.

As a member you can express your views at workplace, branch and national levels, as appropriate. Please attend your workplace and branch meetings, post on the Union's Facebook page, use the TUI app, email or phone your representatives. Be heard.

Workplace Representatives

Each workplace annually elects a TUI representative and a Workplace Committee. The representative attends branch meetings and reports back to the membership in the workplace. The workplace representative also takes responsibility for distributing information and documentation from TUI Head Office.

Branches

Each branch holds at least four general meetings per year. Notice of meetings will be circulated, usually through workplace representatives. All members of a branch are encouraged to attend branch meetings. You will be very welcome and will be encouraged to get involved. At the Annual General Meeting, which takes place in October or November, the branch elects a Chairperson, a Secretary, a Treasurer, an Equality Officer and any other officers that the branch may require.

Branch Meetings

At branch meetings members have the opportunity to discuss issues relevant to their employment and to education nationally. The Area Representative to the Executive Committee is normally present at branch meetings and represents the views of the branch to the Executive Committee.

Area Representatives and Executive Committee

The branches of the Union are organised into 19 Areas and members of the branches in each area elect a representative to sit on the TUI's Executive Committee. The Executive Committee manages the affairs of the Union between meetings of Congress. The Executive Committee is chaired by the President, who is elected through a ballot of the entire membership of the TUI. The

Vice-President is similarly elected by the entire membership. The immediate Past President is also a member of the Executive Committee.

Officials

The work of the Union is carried out on a daily basis by full-time trade union officials, under the direction of the General Secretary. Full-time officials are assigned to Areas and Branches to provide advice, assistance and representation.

Annual Congress

The governing body of the Teachers' Union of Ireland is Annual Congress. Congress is a conference that takes place after Easter each year and is attended by representatives of each branch. Congress votes on motions submitted by branches and its decisions direct the Union.

Affiliations

The TUI is affiliated to the Irish Congress of Trade Unions (ICTU), the European Trade Union Committee for Education (ETUCE) and Education International (EI).

I have other questions, whom should I contact?

The Teachers' Union of Ireland is more than just a trade union. We are an organisation of highly qualified educators with vast experience in the teaching profession. Each of the Head Office Industrial Relations Officials has significant experience in education.

How do I contact TUI?

Members can make contact with their workplace Representative/s, the Officers of their branch or their Area Representative in the first instance. The contact details of each Area Representative are published annually in the TUI diary which every member receives. If you are unsure who your representative is, please contact TUI Head Office and they will provide you with the relevant details.

The TUI App

An app for members is available to download from iOS and Android stores using the search word 'TUI members'. The App enables members to update their details and to access important documents and communications.

Contact details

If in doubt on any issue, as a member of the TUI you can avail of expert assistance by contacting us:

Teachers' Union of Ireland,
73 Orwell Road, Rathgar,
Dublin 6,
Ireland
D06 YP89

- Phone: 01 492 2588
- Email: tui@tui.ie
- Website: www.tui.ie
- Facebook: Teachers' Union of Ireland
- Twitter: @TUIunion

Important! Make sure to retain these documents

The TUI advises that you retain the following documents for your personal records and to assist the 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
- All Payslips
- Your Annual Timetables
- All Teaching Council Records/Documentation
- Attendance certificates for all CPD, including Teaching Council Induction
- P60/45



TUI Guide for New Teachers

Guide to Teaching

As you begin your career, the TUI would like to offer some practical advice based on the experience of our members.

Registration with the Teaching Council

Since January 2014, teachers must be registered with the Teaching Council in order to be employed as a teacher and to be paid from State funds. Under the provisions of Section 33(1) of the Teaching Council Act, 2001, registration is valid for 12 months from the date of registration. To remain on the Register, you must renew your registration before the current period of registration expires. A reminder notice and renewal form will be sent to all registered teachers at their last notified correspondence address, approximately four weeks in advance of their renewal date. If registration is not renewed by the expiry date, a Final Notice will be issued by registered post. If registration is not renewed within thirty days of the date on the Final Notice, the teacher's name will be removed automatically from the register.

Who exactly is my employer?

If you work in an ETB

- your employer is an Education and Training Board (ETB)
- your appointment is to the "scheme" which means that you may be assigned to any Vocational School or Community College within the particular ETB and 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)

- you are paid through the ETB

If you work in a Community and Comprehensive or a Voluntary Secondary School:

- your employer is the Board of Management of your school
- Community and Comprehensive (C&C) schools and Voluntary Secondary School are stand-alone employers
- teachers in C&C, Voluntary Secondary and Post-Primary schools are paid directly by the Department of Education.

Your Contract

Once appointed to any employment a contract is established, be it written or implied, which is enforceable. If you have not been offered a written contract, you should ask the TUI representative to help you get one. The type of contract you hold depends on the nature of the appointment and the source of the hours that you are assigned.

Your contract should:

- Set out the nature of your employment e.g. Permanent or Fixed-Term
- Set the duration of your employment i.e. Permanent/Indefinite or Fixed-Term
- Clarify the number of hours per week you are contracted to teach
- Give the reason for the position to which you were appointed e.g. increased allocation to the school, covering for a teacher on approved leave (name of the teacher) etc.
- Tell you whether you will be paid by the Department of Education, the school or the ETB

You should ensure you receive clear written information on the terms and conditions of your job, either in the

form of a letter of appointment, a written contract, or a written statement. Under statute, you are entitled to this information and it is important that you have it so that you fully understand the nature of your employment.

Make sure you retain all documentation related to your appointment and your employment, such as the job advertisement, letter of appointment, payslips, timetable, contracts and any other correspondence received from the employer which relates to the position. In addition, you should record all your hours worked during the school year, including any hours worked that are in addition to your contracted hours.

Permanent Whole-Time

Appointment to permanent whole-time positions follows a national advertisement of the position and a formal selection process. Appointment on a permanent whole-time basis used to be the norm and it remains open to employers to make permanent appointments ab initio. The Department of Education issued letters to the Management Bodies to this effect.

Fixed-Term

Appointment to a fixed-term position follows national advertisement and a formal selection process (as for Permanent Whole-Time). Teaching positions tend to be filled on a fixed-term basis, for one year in the first instance. To be engaged in year 2 (if the post/hours remain available) you will have to undergo a further selection process and interview. The award of a Contract of Indefinite Duration (CID) is explained in the following paragraph.

Contract of Indefinite Duration (CID)

As a result of the TUI's campaign to secure permanency for members sooner than the law provides, a key concession was secured for teachers, whereby the qualifying period for a Contract of Indefinite Duration (CID) was reduced from four years to two years, from the start of the school year 2015/16. This means a teacher will qualify for a Contract of Indefinite Duration (CID) after a period of continuous employment in excess of two years - i.e. upon commencement of a third year of continuous employment, subject to certain conditions. This is significantly better than the statutory provision (under fixed-term worker legislation, the qualifying period is four years).

A CID is a permanent contract. It may be full-time/whole-time i.e. 22 hours or it may be part-time i.e. for fewer than 22 hours. If a teacher is teaching 16 hours fixed-term in the 'qualifying year' i.e. year 2, then s/he will receive a CID for 16 hours in year 3. Further details about CIDs can be found elsewhere in this booklet.

Entitlement to a CID

Unfortunately, in recent years, it had become the norm that newly qualified teachers (NQTs) begin their teaching careers in temporary, part-time positions, employed on fragments of jobs on an insecure basis.

The TUI prioritised this issue and campaigned vigorously to highlight the casualisation of the teaching profession with the aim of ensuring that permanent and whole-time jobs become available to new teachers to protect both the viability and the professionalism of the career.

