



# news

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## JUNIOR CYCLE CAMPAIGN SUCCESS

TUI recommends  
acceptance of proposals

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# A Word from The President

## Junior Cycle Campaign Success

From imposition to negotiation

**Vote “Yes”**

**in both ballots**



TUI PRESIDENT, GERRY QUINN

The determination and discipline of teachers behind a cohesive campaign strategy has prevented serious harm to education standards, an unprecedented workload imposition, a major intensification of bureaucracy in teaching and damage to the professional relationship between student and teacher at second level. Having successfully resisted a managerialist diktat we now have a commitment from the Department of Education and Skills (DES) to work in partnership with teachers in order to deliver agreed reform. Therefore, we should vote to accept *Junior Cycle Reform- Joint Statement on Principles and Implementation* and its appendix *Professional Time To Support*

*Implementation* because doing so will resolve our key concerns and will establish a highly significant precedent on how education reform should be delivered. Agreed change is good and teachers have been to the fore in arguing against teaching and learning practices remaining static.

The proposed settlement meets a central demand of teachers - restoration of the externally assessed Junior Certificate. We also set out to protect teachers’ time. Voting “Yes” will secure a significant reduction in class contact time in order to create Professional Time which, for example, would facilitate – within timetable - implementation of teacher

A special edition of TUI News will issue ahead of a ballot on the new pay agreement proposals later in September.



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collaboration and individual teacher planning and reporting. **From 2017/18, each full-time teacher who teaches in the Junior Cycle would have a class- contact time reduction of 40 minutes per week - the equivalent of a week's teaching per annum for a full-time contract.** There is a pro-rata provision for teachers on less than full hours. There are also transitional arrangements for teachers of English, Science and Business. Details of these and other concessions secured are contained in this edition of *TUI News*.

Workload has also been addressed in that Classroom-Based Assessments will substitute other assessments currently undertaken in the school such as in-house examinations, etc. as appropriate.

### **A Framework for Junior Cycle (2012) is redundant and huge progress has been made**

The initial threats to the teaching profession and public education were contained in the non-negotiated *A Framework for Junior Cycle (2012)*. It was a blueprint for the complete dismantling of the externally assessed Junior Certificate examination and the devolution of examination responsibility and work from the State Examinations Commission (SEC) to individual schools. In addition to the agenda of cutting costs, such an approach was arguably also part of a wider plan to devolve responsibility to schools in order to intensify competition between them and to weaken the unionised teaching profession. However, our arguments and actions have prevailed; external assessment and the Junior Certificate are part of the negotiated document i.e. *Junior Cycle Reform - The Joint Statement on Principles and Implementation* and its appendix. You are not voting on any other document, including the revised Framework which, in any event, has been amended to ensure that it is compatible with our negotiated document.

Teachers have made huge progress in this campaign which has lasted for over a year and involved strikes, directives, extensive engagement with the media and intensive negotiations. The protracted nature of the campaign arose because the progress made was incremental and involved the ongoing emergence of new challenges

and problems as well as advances. So, for example, while the Travers' proposals in February 2015 included a restored Junior Certificate, they also included a bureaucratic model of external moderation for projects etc. marked by a student's own teacher. This was called the Assessment Support Service. No such external regulation now exists for the proposed Classroom-Based Assessment. Nor is there now any reference to the proposal that further consideration and discussion be given to the feasibility of aggregating work marked by a student's own teacher with the student's State certified examination. There is, in other words, deep blue water between the State-certified Junior Certificate and any work marked by a student's own teacher. Teachers have always marked their own students' work for school reports and many of us are very familiar with marking for a Transition Year award, a programme which also involves the teacher devising a subject syllabus/specification in similar fashion to what is envisaged with the optional short courses.

### **Strong educational and professional stance taken**

The document which you are being asked to accept contains very significant educational input from a teacher's perspective. We approached the negotiations with the twin complementary aims of improving lower secondary education and protecting teachers from exploitation. So, for example, the previous approach of downgrading the work of teachers is replaced with an acknowledgement of the best practice that exists and how it can be built upon. We accepted that formative assessment - which involves effective feedback for improvement - is necessary and we pointed out that this is already a strong feature of teaching practice. This fact is recognised in the negotiated document.

In the negotiations we pressed hard on educational and professional concerns. With your resolve to take various types of industrial action, we secured a wider range of assessment options for English rather than simply the compulsory and highly problematic oral communication. Other commitments from the Department include listening to the views of teachers of English and their representatives. There is also a

commitment to provide curriculum and assessment materials for the proposals more generally. For teachers of Art, Music, Home Economics and Technology subjects, while there will be a formative assessment for the third year project or performance, the current arrangement whereby the artefact or performance is marked by the SEC will remain. For subjects which do not currently have a second-component of assessment, such as a project or practical (but will do going forward), a relatively short Assessment Task will be written by the student for the third year project or practical. This will be forwarded to the SEC for external assessment and inclusion in the overall grade for that subject. This is an important concession which strengthens the Junior Certificate.

### **Going forward**

The TUI Executive Committee has recommended acceptance of these proposals. A highly significant element of the document which we are voting on is the inclusion of an implementation committee, comprised of representatives of the signatories to the agreement, which will monitor its implementation. This important mechanism will facilitate the unions' ability to ensure that the DES delivers on its commitments and that any anomalies or potential ambiguities are addressed to our satisfaction. **We will monitor very closely the commitment from the DES that teacher workload cannot be increased by these reforms.**

Finally colleagues, the best defence against any possible future attack on externally assessed examinations for state certification or our conditions of service more generally, whether it be gradualist or a full frontal assault, is for TUI and ASTI to work together. I wrote the following in *TUI News* in September 2012 regarding the need to build a campaign of resistance against the previous Minister's Junior Cycle plans: "Common sense dictates that this strategy must be built on a strong alliance of second level teachers across both unions". This was central to our success and will be required to both secure and build on it.

*Gerry Quinn*

# JUNIOR CYCLE CA

## TUI RECOMMENDS ACCE

**VOTE  
"YES"**

### Why are you being balloted?

You, as a TUI member with an involvement in Junior Cycle, are being balloted on the acceptability or otherwise of the negotiated document Junior Cycle Reform – *Joint Statement on Principles and Implementation (including the appendix Professional Time to Support Implementation)*.

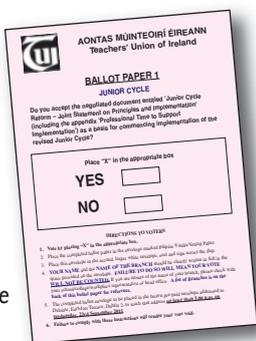
You are also being asked if you agree to continue industrial action up to and including strike action as directed by the Executive Committee in the event of the negotiated document not being accepted by members.

The full document has issued to all members in hard copy and can also be downloaded from the TUI website.

The questions you will be asked on the ballot papers are as follows:

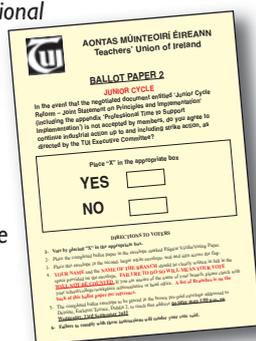
### Ballot No. 1:

Do you accept the negotiated document entitled 'Junior Cycle Reform – Joint Statement on Principles and Implementation' (including the appendix 'Professional Time to Support Implementation') as a basis for commencing implementation of the revised Junior Cycle?



### Ballot No. 2:

In the event that the negotiated document entitled 'Junior Cycle Reform – Joint Statement on Principles and Implementation' (including the appendix 'Professional Time to Support Implementation') is not accepted by members, do you agree to continue industrial action up to and including strike action, as directed by the TUI Executive Committee?



### What the TUI Executive Committee is recommending

**Ballot No.1:** The union's Executive Committee recommends that you

**VOTE "YES"**

to accept the negotiated document.

**Ballot No.2:** The union's Executive Committee also recommends that you

**VOTE "YES"**

to agree to continue industrial action up to and including strike action, in the event of the negotiated document not being accepted.

### Why is the Executive Committee recommending a "YES" vote?

The union believes that these proposals meet and allay the deep concerns expressed by teachers in terms both of assessment of students and the resources - most importantly, time - required by schools and teachers to implement the proposed new Junior Cycle programme.

### When will the ballot take place?

Ballot papers will be posted from TUI Head Office to all workplaces offering Junior Cycle on Wednesday, 9th September 2015. Completed ballot papers must be returned, in the envelopes provided, to the union's auditors, Deloitte, by 5.00pm on Wednesday, 23rd September 2015. (To ensure that completed ballots reach Deloitte by the closing date, they should be posted by Monday, 21st September 2015 at the latest.)

### What have the TUI and AST recommended regarding the unilateral imposition of State Certification?

#### State Certification

State Certification was abolished by Ministerial decision in October 2012.

*Now:* State Certification has now been restored and the results of State Examinations for Junior Cycle will be provided to students in the normal way each September. (In a separate and distinct exercise, a composite Junior Cycle Profile of Achievement on each student's progress over the three years of Junior Cycle will be provided to parents and students before the Christmas following completion of the Junior Cycle).

#### External Assessment

In 2011 the original NCCA Towards A Framework for Junior Cycle document proposed that teachers would award 40% of each subject's marks for State Certification.

In October 2012, Minister Quinn proposed that all assessment (written, practical and oral) would be carried out in school by teachers.

*Now* the terminal, summative state examinations for Junior Cycle will continue to be externally set, conducted and assessed by the State Examinations Commission (SEC). An Assessment Task to be undertaken by students in the classroom, within class time, in third year will also be externally assessed by the SEC. The marks of the terminal examination and the Assessment Task will be combined by the SEC to produce the student's grade for the purpose of the State Certificate. There is no school-based or classroom-based assessment for certification purposes. The previously mooted 60% /40% division between external and classroom-based assessment for certification purposes is now gone. Therefore, there will be no link between classroom-based assessment and State Certification. The Travers' proposal for external moderation has been completely withdrawn.

The full text of the negotiated document has issued to all members in hard copy. It is important that members take time to read these proposals.