As a direct result of TUI's campaign, an expert group was established under the Haddington Road Agreement (HRA). The recommendations of the expert group are set out in Circular Letter 24/2015 and a teacher now qualifies

for a Contract of Indefinite Duration (CID) after a period of continuous employment in excess of two years.

Hours covering for a teacher:

- on career break
- on secondment
- assigned to a Home School Community Liaison (HSCL) position
- assigned to the National Behaviour Support Service (NBSS)

These are now counted towards a CID and the hours of the CID will be the hours worked in the full school year prior to the issuing of the CID (i.e. the qualifying year), regardless of the source of the hours.

Fixed/Specific Purpose

If you are employed only to cover for the approved leave of a teacher (e.g. a teacher on maternity leave or job share) you will be contracted on a fixed/specific purpose basis. When the teacher returns from leave the hours must return to the teacher and your contract ends.

Please ask your TUI Workplace Representative, your Area Representative or contact TUI Head Office for advice before you sign anything.

What are the maximum class contact hours for a teacher?

A full-time teacher has a weekly maximum class contact time of 21 hours 20 minutes if he/she has any involvement in Junior Cycle. If he/she has no involvement in Junior Cycle, a maximum class contact time of 22 hours applies. As a result of a TUI Directive, any teacher appointed to an Assistant Principal 1 position and who has any involvement in Junior Cycle has a maximum class contact of 17 hours and 20 minutes. If he/she has no involvement in Junior Cycle, a maximum class contact time of 18 hours applies. +

I'm Part-Time. What does that mean?

A part-time teacher is any teacher who is contracted for less than twenty two (22) hours per week. If you commence employment on or before the first Monday following the mid-term break in October and you have been appointed following a formal selection process, you are entitled to be paid on a pro-rata basis. This means that you will be paid the appropriate proportion of the annual salary you would be on if you were full-time and you will be paid up to the 31 August. This type of part-time employment has traditionally been called regular part-time work (RPT) or pro-rata part time (PRPT).

Payment for Part-Time Work

To calculate the pay you will receive divide the number of hours for which you are employed by 22 and multiply by the point of the salary scale that you are on.

Part time salary = Number of Hours contracted per week/22
x Your point on scale
For example, a whole-time teacher on point one of the salary scale for post-2011 entrants earns €42,015*.
Therefore, if you are contracted for 16 hours per week:

Portion of salary = 16/22
Your part-time salary =
16/22 X €42,015 = €30,556

*Scale correct at 1/9/23

+Circular 35/2023 sets out that as a measure to tackle the teacher supply issue, teachers can provide a maximum of 35 additional hours per term during the 2023/24 school year. See circular letter on TUI website for full details.

What is Casual Part-Time?

Some teachers are not contracted to work for an entire academic year. If a teacher is contracted after the first Monday following the October mid-term break in a given year or has an end date that occurs before the end of the academic year written into their contract, they are considered casual part-time teachers. Regular substitute teachers would also fall into this category. Such teachers are paid per hour worked rather than on a pro-rata basis.

Assuming that you are employed in an area in which you are qualified, you will receive the qualified casual hourly rate of pay. For each hour worked you will accumulate holiday pay which will be paid in each holiday period i.e. Christmas, Easter and Summer. After 150 hours at the casual rate in one school year, you will be paid a personal non-casual hourly rate based on a pro-rata fraction of a whole-time salary for each hour over 150.

To calculate this hourly rate of pay (any hour in excess of 150), divide the point on the salary scale that you would be on, were you whole-time, by 735 (the annual teaching hours of a full-time teacher in a school year):

$$\text{*Personal non-casual hourly rate} = \text{Your point on the scale} / 735$$

For example, a teacher who would be on point one of the post January 2011 salary if they were whole-time, would have a personal qualified rate as follows:

$$\text{Personal non-casual hourly rate} = €42,015 / 735 = €57.16$$

If you are employed in an area in which you are not considered sufficiently qualified, you will receive the unqualified hourly rate of pay and also accumulate holiday pay.

**Correct at 1/9/23*

How many teaching jobs is a school entitled to fill?

The number of teachers employed in a school depends on the number of students attending that school. An additional teaching allocation to take account of 'professional time' for teachers involved in the delivery of the Junior Cycle was introduced in September 2017. A specific allocation is also provided in respect of students with special educational needs.

The pupil-teacher ratio is 19:1. Therefore, for every 19 students, one permanent full-time teaching position is allocated to a school. For example, a school of 380 students receives an allocation of 20 whole-time teaching posts funded by the Department of Education. Schools also get an additional allocation for Principal, Deputy Principal and Guidance Counsellors. Many schools also receive an allocation of 'concessionary' teaching hours under a variety of programmes. These extra hours are granted depending on a school's individual needs. Some schools may also pay for teaching hours directly from their own funds.

How do I get a permanent job?

Employers may make permanent appointments ab initio. This applies to established schools and 'greenfield' schools (i.e. new schools). In recent times, most teachers become permanent by qualifying for a Contract of Indefinite Duration (CID) after two years. The two-year qualifying period was secured for teachers following recommendations issued by an expert group established under the Haddington Road Agreement. It does not apply to other grades in the public service. Please note that under the provisions of the Fixed-Term Work Act, 2003, the 'qualifying' period for a CID, that is provided for in law, is four years.

Objective Grounds

In the 'qualifying year' (i.e. usually year two) at least some of the hours you hold must be free from an 'objective ground' for not awarding a CID.

'Objective grounds' exist if the hours are of a legitimate fixed-purpose nature (i.e. covering for a teacher on maternity leave, sick leave or job share) or if there is a legitimate reason to believe that the post will not be viable in the employment (school/scheme) for at least a full school year. The contract you are offered must include a statement detailing the specific objective ground(s), if any.

Please note, if a teacher holds even one class that is free from an objective ground in her/his qualifying year, s/he will be in a position to claim a CID for all hours worked in the qualifying year.

Post automatically advertised after Year 1

Every teacher on his/her fixed-term contract with an employer will have that contract terminated at the end of year one. The position will automatically be re-advertised and a new recruitment process undertaken. Therefore, the teacher will need to apply and interview for the position at the end of year one. If appointed for a second year (year 2), this is generally the 'qualifying year':

If I get a CID for less than whole-time hours, how do I get more

Firstly, there is an agreement that teachers who have a CID for 18 hours or more can request to move to 22 hours and that this will be honoured by the employer. To avail of this, teachers must submit a H22 form, available from TUI. If you have a CID for less than 18 hours, Circular Letter 59/16 (ETB and C&C sector) and Circular 49/2017 (Voluntary Secondary sector) compels

employers to assign available hours, in the first instance, to teachers on part-time CIDs who wish to move to whole-time work.

If you are on part-time hours, please ensure that you write to your principal each year requesting more hours and advise your principal of the subjects/areas in which you are qualified and/or willing to teach. A template letter can be provided to you by the TUI.

Where a qualified teacher holds a part-time CID and is working additional hours a separate fixed-term contract will be issued for those hours. The hours of this separate contract will be added to the CID if the teacher holds them for a continuous period of employment in excess of one year; if the hours continue to be viable, are available under the allocation, and are unrelated to maternity leave, sick leave or job share.

What if I am refused a CID or unhappy with the terms of the CID?

If you are employed on a fixed term contract and believe you fall within the terms of Circulars 0024/2015 and are unhappy with the action taken by your employer in terms of the award of a CID, then you may appeal against the action of your employer.

If you have been refused a CID, you must make an appeal within 4 working weeks of the date you are notified of the decision by the Board of Management/ETB to refuse a CID.

If you have been awarded a CID but are not satisfied with the terms of the contract, you must make an appeal within 4 working weeks of the date you are notified of the award and terms of the CID.

Please contact the TUI and we will assist you in your endeavours to move to a whole-time permanent/CID contract.

When will I be paid?

You will be paid on the last banking day of each month if you are employed by an ETB – some ETBs offer fortnightly pay. If you are employed by a Community or Comprehensive school or a Voluntary Secondary school, you will be paid fortnightly by the Department of Education.

The latest pay scales for teachers are set out on the TUI website www.tui.ie.

Codes of Professional Conduct

The Teaching Council has published a Code of Professional Conduct for Teachers. The Code sets out clearly what is expected of teachers in their professional role. It sets out the standards of professional knowledge, skill, competence and conduct which are expected of registered teachers. There are many elements of the Code which reflects the complexity and variety of teaching and cover areas such as communication and relationships, equality and inclusion, compliance with national and school policies, professional development and pupil/student welfare. The standards are underpinned by four core values - respect, care, integrity and trust.

New teachers should familiarise themselves with these standards.

Teaching Council - Part 5

One of the functions of the Teaching Council is to investigate complaints about registered teachers. The Minister for Education formally commenced Part 5 of the Teaching Council Acts 2001 - 2015 on 25 July 2016 which allows the Council to receive complaints about registered teachers, hold investigations and disciplinary hearings, where deemed appropriate. The first question an investigation committee will ask is,

'Have all local procedures been exhausted?': If the answer is in the negative, the complaint should be referred back to the school/centre.

If you find that you are the subject of a Teaching Council complaint you should contact your TUI Area Representative or the relevant TUI official before you do anything in relation to the complaint.

The TUI has been directly involved in the development of the nationally agreed complaints procedures that should be used at school/centre level and continues to participate in the fora that oversee the correct implementation of these agreed procedures.

Droichead

NQTs must participate in Droichead - a school based non-evaluative induction.

I have a problem in school, what should I do?

Some teachers will experience professional difficulties at some point in their career. In the first instance, it is important to approach your Principal informally and attempt to resolve the difficulty. In the event that this course of action does not resolve the issue, there are nationally agreed Grievance Procedures that your branch can assist you with.

If in doubt about the course of action to take, contact your branch or your Area Representative for advice.



TUI Guide for New Lecturers

Your Contract

Once appointed to any employment a contract is established, be it written or implied, which is enforceable. If you have not been offered a written contract, you should ask your TUI representative to help you get one. The type of contract you hold depends on the nature of the appointment and the source of the hours that you are assigned.

Your contract should:

- Set out the nature of your employment, e.g. Permanent or Fixed-Term
- Set out the duration of your employment, i.e. Permanent/Indefinite or Fixed-Term
- Clarify your duties, for example in the case of an Assistant Lecturer, your number of class contact hours per week
- Give the nature of the position to which you were appointed, e.g. lecturing in a particular department or covering for a named employee on an approved scheme of leave etc.

You should ensure you receive clear written information on the terms and conditions of your job, either in the form of a letter of appointment, a written contract, or a written statement. Under statute, you are entitled to this information and it is important that you have it so that you fully understand the nature of your contract of employment.

Check the nationally agreed contracts on the TUI website: www.tui.ie

Permanent Whole-Time

Appointment to permanent whole-time positions follows a national advertisement of the position and a formal selection process.

Appointment on a permanent whole-time basis used to be the norm and it remains open to employers to make permanent appointments ab initio.

Fixed-Term

Appointment to a fixed-term position follows national advertisement and a formal selection process (as for Permanent Whole-Time).

Contract of Indefinite Duration (CID)

As a result of the TUI's campaign to secure permanency for members sooner than the law provides, a key concession was secured for lecturing staff, whereby the qualifying period for a Contract of Indefinite Duration (CID) was reduced from four years to two years, from the start of the academic year 2016/17. This means that a member of lecturing staff will qualify for a CID after a period of continuous employment in excess of two years with at least one contract renewal, subject to certain conditions. This is significantly better than the statutory provision - under fixed-term worker legislation, the qualifying period is four years.

A CID is a permanent contract. It may be full-time/whole-time, e.g. for 16 or 18 class contact hours per week for a lecturer or assistant lecturer respectively. The number of

weekly class contact hours in the CID is determined by how many there are in the "qualifying year"; which is the year directly before the granting of the CID.

Example: Sarah was employed on a 1-year fixed term pro-rata contract on the 1st September 2020 for the academic year 2020/21 for 10 hours per week as an Assistant Lecturer (AL), replacing a named colleague on career break. She receives a further 1-year fixed term pro-rata AL contract for 12 hours per week for the academic year 2021/22 in her own right, without any objective grounds. She is offered a 1-year fixed term pro-rata AL contract, without objective grounds, for 10 hours per week for the academic year 2022/23 which she has not yet signed. On the 2nd September 2022 she seeks advice from the TUI re her entitlement to a pro-rata CID and is advised that she has an entitlement to a pro-rata CID for 12 hours per week from the 1st September 2022.

N.B. If all of your class contact hours arise from covering for a colleague on an approved scheme of leave, then the employer has a valid "objective ground" not to offer a CID.

Progression

Most academic staff are first appointed to the Assistant Lecturer (AL) grade and remain as an AL for a period of time before progression to the career grade of Lecturer. Qualification and service requirements for progression are detailed in the AL contract and in Circular Letter 03/05. ALs must be informed by their employer of what

they will be required to do in order to progress.

Part-time ALs on fixed term contracts or CIDs receive their yearly increment and progress to the lecturer grade in the same way as whole-time colleagues.

Entitlement to a CID

The union recognised the increasing casualisation at third level with newly appointed academic staff beginning their lecturing careers in temporary, part-time positions or employed on fragments of jobs.

The TUI prioritised this issue and campaigned vigorously to highlight the casualisation of the academic profession with the aim of ensuring that permanent whole-time jobs become available to new academic staff to protect both the viability and the professionalism of the career.

As a direct result of the TUI's campaign, an expert group was established under the Haddington Road Agreement (HRA). The recommendations of the expert group, 'The Cush Report', are set out in Circular Letter 41/2016 and include the provision that a lecturer/assistant lecturer now qualifies for a Contract of Indefinite Duration (CID) after a period of continuous employment, with at least two contracts, in excess of two years.

Fixed-Term/Specific Purpose

You may be employed only to cover for the approved leave of another employee (e.g. if you were covering for a lecturer on maternity leave, job share, secondment or career break you will be contracted on a fixed-term/specific purpose basis. When the lecturer returns from leave the hours must return to the lecturer and your contract ends).

Overtime Ban

In order to protect the employment prospects of part-time colleagues and the quality of the education we provide to our students, the TUI voted democratically that third level members refuse to engage in weekly class contact hours in excess of those in the whole-time lecturing contracts, e.g., 18 hours per week for Assistant Lecturers or 16 hours per week for Lecturers (with the allowed variation above and below the weekly norms which must balance out over time). Members who are requested or directed to engage in weekly class contact hours in excess of those provided for in the nationally agreed whole-time contracts should contact their Branch Committee and must comply with the overtime ban directive as democratically decided in a national ballot.

I'm Part-Time. What does that mean?