# IMPAIGN SUCCESS

## ACCEPTANCE OF PROPOSALS

**What has been achieved for teachers as a result of industrial action and negotiations since the introduction of the Framework for Junior Cycle by Minister Quinn of a revised Junior Cycle framework in October 2012?**

### Terminal Examinations

In 2012 The Junior Certificate terminal, summative Examinations were abolished by Ministerial decision.

*Now externally set and marked examinations, of no longer than two hours, will complement classroom-based assessment of students' achievements. The external examinations will be set, held and marked by the SEC. The examinations will be held in the month of June in third year.*

### Teachers' Time/Workload

Under the NCCA's original Towards a Framework for Junior Cycle proposals (2011), and also in the proposals advanced by Minister Quinn in 2012, extra demands would have been imposed on teachers' time and their workload would have increased. There was no provision for additional resources (especially time) or enhanced teacher allocation.

The Appendix:

- proposes class periods of a minimum of 40-minutes duration for all schools from the commencement of the 2017/18 school year.
- states that, with effect from the school year 2017/18, the class contact time for all full-time teachers with any Junior Cycle classes will be reduced from 33 (40 minute) periods to 32 (40 minute) periods – i.e. a maximum class contact time each week of 21 hours and 20 minutes rather than 22 hours. (This reduction in class contact time will generate 22 hours of professional time for each full time teacher each year – i.e. one 40 minute timetabled period per week of a 33 week school year.)
- provides for a pro-rata reduction in class contact time for part-time teachers from 2017/18 which generates pro-rata professional time for those teachers – see Pro-rata application of Professional Time on next page\*.

- provides that, in addition to the 22 hours (or its pro-rata equivalent) of professional time, a further two hours will be provided in respect of each Subject Learning and Assessment Review meeting to facilitate the preparation for and co-ordination of that meeting. One teacher of each Junior Cycle subject will be allocated these two additional hours by school management. To foster capacity building in each subject department, this activity and the associated two hours will normally be rotated among the relevant teachers.

- provides that, in addition to the 22 hours professional time and the 2 hours for facilitating preparation and co-ordination of each Review meeting, the whole-school administration of the Assessment Task (AT) - e.g. its transmission to the SEC - will be resourced through the allocation of additional hours and necessary resources to the school's management. Therefore, the whole-school administration of the AT may not and will not be added to the workload of the classroom teacher or to the duties of a post of responsibility holder (e.g. examinations secretary)

- identifies the categories of additional professional time that will be required for implementation of the Framework for Junior Cycle

- identifies some key elements of usage of the 22 hours professional time (or its pro-rata equivalent) and, in this regard, specifies the quantum of time that will be required for the Subject Learning and Assessment Review meetings that will be attended by subject teachers (see above). These meetings are to support the structured Classroom-Based Assessments (CBA) that students will undertake (one per subject in second year and one per subject in third year). Each meeting will take approximately two hours. For example, a teacher of two subjects to both second year

and third year students will attend four review meetings, amounting to eight hours of (the 22 hours of) professional time.

- states that, in addition to facilitating professional collaboration, teachers may also use professional time (within the 22 hours or its pro-rata equivalent) for individual planning, feedback or reporting activities relating to Junior Cycle.
- recognises that, in advance of the general introduction of 22 timetabled professional hours in 2017/18 and the attendant reduction in maximum class contact time to 21 hours, 20 minutes per week, professional time must be made available to teachers of English, Science and Business and therefore

- provides teachers of English with professional time in 2015/16 (10 hours) and 2016/17 (14 hours) and Science and Business teachers with professional time (8 hours) in 2016/17. This professional time will be generated and funded by the allocation of additional paid substitution hours to schools in the 2015/16 and 2016/17 school years in order to phase in the timetable changes for English, Science and Business teachers. It should be noted that there is no connection between these additional paid substitution hours and the Supervision and Substitution (S&S) scheme and that the S&S scheme may not be used to generate professional hours.

- stipulates that, in accordance with Circular Letter 20/2014, a further 6 hours (over and above the 22 professional hours and the 2 hours for facilitating review meetings) is provided to facilitate whole-school professional activities to support the Junior Cycle during the phased period to June 2022. School management will facilitate this time provision through school closure. It is important to note that while the 6 hours provided under CL 20/2014 will be available only during the phasing-in period (i.e. to June 2022), the 22 hours of

professional time and the 21 hours 20 minutes maximum for class contact will be a continuing, integral element of a teacher's timetable. The two hours for facilitation of review meetings will also continue to apply after 2022.

**\*Pro-rata application of Professional Time:**

A minimum of 11 hours professional time will be made available to all part-time teachers on hours of up to 11 hours' teaching time.

Part time teachers on contracts of 12 to 17 hours' teaching per week will have a pro rata allocation of 12 to 17 hours' of Junior Cycle professional time annually.

Part time teachers on 18 hours or more (who are not paid on a full-time basis) will be treated according to the arrangements for full-time teachers (ie reduction of 40 minutes for each of the 33 weeks of the year equating to 22 hours of professional time.)