A part-time employee is any employee who is contracted for less than full hours. For example, a part-time Assistant Lecturer is an Assistant Lecturer who is contracted for less than 18 class contact hours per week. If you are performing the full range of duties for the post and employed for a full semester or more, you are entitled to be paid on a pro-rata basis.

Local arrangements re Workload Allocations/Weightings

Some branches have successfully negotiated certain non-contact hours counting towards fulfilment of the weekly class contact requirement in the academic contract. You should contact your Branch Committee for more information.

Online class contact hours

In some cases, workload allocations include weightings for online contact hours - if you are asked or instructed to engage in such hours, then immediately contact your Branch Committee for advice on any local agreement that may be in place. Please note that agreements for Emergency Remote Teaching in response to the pandemic have now ceased.

Payment for Part-Time Work

To calculate the pay you will receive, divide the number of hours for which you are employed by 18 (for an Assistant Lecturer) and multiply by the value of your current point on the salary scale.

If you are paid pro-rata you move up on the incremental scale every year. Below is an example for a part-time Assistant Lecturer.

Part time salary = Number of hours contracted per week / 18 x Your point on the scale

What is a HPAL?

In limited circumstances you may be contracted to work as an "Hourly Paid Assistant Lecturer" (HPAL). HPALs should only be used for short-term or emergency cover. Examples of the appropriate use of HPALs (on a casual basis) would be short-term sick leave cover, guest lecturers, etc. Where specific expertise or industry experience is required as a part of a programme/module, then HPALs can be employed to provide this limited number of lectures/classes. In some cases, the term "Associate Lecturer" was applied to HPALs. HPALs should not be employed to teach the entire module or mark all

of the assessments including examinations. If an academic staff member is employed to cover the entire semester's work for a module/s then s/he should be employed on a pro-rata Assistant Lecturer or Lecturer contract with substantially higher pay and the full benefit of access to approved schemes of leave, yearly increments up the pay scale and progression.

HPAL Conversion Process

In 2013, the TUI secured under the Haddington Road Agreement a process for the phased conversion of Hourly Paid Assistant/ Associate Lecturers to pro-rata Assistant Lecturers. Any person converted will be assimilated to the Assistant Lecturer pay scale on the point nearest to and not below their current rate from the date of conversion. If you are a HPAL employed on a HEA core-funded and approved course for every lecturing week of the academic year and your class contact hours per week throughout the academic year do not vary beyond the agreed limits (i.e. +2 hours per week) and you are fully qualified for appointment as a pro-rata Assistant Lecturer then you can be considered for conversion under Phase I of this process. You must also be available for the full range of duties and to be timetabled at the Institute's discretion. In converting Hourly-Paid Assistant Lecturers to pro-rata status, appointment is to the first point of the relevant Assistant Lecturer scale. Membership of the Superannuation Scheme is compulsory and contributions for previous reckonable service must be paid.

Conversion Arrangements for HPAL/Associate Lecturers with employment for one semester only

Six-month contract - 1 September to 28 February or 1 January to 30 June (depending on which semester).

Contract of Indefinite Duration possible based on single semester contract i.e. you are entitled to be employed for that semester every year.

Hours of pro-rata contract based on application of already agreed arrangements for full-year.

Entitlement to avail of extra hours that become available in accordance with already agreed augmentation arrangements in accordance with paragraph 3 of Circular 41/2016. This may mean hours in the other semester or added hours to the existing contract.

Where extra hours are in the other semester, arrangements as below will apply if hours vary.

Conversion Arrangements for HPAL/Associate Lecturers with hours that vary from one semester to another

Year-long Contract.

Contract of Indefinite Duration possible in accordance with circular letters. Hours of pro-rata contract based on application of already agreed arrangements.

To meet existing needs of Institute, personal-to-holder arrangement to preserve variability contained in CID.

Entitlement to avail of extra hours that become available in accordance with already agreed augmentation arrangements in accordance with paragraph 3 of Circular 41/2016.

Contact the TUI to ensure that you are receiving the correct salary.

How do I get a permanent job?

Employers may make permanent appointments ab initio but are often reluctant to do so. In recent years, most members of lecturing staff become permanent by qualifying for a Contract of Indefinite Duration (CID) after exceeding two years of continuous employment with a contract renewal. The two-year qualifying period was secured for lecturers following recommendations issued by an expert group negotiated by the TUI under the Haddington Road Agreement. It does not apply to other grades in the public service, apart from teachers for whom the TUI secured similar improvements. Please note that under the provisions of the Fixed-Term Work Act, 2003, the 'qualifying' period for a CID, that is provided for in law, is four years.

Objective Grounds

In the "qualifying year" (the year directly before the granting of a CID), at least some of the hours you hold must be free from an objective ground in order to be awarded a CID. "Objective grounds" exist if the hours are of a legitimate fixed purpose nature (i.e. covering for a lecturer on maternity leave, sick leave, job share, career break or secondment) or if there is a legitimate reason to believe that the post will not be viable in the employment for at least a full

academic year. The contract you are offered must include a statement detailing the specific objective ground(s), if any.

Please note that if a member of lecturing staff holds even one class contact hour that is free from objective grounds in his/her qualifying year, then s/he will be in a position to claim a CID for all weekly class contact hours in the qualifying year.

Awarding of additional hours to a Contract of Indefinite Duration

Extract from Circular Letter 41/2016: "In advance of advertising available hours in a particular course, an Institute of Technology should carry out a review to ascertain whether there are existing qualified lecturers on CIDs or pro-rata fixed term contracts for less than full hours who have the necessary qualifications to teach the course and who could benefit by the augmentation of their existing contract. If this is the case, the extra available hours should be offered first to such lecturers before being advertised generally."

This requirement now applies to Technological Universities as well as to Institutes of Technology. The HR Department and the relevant Head(s) of Department should inform lecturers on CIDs or pro-rata fixed term contracts for less than full hours about additional hours that are available and to which they are entitled. Members are strongly advised to contact their branch officers for guidance on this matter. If, for example, you are an Assistant Lecturer on part-time hours, please ensure that you contact your Head of Department/HR Department each

year regarding the subjects/areas in which you wish to be considered for additional hours.

Class contact hours

Lecturer and Senior Lecturer 1 grades lecture a norm of 16 class contact hours per week. Assistant Lecturers lecture a norm of 18 class contact hours per week. These hours may be varied on a 'plus 2 or minus 2' basis. This means that the lecturing hours of a Lecturer and Senior Lecturer 1 can vary from 14 to 18 hours, following consultation with the lecturer. Similarly, the lecturing hours of an Assistant Lecturer can vary from 16 to 20 hours, following consultation with the Assistant Lecturer. However, it is very important that the average over the two semesters must be 16 hours for a Lecturer and Senior Lecturer 1 and 18 hours for an Assistant Lecturer.

For example, if a Lecturer or Senior Lecturer 1 is timetabled to lecture 18 hours per week in Semester 1, then his or her weekly hours must be reduced to 14 in Semester 2. If his or her weekly hours are increased to 17 in Semester 1, then they must be reduced to 15 in Semester 2.

Similarly, if an Assistant Lecturer lectures 16 hours per week in Semester 1, his or her hours will be increased to 20 hours per week in Semester 2. If his or her weekly hours are increased to 19 in Semester 1, they must be reduced to 17 in Semester 2.

A weighting of 1.25 applies to hours worked after 6.00 p.m. (reduced from the contractual weighting of 1.5 as an austerity measure under the Haddington Road Agreement). Where a qualified Lecturer/Assistant Lecturer holds a part-time CID and is working additional hours, a separate fixed-

term contract will be issued for those hours. The hours of this separate contract will be added to the CID if the Lecturer/Assistant Lecturer holds them for a continuous period of employment in excess of one year, so long as the hours continue to be viable and are unrelated to maternity leave, sick leave, job share, career break and secondment.

What if I am refused a CID or am unhappy with the terms of the CID?

If you are employed on a fixed-term contract and believe you fall within the terms of Circular Letter 0041/2016 and are unhappy with the action taken by your employer in terms of the award of a CID, then you may appeal against the action of your employer.

Please contact your Branch Committee immediately, who in turn will contact the relevant official in TUI Head Office. The Union has been very successful in securing whole-time CIDs for our members.

If you have been refused a CID, you must make an appeal within 4 working weeks of the date you are notified of the decision by your employer to refuse a CID.

If you have been awarded a CID but are not satisfied with the terms of the contract, you must make an appeal within 4 working weeks of the date you are notified of the award and terms of the CID.

When will I be paid?

You will be paid fortnightly/monthly if you are employed by an TU/IOT. The latest pay scales for academic staff are set out on the TUI website www.tui.ie.



Further, Adult and Training (FET) sector

In respect of the Further, Adult and Training (FET) sector, TUI represents members working in:

- PLC/Further Education Colleges
- Youthreach Centres
- Prison Education Units
- Training Centres
- Various Adult Education programmes, e.g. Back to Education Initiative (BTEI), Vocational Education opportunities Scheme (VTOS), Adult Literacy, Skills for Work, Community Education and other programmes.

TUI represents the following FET grades, inter alia:

- Teachers (in PLC colleges, VTOS centres, BTEI centres, YR centres and other settings)
- Youthreach Coordinators and Resource Persons
- Adult Education Officers
- Adult Literacy Organisers
- BTEI Coordinators and Adult Educators
- VTOS Coordinators and teachers

- Community Education Facilitators
- Adult Education Guidance Counsellors
- Outdoor Centre Directors and Instructors
- Adult & Community Literacy Educators.
- Sundry other grades in the ETB sector, including incompletely qualified, unregistered teachers

How do I get a permanent job?

Employers may make permanent appointments ab initio. In recent times, most teachers become permanent by qualifying for Contract of Indefinite Duration (CID) after two years. The two-year qualifying period was secured for teachers following recommendations issued by an expert group established under the Haddington Road Agreement. It does not apply to other grades in the public service. Please note that under the provisions of the

Fixed-Term Work Act, 2003, the 'qualifying' period for a CID, that is provided for in law, is four years.

Objective Grounds

In the 'qualifying' year (i.e. usually year two for a teacher and year four for other education grades), at least some of the hours you hold must be free from an 'objective ground' for not awarding a CID. 'Objective grounds' exist if the hours are of a legitimate fixed-purpose nature (i.e. covering for someone on maternity leave, sick leave or job share) or

if there is a legitimate reason to believe that the post will not be viable in the employment (school/scheme) for at least a full academic year. The contract you are offered must include a statement detailing the specific objective ground(s), if any.

Given the wide breadth of grades represented by the TUI in the FET sector, more detailed information can be found on the union's website.

TUI PROFESSIONAL DEVELOPMENT PROGRAMME

PRE-RETIREMENT SEMINARS 2023/2024

DATE	VENUE
Tuesday 21st November 2023 9.00am-4.30pm	Hodson Bay Hotel, Athlone
Wednesday 7th February 2024 9.00am-4.30pm	The Ashling Hotel, Dublin 8

TUI will be holding two Pre-Retirement Seminars for our members in the coming academic year.

**To register your interest, scan the QR code below
(take a photo of it with your phone) and complete the form.
Please choose which seminar you would like to attend (pick only one).**

Places are limited and will be allocated on a first-come first-served basis.

If you have any questions, please email [Lesley Conville Iconville@tui.ie](mailto:Lesley_Conville@tui.ie)



**TUI, 73 Orwell Road, Rathgar, Dublin 6, D06 YP89
Telephone: (01) 4922588**

UNESCO issues urgent call for appropriate use of technology in education

A new United Nations Educational, Scientific and Cultural Organization (UNESCO) report on technology in education highlights the lack of appropriate governance and regulation. Countries are urged to set their own terms for the way technology is designed and used in education so that it never replaces in-person, teacher-led instruction, and supports the shared objective of quality education for all.

The digital revolution holds immeasurable potential but, just as warnings have been voiced for how it should be regulated in society, similar attention must be paid to the way it is used in education. Its use must be for enhanced learning experiences and for the well-being of students and teachers, not to their detriment. Keep the needs of the learner first and support teachers. Online connections are no substitute for human interaction.

Entitled “Technology in education: A tool on whose terms?” and published in July, the 2023 Global Education Monitoring Report proposes four questions that policy makers and educational stakeholders should reflect upon as technology is being deployed in education:

1. Is it appropriate?

Using technology can improve some types of learning in some contexts. The report cites evidence showing that learning benefits disappear if technology is used in excess or in the absence of a qualified teacher. For example, distributing computers to students does not improve learning if teachers are not involved in the pedagogical experience. Smartphones in schools have also proven to be a distraction to learning, yet fewer than a quarter of countries ban their use in schools.

We need to learn about our past mistakes when using technology in education so that we do not repeat them in the future. We need to teach

children to live both with and without technology; to take what they need from the abundance of information, but to ignore what is not necessary; to let technology support, but never supplant human interactions in teaching and learning.

Learning inequities between students widen when instruction is exclusively remote and online content is not always context appropriate. A study of open educational resource collections found that nearly 90% of higher education online repositories were created either in Europe or in North America; 92% of the material in the Open Educational Resources Commons global library is in English.

1. Is it equitable?

During the COVID-19 pandemic, the rapid shift to online learning left out at least half a billion students worldwide, mostly affecting the poorest and those in rural areas. The report underlines that the right to education is increasingly synonymous with the right to meaningful connectivity, yet one in four primary schools do not have electricity. It calls for all countries to set benchmarks for connecting schools to the internet between now and 2030 and for the focus to remain on the most marginalized.

2. Is it scalable?

Sound, rigorous and impartial evidence of technology's added value in learning is needed more than ever, but is lacking. Most evidence comes from the United States, where the What Works Clearinghouse pointed out that less than 2% of education interventions assessed had ‘strong or moderate evidence of effectiveness’. When the evidence only comes from the technology companies themselves, there is a risk it may be biased.

Many countries ignore the long-term costs of technology purchases and the EdTech market is expanding while basic education needs remain unmet. The

cost of moving to basic digital learning in low-income countries and connecting all schools to the internet in lower-middle-income countries would add 50% to their current financing gap for achieving national SDG 4 targets. A full digital transformation of education with internet connectivity in schools and homes would cost over a billion per day just to operate.

3. Is it sustainable?

The fast pace of change in technology is putting strain on education systems to adapt. Digital literacy and critical thinking are increasingly important, particularly with the growth of generative AI. Additional data attached to the report show that this adaptation movement has begun: 54% of surveyed countries have defined the skills they want to develop for the future, but only 11 out of 51 governments surveyed have curricula for AI.

In addition to these skills, basic literacy should not be overlooked, as it is critical for digital application too: students with better reading skills are far less likely to be duped by phishing emails.

Moreover, teachers also need appropriate training yet only half of countries currently have standards for developing their ICT skills. Few teacher training programmes cover cybersecurity even though 5% of ransomware attacks target education.