**June Exam Date**

The original NCCA proposals (2011) provided for end of year examinations in Third Year. With the exception of English, Irish and Maths exams (which were to continue to take place in June) these examinations were to take place in May while schools were open.

Now it is confirmed that the terminal examinations in all subjects for third years will continue to be run by the State Examinations Commission (SEC) in the month of June.

**Protecting Subjects**

In 2011, the original NCCA proposals reduced the maximum number of subjects for state certification to 8.

Now: Students will take a maximum of 10 subjects for State Certification and, in addition, a new area called "Well-being" to incorporate PE, SPHE (RSE) and CSPE. (There will be State Assessment of CSPE until and including the June 2018 examinations).

Therefore, the concern that so-called "minority subjects" would not be offered for certification purposes has been addressed.

**Short courses**

A concern of teachers arising from earlier proposals was that the introduction of Short Courses in a subject could in some cases displace the full subject.

Now, it is confirmed that short courses will not undermine, displace or replace existing subjects. If necessary, the DES will issue a circular directing schools on this matter and advising them to limit the number of (short) courses that they offer.

**Concerns of teachers of English**

Teachers of English had significant concerns about the prescribed modality for the oral assessment (the first CBA) and also about the lack of time to prepare students for this CBA.

Now: For the first cohort of students (those who were in first year in 2014/15 and who are progressing to second year for the 2015/16 school year) there will be an option for teachers of English to have those students complete their Classroom Based Assessment (CBA) in Spring 2016 or to defer it to the beginning of their third year (2016/17). Rather than the prescribed modality for the oral, the NCCA will specify a wider range of assessment options that will enable English teachers to ensure that the first CBA is manageable and appropriate to the learning needs of students.

Other concerns of teachers of English are addressed by increased continuing professional development (CPD) and the provision of 10 hours of professional time in 2015/16 (when the revised English specification is being taught in first and second year) and 14 hours in 2016/17 (when the revised specification is being taught in all three years).

A commitment has also been secured that "the views of teachers of English and their representatives will inform the design of the CPD and other supports that will be put in place."

**Concerns over additional bureaucratic workload because of reporting requirements**

The unions were concerned that the original 2011 proposals and/or Minister Quinn's proposals would lead to increased bureaucratic workload, particularly in terms of reporting requirements.

Now: In order to guard against increased and excessive bureaucratic reporting workload, the NCCA will be requested to develop standard reporting templates, appropriate to the second level curriculum context, for use in first and second year. It is envisaged that these templates will be user-friendly, that they will be concise and not require extensive discursive description and that their design will facilitate easy completion by teachers and efficient compilation at school level. The NCCA will engage with unions and other stakeholders in the development of the templates. It is envisaged that the new reporting requirements will not require significant additional time for teachers and that the provision of professional time to teachers within their timetables will ensure that all reporting requirements can be implemented successfully.

**Concerns over assessment of artefacts/performances in practical subjects**

In the case of a small number of subjects (Art, Music, Home Economics and the Technology subjects) the second Classroom-Based Assessment (CBA) will involve the creation of an artefact or a performance. The formative assessment related to the production of these artefacts and performances will be reported upon to the student and parent/guardian by the school as for all other second CBAs. However, as the finished artefacts and performances are currently marked by the State Examinations Commission, the artefact or performance (for example, the piece of art or project work created by the student) will continue to be marked by SEC, together with the related written evidence as appropriate. Essentially, the artefact/performance is the assessment task in these subjects. In other subjects the assessment task is a brief report that is separate from and completed following the third year CBA.

**Irrespective of your vote on the acceptability or otherwise of the proposals, it is vital that you vote YES for continuation of industrial action up to and including strike action in the event that the negotiated document is not accepted.**

**Please note that implementation of this agreement will be monitored by an implementation committee comprised of representatives of the signatories to the agreement (The signatories are the Presidents and General Secretaries of TUI and ASTI and the Minister for Education and Skills).**