Sustainability also requires better guaranteeing the rights of technology users. Today, only 16% of countries guarantee data privacy in education by law. One analysis found that 89% of 163 education technology products could survey children. Further, 39 of 42 governments providing online education during the pandemic fostered uses that ‘risked or infringed’ on children's rights.

Have we your correct membership details?



Have you transferred from one employer to another?

If the answer is “Yes” please ensure that you complete a new **Deduction at Source (DAS) form** immediately!

DAS forms are available on page 38 of this magazine and also on the TUI website – www.tui.ie They are also available from your School or College Workplace Representative and from Head Office.



Are you planning a Career Break, Leave of Absence or any other form of unpaid leave e.g. maternity or parental leave?

If the answer is ‘Yes’ please contact the TUI membership section

for members in the ETB sector:

Dara Blighe, Membership Secretary, TUI, 73 Orwell Road, Rathgar, Dublin 6 - dblighe@tui.ie

or

for members in Technological Universities, Community & Comprehensive Schools and Voluntary Secondary Schools:

Janet Anderson, Membership Secretary, TUI, 73 Orwell Road, Rathgar, Dublin 6 - janderson@tui.ie

It is essential that the TUI has your correct up-to-date personal contact details so that you can participate in Union ballots and/or surveys and receive Union advice and guidance. Update your details by scanning the QR code below



Subscription rate to end of calendar year 2023

Since 1st January 2019, TUI's subscription rate has been set at 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.

Reduction in subscription rate from 1st January 2024 - Adopted at Annual Congress 2023, Rule 87 states:

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

From 1st January 2024, the annual subscription for full membership shall be 0.75% of gross annual salary inclusive of any and all allowances paid. The maximum annual subscription paid will be capped and shall not exceed 0.75% of the fifth point of the Common Basic Scale (post 2011), rounded to the nearest euro.

In the event of a change in the Common Basic Scale (post-2011), the resultant change in the maximum annual subscription will apply from 1st January of the following calendar year.

New members receive a full refund of first year's subscription!

New members in their first teaching/lecturing post shall receive a refund of the subscription they pay in respect of their first twelve consecutive months of Union membership. The refund shall be made by way of a single payment in the month of December immediately following that first twelve-month period of membership.



TUI Training Schedule 2023/24

As part of the Union's ongoing efforts to enhance service to members, a training schedule across a range of areas of importance has been developed for 2023/24.

Training will take place online, using the Zoom platform. To register for a session or sessions, use the camera on your phone to scan the

QR code. As a TUI member, you can attend as many as you wish.

The schedule will run throughout the academic year.

Contact tuitraining@tui.ie if you have further questions or are having difficulties registering.



13 th September 2023	5.00pm-6.00pm	Contracts
20 th September 2023	5.00pm-6.00pm	CL59/2016 and CL49/2017 - how to secure additional hours Eligibility for a CID
27 th September 2023	5.00pm-6.00pm	Teaching Council Issues Investigation and Disciplinary Procedures Part 5 - Fitness to Teach
4 th October 2023	5.00pm-6.00pm	Post of Responsibility Circular
11 th October 2023	5.00pm-6.00pm	Preparing for an AGM Organising an AGM Nomination process for Branch Officers Model Standing Orders for Branch Meetings
18 th October 2023	5.00pm-6.00pm	Competency Based Interview Training - API and AP2 interviews
8 th November 2023	5.00pm-6.00pm	Preparing for Annual Congress Advice on drafting motions and amendments Emergency Motions Procedures at Congress
15 th November 2023	5.00pm-6.00pm	Freedom of Information Requests Data Access Requests How to make a Protected Disclosure Union Directives

22 nd November 2023	5.00pm-6.00pm	How to deal with personal cases - Branch Officers and Workplace Committees including use of the Grievance Procedure and Disciplinary procedures
29 th November 2023	5.00pm-6.00pm	Branch Officer Training Role of the Branch Officers How to organise an Ordinary Branch meeting and Special Branch Meeting Key dates for Branch Officers Defamation - Branch responsibilities
10 th January 2024	5.00pm-6.00pm	Parent's Leave Adoptive Leave Paternity Leave Parental Leave Compassionate Leave
17 th January 2024	5.00pm-6.00pm	Bereavement Leave Carer's Leave Career Break Scheme Job Sharing Scheme Unpaid Leave Marriage Leave Force Majeure Leave
24 th January 2024	5.00pm-6.00pm	Partial Absences Leave Maternity Leave Assault Leave
31 st January 2024	5.00pm-6.00pm	Pension information session Additional Voluntary Contributions Salary Protection Scheme
7 th February 2024	5.00pm-6.00pm	Sick Leave
21 st February 2024	5.00pm-6.00pm	Transfers and Redeployment
28 th February 2024	5.00pm-6.00pm	Eligibility for a CID Croke Park Hours Supervision and Substitution



MEMBERSHIP APPLICATION FORM

Teachers' Union of Ireland / Aontas Múinteoirí Éireann

73 Orwell Road, Rathgar, Dublin 6, D06 YP89. T: 01 492 2588 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 / Technological University (name and address/department):		
Date of Birth:	Mobile Tel:	Personal email address:
Academic Qualifications (All):		
Degree Subjects:		
Subjects Taught:		
Date of Appointment (Current Employer):		Date that you first commenced teaching:
Grade (e.g. Teacher, Youthreach Resource Person, Lecturer etc.):		
Is your post...	Permanent/CID: Full hours/whole-time? <input type="checkbox"/> 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"/>	*If on fewer than full hours, please indicate the number <input type="text"/> of regular weekly timetabled hours.
Are you registered with the Teaching Council? Yes <input type="checkbox"/> No <input type="checkbox"/>		

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, please give the dates of your membership and your former branch:

I consent to the TUI contacting this union/these unions in accordance with the Constitution of the Irish Congress of Trade Unions ☐

- A. I am a new applicant in my first year of teaching/lecturing ☐
- B. I am a new/returning applicant who is not in my first year of teaching ☐

It is a requirement of membership that TUI rules, policies and procedures are adhered to in all union activities (see TUI Rule Book and Members Diary and Handbook). The union retains a copy of the application form for the duration of membership and as required under TUI Rule.

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 personal data in accordance with the General Data Protection Regulation (GDPR). TUI will process your personal data for the legitimate work of the union. TUI will provide you with access to your personal data upon valid request. TUI is committed to protecting your personal data by having secure storage facilities, authorised access, retention and deletion and breach control measures and by maintaining accuracy.

Consent

Under GDPR, data relating to membership of a trade union is classified as 'personal data'. In order for the TUI to process your membership application and to act as your trade union representative, TUI requires 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):**

1. 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. ☐
2. I consent to TUI confirming my membership details with agreed service suppliers such as; the TUI Credit Union, Cornmarket Insurance and other suppliers of schemes offered which I seek to join. ☐

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 the payroll section of 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 writing to the TUI Data Protection Officer:
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.

**OFFICIAL
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 6, D06 YP89. T: 01 492 2588 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 / Technological University (name and address/department):
TUI Branch:

Date of Birth: Mobile Tel: Personal Email Address:

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

Is your post... **Permanent/CID:** Full hours/whole-time? ☐ Fewer than full hours?* ☐ *If on fewer than full hours, please indicate the number
Non-Permanent: Full hours? ☐ Fewer than full hours?* ☐ of regular weekly timetabled hours.
Job-share? ☐

Deductions

Payroll Number /Employee Code / Staff Number - as it appears on your payslip:

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/Technological University – please state the IoT/TU _____
☐ The Department of Education

To make a deduction from each salary cycle of 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 and to notify the Teachers' Union of Ireland if I wish to amend or cancel the deduction from my salary.
- 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 salary.
- It is my responsibility to inform the TUI of any change to my employment status.