# Timeline of a campaign – March 2014 to Present

<b>March 2014</b>	TUI members vote overwhelmingly in favour of industrial action over proposed changes to Junior Cycle. Directive on non-cooperation with the new programme issues to members.
<b>September/October 2014</b> <b>7th, 10th &amp; 11th</b>	Engagement between unions, new Minister Jan O' Sullivan & Department of Education and Skills.
<b>November 2014</b>	Negotiations between Department and unions, chaired by Dr Pauric Travers.
<b>11th November 2014</b>	Negotiations reach an impasse.
<b>14th November 2014</b>	Joint and separate meetings of TUI/ASTI executive bodies take place. Directive subsequently issued to members to take strike action on December 2nd with a further date to follow if necessary.
<b>19th November 2014</b>	Unions meet with Minister, who requests that strike be cancelled. Unions state that in the absence of required developments in respect of external assessment and workload, there was no basis for cancellation.
<b>2nd December 2014</b>	27,000 TUI and ASTI members take one day's strike action. Significant media campaign arranged around the strike.
<b>12th December 2014</b>	Joint and separate meetings of TUI/ASTI executive bodies decide that a second strike day will take place on January 22nd, with a third day to be determined if necessary. Unions agree to engage in <i>further exploratory talks if an invitation received</i> .
<b>19th December 2014</b>	Further meeting with Dr Travers takes place. Unions indicate willingness to enter talks with Department without preconditions.
<b>14th January 2015</b>	Unions meet with Minister and officials. Unions re-iterate principled opposition to school-based assessment for certification and concerns regarding capacity at system and school level. Considerable differences remain but both sides agree to engage in further discussions.
<b>22nd January 2015</b>	One day's strike action in second level schools across the country. Strike is again accompanied by a significant media campaign.
<b>13th February 2015</b>	Following joint meeting, unions state that the draft document they had received for consideration – produced by Dr Travers - does not form the basis for agreement. Significant aspects of the document are not acceptable to teachers.
<b>February 2015</b>	Following intensive further engagement between parties, revised document produced by Dr Travers.
<b>27th February 2015</b>	Following joint meeting, unions state that revised Dr Pauric Travers document (Junior Cycle Reform – A Way Forward) while not representing a comprehensive resolution, represents a basis for further intensive negotiations with a focus on the key issues that arise from the document and that have been the subject of the recent exchange of correspondence with the Department. Unions criticise leaking of document to a national newspaper and request that further talks be scheduled.
<b>March 2015</b>	Unions state that without further discussion, Dr Travers' document would remain incomplete. In statement, Minister rejects this position. Members directed that they may not register for or engage with new CPD for Junior Cycle English or attend Junior Cycle Gaeilge conference in Dublin.
<b>7th April 2015</b>	Joint statement from TUI and ASTI Presidents at annual conferences in Wexford and Killarney, respectively, outlines principled position and calls for complete adherence to directive in relation to English CPD.
<b>8th April 2015</b>	At TUI Annual Congress, Minister reiterates her desire to find a solution to impasse.
<b>April 2015</b>	Co-ordinated TUI/ASTI picketing of English CPD at education centres around the country.
<b>7th May 2015</b>	Lunchtime protests outside schools around the country.
<b>May 2015</b>	Further intensive negotiations between unions and Department of Education & Skills. Proposal to resolve dispute agreed between parties - Joint Statement on Principles and Implementation document.
<b>22nd May 2015</b>	Executive bodies of both TUI and ASTI that decide that the formed the basis of a ballot of members, subject to further negotiation on time and resources.
<b>July 2015</b>	Following intensive discussions between union representatives and the Department of Education and Skills, an agreement on time and resources for the implementation of the new Junior Cycle is reached in early July 2015. This is publicly announced on 14th July and published online. Document considered by executive bodies of both unions in late August.
<b>28th August 2015</b>	TUI executive committee recommends acceptance of Junior Cycle proposals.
<b>9th September 2015</b>	TUI ballot papers on Junior Cycle proposals to be posted from head office.
<b>23rd September 2015</b>	TUI ballot on Junior Cycle proposals to close.

# Study calls for sustained investment and restoration of staffing levels at third level

A major new study involving almost 1,200 academics across third level institutions in Ireland calls for 'significantly increased and sustained levels of investment' and increased staffing levels to meet continued growth in student numbers. Almost three-quarters of respondents feel their working conditions are deteriorating.

**The Report 'Creating a Supportive Working Environment for Academics in Higher Education'** by Marie Clarke, Aidan Kenny and Andrew Loxley, was launched in Dublin in June by **John Walshe, Education Consultant and former Adviser to Minister Ruairi Quinn, TD.** It was commissioned by the TUI and the Irish Federation of University Teachers (IFUT) and involved consultations throughout Irish third-level institutions.

## The Report highlights that:

- Funding to the third-level education decreased by a massive 29% from 2007 to 2014. Institutes of Technology lost 29%, universities 26% and other colleges 24%.
- Staff numbers declined by 4,500 from 2008 to 2013. At the same time student numbers at third-level surged by over 31,000 (16%) from 2008 to 2014.

## Among other key findings are:

- 72% of academics believe that their working conditions have deteriorated
- 55% of respondents believe that management does not support the teaching aspects of their role
- Two thirds of respondents (67%) believe the availability of research funding is inadequate.
- Over half of respondents indicated an increased pressure to raise external research funding, with over two thirds considering the availability of such funding inadequate.
- 64% did not view themselves as participants in the decision making processes of their institutions and 67% views internal communications as 'inadequate.'

The report calls on higher education institutions to "make specific and public commitments to the teaching role of academics," proposes "appropriate supports" for research and advocates promoting "a culture of academic

collegiality supported by ... consultation" at college management level.

Launching the Report, **John Walshe** said that higher education experienced the biggest percentage increase in student enrolments but also the biggest percentage decrease in teaching numbers over the past decade. "Between 2008 and 2013 the number of primary school teachers rose by 3%, second level teacher numbers dropped by 2% but at third level the reduction was 17% according to official figures. It begs the question – why has higher education suffered so severely relative to other parts of the public service?" he asked.

**TUI General Secretary, John MacGabhann** said that austerity measures continue to undermine the working conditions of Irish academics. "Between 2007 and 2014, the higher education sector sustained funding cuts of 29% or over €385m. Over a similar period, student numbers rose by 16% (31,640) while staff numbers fell by 4,500. These measures have had a severely damaging effect on both the working conditions of academic staff and the quality of the educational experience for students.

"The 'flex hours' in Institutes of Technology have contributed greatly to work-related stress in the sector. The delivery of these two hours of lecturing requires a multiple of these hours to include subject/curriculum development, research, preparation work and the development of assessment of examinations material. As a result, lecturing hours and the associated hours of work in the institutes are far in excess of established international norms and are unsustainable. These additional

hours should be abolished as a matter of urgency.

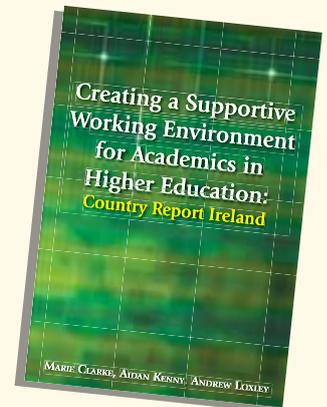
"It is also extremely worrying that over half of respondents indicated institutional pressure to raise external research funding. There should be no reliance on this to support essential activities," Mr MacGabhann said.

**IFUT General Secretary, Mike Jennings** commented that one of the more shocking findings of the report was the belief among 72% of respondents that their working conditions had deteriorated. "This is due in main part to the continuing surge in student numbers combined with the slashing of teacher numbers and third-level Budgets over the past decade.

The lack of administrative support combined with ever longer hours at work and pressures on research time adds to the sense of despair among many third level teaching staff.

"The undermining of research evident in the findings of the Report must also be addressed. On the one hand the government emphasises the vital role that research and development must play in the recovery of our economy and society. On the other, it is evident that research is being demoted and under-supported and lacks the policies and procedures to facilitate academics the actual time to engage in research activities," he said.

**The full 136 page report is available on TUI's website. Alternatively, hard copies are available from TUI Head Office. Please contact Jane O'Sullivan (josullivan@tui.ie)**



JOHN WALSHE PICTURED WITH REPORT AUTHORS AIDAN KENNY, MARIE CLARKE AND ANDREW LOXLEY

# Forced mergers put technological university proposals at risk

Members in the institute of technology sector continue to have grave concerns regarding the requirement expressed in the draft Head of Bill Technological University Scheme (2014) that institutes seeking to apply for technological university status must merge. Branches affected have balloted members for industrial action in opposition to any forced mergers (see table below). TUI believes that institutes that can fulfil the academic criteria should be allowed apply for technological university status in their own right without the precondition to merge.

TUI branches have identified a variety of serious concerns pertaining to forced mergers such as: geographical spread, financial feasibility, structures and governance, relocation of programmes, diminution of regional provision, loss of identity, bureaucratisation, inadequate resources, threats to quality and standards, threats to working conditions including the imposition of excessive workloads and reduced local access to programmes.

TUI has identified numerous issues in the draft legislation and has requested appropriate changes to be made. We have raised our concerns with the Department of Education and Skills and the Higher Education Authority. The union has clearly pointed out to those willing to listen that the success or failure of any technological university project is dependent on the co-operation and full engagement of the academic staff. Judging by the outcomes of ballots in branches it is clear that members are far from satisfied with the engagement and consultation processes experienced to date.

Significant additional funding and resources are needed in order to build the capacity and capability of the institutes to realise a technology university sector. The current crisis in regard to understaffing, underfunding and increased student demand needs to be addressed in the first instance. This will require the dismantling of the Employment Control Framework (ECF) and the recruitment of hundreds of additional academic and research staff, the provision of significant additional core grant funding and investment in capital building projects and equipment for student learning facilities, research labs and accommodation.

## TUI branch ballots against forced mergers

Branch	Proposed TU	Ballot result	Update
Cork IT	MTU	In favour of industrial action	Dispute lodged with LRC
Tralee IT	MTU	In favour of industrial action	Dispute lodged with LRC
Waterford IT	SETU	In favour of industrial action	Dispute lodged with LRC
Carlow IT	SETU	In favour of industrial action	Dispute lodged with LRC
Blanchardstown IT	DTU	In favour of industrial action	LRC Discussions
Dublin IT	DTU	In favour of industrial action	LRC Discussions
Tallaght IT	DTU	In favour of industrial action	LRC Discussions

# DTU process update - industrial action withdrawn

Following discussions in the LRC concerning issues relating to the DTU 'safe space' process, industrial action in IT Blanchardstown was withdrawn and it was confirmed to the LRC that industrial action would not take place in the other two institutes. The following is the text of the agreement reached between TUI, DIT, IT Tallaght, and IT Blanchardstown with the assistance of the Labour Relations Commission.