The amount of the subscription is determined by TUI Annual Congress.

N.B.: The Department of Education and/or ESBS do not accept DAS forms and have requested that the TUI hold the original form on behalf of the member.

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Consent

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

I consent to the TUI disclosing my details to the payroll section of an employer for deduction at source of union subscriptions. I fully understand that this allows the TUI to disclose to the payroll section of my employer that I am a member of (or applying to become a member of) the TUI.

Signature: Date:

You may withdraw consent at any time by writing to the TUI Data Protection Officer:

TUI Data Protection Officer, 73 Orwell Road, Rathgar, Dublin 6 D06 YP89 or by emailing dpo@tui.ie.

**OFFICIAL
USE ONLY**

New Member: ☐ Existing Member: ☐

Number:

Area:

Branch:

Oide, a new era in the provision of teacher professional learning

Text provided by Oide

The Department of Education is consolidating its professional learning opportunities into a new integrated support service - Oide.

Up to now, these were provided by a number of organisations, four of which were administered by the department's Teacher Education Section, namely:

- Centre for School Leadership (CSL)
- Junior Cycle for Teachers (JCT)
- National Induction Programme for Teachers (NIPT)
- Professional Development Service for Teachers (PDST)

The Department has stated that the establishment of a single integrated schools' support service presents an opportunity to take stock of current practice and provision, it eliminates the potential for duplication of provision across individual services, it provides a platform where any gaps in the continuum of support for school leaders and teachers can be centrally

addressed, and it facilitates the development of a new unified system of professional learning that is of a world class standard.

From the outset of the 2023/2024 school year, a new schools' support service, Oide, will be in place. The vision for Oide is to support the professional learning of school leaders and teachers in Ireland through the development of high quality, innovative and responsive professional learning that enables them to meet the educational needs of all learners. The new organisation will consolidate existing expertise and supports ensuring the continuation of high-quality professional learning supports and services as provided by CSL, JCT, NIPT and PDST.

Separately, the National Council for Special Education (NCSE) will continue to provide a comprehensive programme of teacher professional learning to build the capacity of schools and teachers to include and support students with special

educational needs through a variety of seminars, communities of practice, post seminar workshops, bespoke in-school professional development and accessible resources.

Phase one of a new website for the service, www.oide.ie, was launched earlier this year with plans in place to develop it further. Indeed, phase two will go live as the new 2023/2024 academic year gets underway. In the meantime, school leaders and teachers can still access all support materials and resources associated with existing services via their different websites: cslireland.ie, jct.ie, scoilnet.ie, webwise.ie, teacherinduction.ie, pdst.ie and pdsttechnologyineducation.ie. School personnel can also keep up to date with developments by following the Oide corporate account on twitter at @oide_ireland, with other communication channels, including additional twitter handles, being introduced as the various Oide teams and their work gets underway.

Taking control of problem debt

Text provided by the Insolvency Service Ireland

Debt is a sensitive subject and often people do not like to admit they are struggling. However, the reality is, with the rise in living costs and mortgage interest rates, many people in Ireland today are struggling through no fault of their own.

The Insolvency Service of Ireland (ISI) is the independent government body with four debt solutions to help people with all levels of problem debt - from credit cards, loans, utility bills to rent arrears and mortgages. They also regulate a network of debt advisors located around the country so you can be confident that you are getting sound advice.

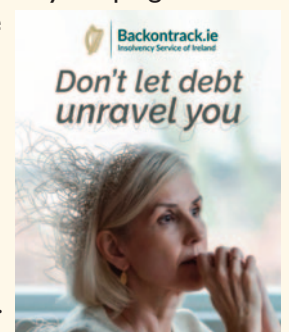
Your debt advisor will look at your situation and advise which solution would best suit you. They will negotiate with your creditor and agree what you can afford to repay over a specified period of time. They will also deal

with your creditors on your behalf, putting an end to any demands for unpaid debt - no more phone calls, letters or visits. At the end of the arrangement, the balance of the debt is written off.

The ISI solutions entitle people to have a reasonable standard of living while they address their debt problems. With the ISI's solutions, there is a minimum standard of living people are entitled to which allows for expenses for food, clothing, education, savings etc. This figure is often higher than the amount people in debt live on before seeking an insolvency solution.

All of the debt solutions overseen by the ISI are designed to get a person back on track financially, keeping them in their home where possible. At the end of the process, the person will be solvent again and can start planning their future.

To find out more visit backontrack.ie call the ISI's information line at 01 764 4200 or free text GETHELP to 50015 for a call back.



RMA News

I hope everyone had a pleasant summer.

We held our AGM in the Shamrock Lodge Hotel, Athlone on 9th May 2023 and it was very successful with almost 50 RMA members present. A number of amendments to our constitution were passed which make it more coherent and these have since been approved by the TUI's Executive Committee. The revised constitution is downloadable from the RMA website.

Resolutions were passed dealing with TUI support in relation to pensions and Building Momentum, the Pensioners'/Retired Workers' Rights Bill and communication with members.

Guests at our AGM included the Retired Secondary Teachers' Association. TUI was represented by Seamus Lahart, Assistant General Secretary. President Liz Farrell and General Secretary Michael Gillespie were unable to attend the AGM because of Union commitments but did join us for the evening meal.

Martin Hoyer stepped down as RMA Chairperson after many years of hard work and was replaced by outgoing Membership Officer Michael McNulty who in turn was replaced by Majella O'Neill. They join Social and Cultural Officer Mary Lane Heneghan, Treasurer Tim O'Meara, Website/IT Officer Mark Jordan and me, Secretary Dan Keane, to form an officer board to work on behalf of RMA members over the coming year.

Thanks to Martin for the huge commitment and work given to the RMA over many years and I wish him well in the future.

I also want to thank the executive officers and the management committee for the



Galway Branch RMA members visit to Dáil Éireann on 2nd May.

work they are carrying out on behalf of the members of the RMA. Their contact details can be found on our website www.rmatui.ie

Spring Break

Following our AGM on 9th May, we had our spring break. On the Wednesday we enjoyed a cruise on the Shannon and a tour of Clonmacnoise and then on Thursday we visited Boora Bog and Kilbeggan Distillery. We had very positive feedback on the break.

Autumn Break

We will be having our Autumn break in Sligo Park Hotel and Leisure Club from Tuesday to Thursday 17th, 18th and 19th October. Whether you are a 'regular' or a first timer, you are welcome to join us in Sligo for what should be an enjoyable and relaxing break.

The three-night package includes dinner each evening and the use of all the hotel's facilities. The cost per person sharing is €280 inclusive, and €355 for a single. Complimentary tea/coffee and scones will be included on arrival on the Tuesday and there will be music on one night in the bar.

Tours are being finalised at present and we are planning a visit to Ballroom of Romance Glenfarne, Kilticlogher Museum of Sean McDermott, Glencar Waterfall and Mullaghmore peninsula on the Wednesday. On Thursday we plan a visit to Arigna Coal Mines followed by lunch in Drumshambo and a journey along the western shores of Lough Allen.

Booking

Please contact the hotel directly to book. You can do so by phone - 071 9190400 - , or by email to sligo@leehotels.com Please book by 20th September as rooms may not be held after that. Check your membership renewal notice pack or the website for other details.