## TUI/ Management Merger Engagement/Negotiation Forum

1. TUI is opposed to the Government's current requirement that any Institute must be legally dissolved prior to a Technological University being sanctioned.
2. Without prejudice to the above position, the Dublin Colleges, IT Tallaght and IT Blanchardstown Branches of TUI are willing to engage with Management in a process of negotiation and consultation on the proposed merger.
3. The three TUI Branches and Management representing the three Institutes agree to establish a TUI/ Management Engagement and Negotiation Forum, chaired by the LRC. This Forum will undertake a process of comprehensive negotiation and engagement to address all issues pertaining to a merger which may affect existing and new staff and grades represented by the TUI.
4. Every effort will be made to reach a consensus from all relevant stakeholders on the timing of the proposed merger.
5. It is agreed that where specific merger issues pertinent to a particular Institute arise, they can be referred back by the Merger Engagement/Negotiation Forum to that institute to be dealt with locally. (Normal industrial relations practices involving local discussions should take place prior to the referral of merger issues to the engagement/negotiation forum.
6. It is agreed that merger/TU related issues may fall within the following categories:
  - a. issues that either side require to be addressed directly within the TUI/Management Merger Engagement/Negotiation Forum, and
  - b. issues that need to be informed by the outcome of the Safe Space Forum.
7. It is agreed that reasonable time will be afforded to TUI to conduct a ballot of members in the three Institutes on an agreed outcome.
8. In the event that there is disagreement between the parties, it is agreed that the assistance of the LRC will be sought to resolve the issues.

# 25 new apprenticeship programmes enter development phase

The Apprenticeship Council has recommended the development of 25 new apprenticeship programmes. The development phase of these apprenticeships will consist of the establishment of apprenticeship steering committees, the production of project plans, the identification of the financial resources required and the putting in place of governance structures. Included in this work will be the development of standards, awards, accreditation, registration and quality assurance processes. The full list of the proposers and new apprenticeship programme titles is presented in table 1.

Apprenticeship as an education and training model allows young people the opportunity to earn a wage whilst engaging in both formal education and on-the-job training. In addition, the Irish apprenticeship model requires apprentices to have a contract of employment which bestows distinct employment rights. Upon successful completion of an apprenticeship programme an apprentice will receive a nationally certified award, usually at Level 6 of the National Framework of Qualifications. However, the new apprenticeship programmes will make awards from Level 5 to Level 9. More information can be obtained at [www.apprenticeshipcouncil.ie](http://www.apprenticeshipcouncil.ie).

<b>Proposer</b>	<b>New Apprenticeship</b>
Accountant Technician Ireland	Higher Apprenticeship in Accountancy
Association of Craft Butchers of Ireland	Butchery and Fresh Food Retail
Combilift	OEM Technician
Dawson Travel	Travel Professional
Donegal ETB	Advanced Craft Welder
Donegal ETB	Craft Welder
Eircom	Telecommunications Field Technician
Fasttrack to IT	Network Engineering
Fasttrack to IT	Software Developer
Financial Services Ireland	IFS Generalist
Financial Services Ireland	IFS Advanced Specialist
Financial Services Ireland	IFS Specialist
Flour Confectionary and Bakers Association	Baker
Irish Hotels Federation & Restaurants Association of Ireland	Commis Chef
Irish Medical Device Association	Manufacturing Engineer
Irish Medical Device Association	Manufacturing Technician
Irish Road haulage Association	HGV Driver
IT Tralee	Sous Chef
IT Tralee	Chef de Partie
IT Tralee	Commis Chef
IT Tralee	Executive Chef
Limerick IT Technology	Field Service Engineer – Electrical
National Institute of Transport and Logistics	Warehouse and Distribution Operative
Plastics Ireland	Polymer Processing Technician
Zurich Insurance	General Insurance Practitioner

Table 1, List of proposers and new apprenticeship programmes.

## Unacceptable delay in publication of report on Fixed Term and Part Time employment at third level

At the time of going to print, the findings of the Expert Group on Fixed Term and Part Time Employment for the third level sector - as provided for under the Haddington Road Agreement - have still not been published.

The delay was raised by TUI and the other unions representing lecturers in third level in the discussions leading to the publication of the Lansdowne Road proposals.

In July 2015, the relevant unions also made representation to the General Secretary of ICTU, Patricia King, in relation to the delay.

Ms King wrote to the Minister for Education and Skills advising that “much of the debate and discussion at the recent Congress Biennial Delegate Conference concerned the growth of precarious employment in the Republic of Ireland.” Ms King requested that the Minister “take

whatever action is necessary so that the exercise covering third level education can be brought to a conclusion before the 1st of September.”

TUI is gravely concerned by the unacceptable delay in the issuing of these findings. A very real crisis of casualisation exists in the sector and this report must be issued as a matter of urgency.

# Breakthrough in the conversion process for Hourly Paid Assistant Lecturers/ Associate Lecturers

There has been a recent breakthrough in the long and protracted discussions between TUI, IOTI, DIT and the Department of Education and Skills over the mechanism for the phased conversion of Hourly Paid Assistant Lecturers/Associate Lecturers to pro-rata Assistant Lecturers as set out in the Haddington Road Agreement (HRA).