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

RMA MEMBERSHIP APPLICATION FORM

NAME: _____

(BLOCK LETTERS)

ADDRESS: _____

MOBILE TELEPHONE NO.: _____

E-MAIL ADDRESS: _____

RETIRED FROM: _____

(Name of College/School/Education Centre)

TUI BRANCH: _____

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

Signature: _____ Date: _____

Please forward the completed application form to Membership Officer: **Majella O'Neill, 12 Parkview, Freshford Road, Kilkenny.**

R95 PN3F

Sponsored by


Congratulations to:
Vol 45 No 6 winner
**Denise Collins, Davis College
Mallow, Co. Cork**

Crossword

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

Only one entry per member.
Photocopies can be submitted.

Name _____

Workplace _____

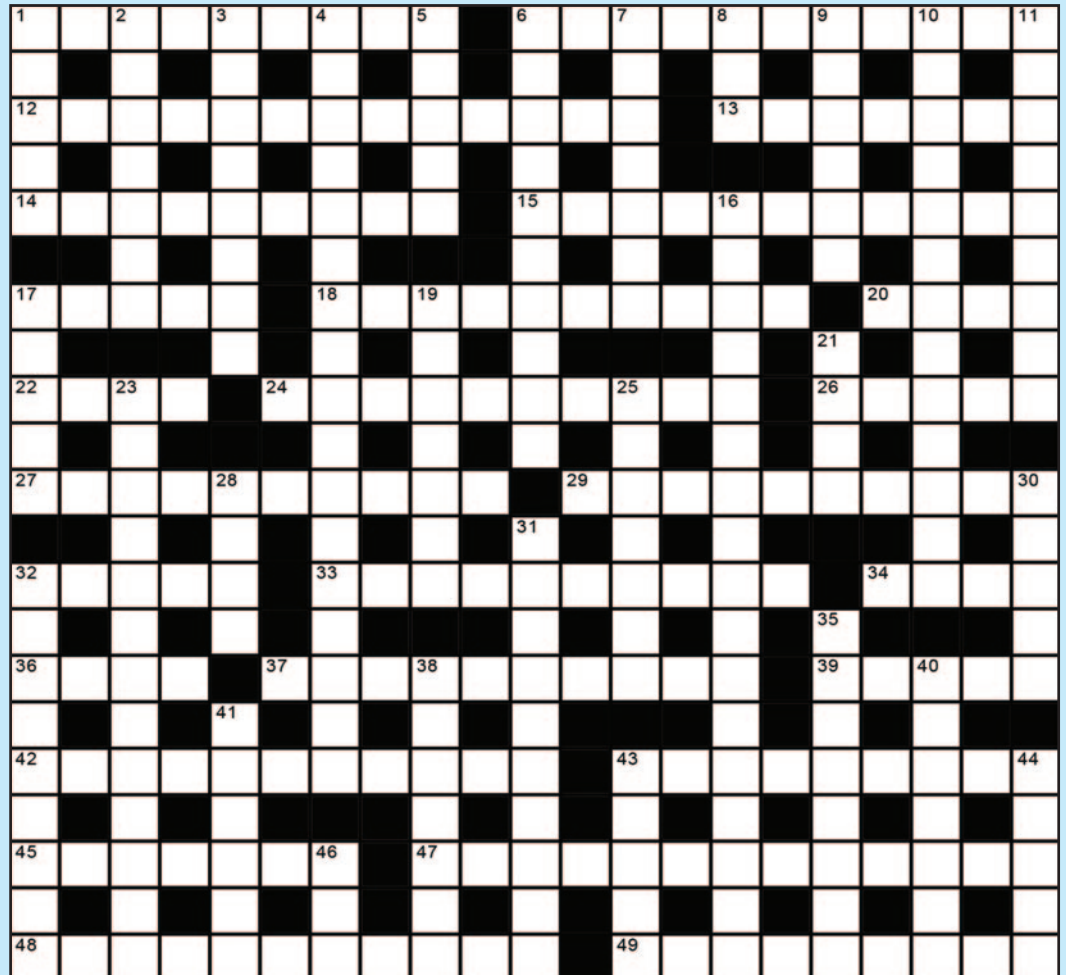
Address _____

Contact number _____

TUI Branch _____

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

Closing date for entries:
Friday, 3rd November, 2023



Across

- 1 Have the often-specious appearance of being, intending, or claiming (9)
- 6 Relating to a mood of verbs (11)
- 12 One of the four competitions in an elimination tournament whose winners go on to play in the semifinals (7,6)
- 13 Reduce in scope while retaining essential elements (7)
- 14 Rules governing socially acceptable behaviour (9)
- 15 In a way that is completely harmless (11)
- 17 Fixed regular payment earned for work or services (5)
- 18 Relating to electricity (10)
- 20 A musical composition for three performers (4)
- 22 Plants with sword-shaped leaves and erect stalks bearing bright-coloured flowers composed of three petals and three drooping sepals (4)
- 24 Skill in writing or staging plays (10)
- 26 _____ Logan, British television presenter (5)
- 27 A common shrub with black fruit or a small tree of Europe and Asia; fruit used for wines and jellies (10)
- 29 A receptacle made of paper or plastic for holding a customer's purchases (7,3)
- 32 Made or constructed by interlacing threads or strips of material or other elements into a whole (5)
- 33 Present participle of 'cheapen' (10)
- 34 A garment that covers the head and face (4)
- 36 A painting of a naked human figure (4)

- 37 Characterised by or advocating or based upon the principles of democracy or social equality (10)
- 39 Become turned or set on end (5)
- 42 Motion sickness experienced while travelling on water (11)
- 43 A political theory favouring the abolition of governments (9)
- 45 A person devoted to refined sensuous enjoyment (especially food and drink) (7)
- 47 Creating a favourable impression (13)
- 48 A clothes dryer that spins wet clothes inside a cylinder with heated air (6-5)
- 49 Irritable as if suffering from indigestion (9)

Down

- 1 A sudden outburst of anger (5)
- 2 A large town on the Thames and Kennet rivers in southern England, known for its outdoor rock music event (7)
- 3 An unrestrained expression of emotion (8)
- 4 Respond to insult without retort. (4,3,5,5)
- 5 2011 film starring Ryan Gosling as a stunt driver (5)
- 6 A branch of applied mathematics concerned with the collection and interpretation of quantitative data (10)
- 7 Small, smooth-haired breed of African origin having a tightly curled tail and the inability to bark (7)
- 8 North American republic (3)
- 9 A large bottle for holding corrosive liquids; usually

- cushioned in a special container (6)
- 10 Defying expression or description (13)
- 11 Madonna's 1982 debut single (9)
- 16 The part of society consisting of well-educated articulate people who discuss social, cultural and political issues (often derogatory) (10,7)
- 17 A period of indeterminate length (usually short) marked by some action or condition (5)
- 19 In a defensive stance (fencing) (2,5)
- 21 Stare at in a lecherous manner (4)
- 23 The quality of being individual (13)
- 25 Opposed to (7)
- 28 Building that contains a surface for ice skating or roller skating (4)
- 30 Icy; extremely cold (5)
- 31 Attire worn for sport or for casual wear (10)
- 32 Open or exposed to the wind (9)
- 35 Not belonging to or having been expelled from a caste and thus having no place or status in society (8)
- 38 Pay too much (7)
- 40 Someone who believes in rule by an elite group (7)
- 41 Relating to or using sight (6)
- 43 Near the wind (5)
- 44 1978 psychological horror drama film starring Anthony Hopkins, Ann-Margret and Burgess Meredith (5)
- 46 The --- 1967 epic song by the American rock band the Doors. (3)