The HRA stated that:

*“The Parties will put in place a process for the phased conversion of Hourly Paid Assistant/Associate lecturers to pro-rata Assistant Lecturers. This process will in the first instance establish and agree those posts which are appropriate to be converted and thereafter, such posts will be converted over a period of three years commencing in or before the*

*academic year 2014/2015. A person converted will be assimilated to the Assistant Lecturer payscale on the point nearest and not below his/her current rate from the date of conversion.*

*In the context of the above process the provisions of Circular 93/2007 will apply to Hourly Paid Assistant Lecturers/Associate Lecturers.”*

Despite numerous engagements between the parties, TUI disputed the manner in which management was proposing to implement the conversion process. With the assistance of the LRC, a resolution was reached in July 2015 in relation to the mechanism to be used for the process. The text of the agreement is set out below.

“In accordance with the Haddington Road

Agreement where it states that the parties will put in place a process for the phased conversion of Hourly Paid Assistant Lecturers/Associate Lecturers (HPALs/ASLs) to pro-rata Assistant Lecturers, the following agreement outlines phase I of that process:

- Individuals will be converted to the existing nationally agreed pro-rata contract for Assistant Lecturers
- Individuals who have lost hours as a result of the Hourly Paid Assistant Lecturers/Associate Lecturers (HPALs/ASLs) to pro-rata Assistant Lecturers conversion process will be prioritised for those hours in line with normal timetabling protocols.”

# Irish success in Worldskills competition São Paulo Brazil

The 43rd Worldskills competition was hosted in São Paulo, Brazil in the second week of August. Fifty nine countries sent over 1,100 competitors and over 200,000 people visited the competition during its three days. The event focuses on excellence in apprenticeship and vocational skills and Ireland was represented by a team of 35, including 14 competitors, 15 experts and support staff. The Irish team won two gold medals and 8 Medallions of Excellence and the team was ranked 11th out of 59 countries, finishing above Germany, France, USA, Canada and Finland. TUI would like to acknowledge the excellent work of all concerned. In addition, the work of the National Skills Competition needs to be fully acknowledged, particularly that of the apprentices and lecturers in the institutes of technology sector. Their ongoing commitment to promoting excellence in the apprenticeship and vocational skills area is inspirational.



ALINA SILE RECEIVING HER GOLD MEDAL



ROSWYNNE WITH THE OTHER MEDAL WINNERS IN AIRCRAFT MAINTENANCE

# A message for new teachers

*TUI is committed to improving conditions of service for new and recent entrants to the profession.*



## **Key Objective 1: Restoration of pre-2011 salary scale for all teachers**

TUI abhors a situation where two teachers or two lecturers earn different salaries for carrying out the same work. Campaigning against this inequity was again prioritised at this year's TUI Annual Congress. The existing discrimination is perhaps the key challenge faced by the profession in the coming years – a period during which the education system will require thousands more teachers due to rapidly changing demographics.

The restoration of the pre-2011 scale for all teachers and lecturers is a key objective of the union. We have availed of every possible opportunity to highlight the rank unfairness of the current situation whereby colleagues doing the same work are treated differently in terms of pay. In every negotiation, the TUI

has sought to have the discriminatory, new entrants' post-February 2012 scale removed. We have made some progress. The Haddington Road Agreement provided for some adjustment to the scale. This was important in practical and symbolic terms. It commenced the process of restoration and, as importantly, demonstrated that the scale can be overturned and that restoration can be achieved.

The campaign will continue until the objective of having all teachers on the common basic scale is achieved.

## **Key Objective 2: Tackling the crisis of casualisation**

A third of second-level teachers are employed on part-time and/or temporary contracts and this rises to 50% of teachers under 35 years of age. TUI has consistently warned about the dangerous effects of this growing casualisation for

the profession.

Through negotiation, the union secured a mechanism for addressing the crisis for teachers. This mechanism – the Expert Group headed by Mr Peter Ward – issued a report in September 2014 that significantly ameliorates two aspects of casualisation. It provides for the award of a contract of indefinite duration (CID) (a CID is a permanent contract) upon commencement of a 3rd successive year of employment with an employer and it provides improved terms and procedures for augmentation of a pro-rata CID. This provision became effective at the commencement of the current (2015/16) school year and beats by two years the similar provision that applies to other workers, including public servants. The report of a separate Expert Group set up to issue recommendations on the crisis at third level is awaited.

Of course, this gain does not eradicate the scourge of non-permanency and part-time work. Therefore, the campaign against casualisation will continue until the principle that initial appointments should be to permanent contracts becomes the practice - as not so long ago it was.

## **Help us shape the continuing campaign**

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

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

You need your union; your union needs you.

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

***You need your union; your union needs you.***



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or visit **[www.cornmarket.ie/tui](http://www.cornmarket.ie/tui)**

\*3 months free insurance in year 1 is based on a 25% discount off the normal year 1 Allianz premium and is only available to new customers taking out a new home insurance policy through Cornmarket and underwritten by Allianz. Discount applies in year 1 and is inclusive of Government levy. Only one discount can be used with each eligible proposal. Allianz plc is regulated by the Central Bank of Ireland. \*\*Cover for personal money up to the value of €650 and up to the value of €1300 for the fraudulent use of credit cards. Cornmarket Group Financial Services Ltd. is regulated by the Central Bank of Ireland. A member of the Irish Life Group Ltd. Telephone calls may be recorded for quality control and training purposes.

# Don't Bottle It, It's Good To Talk

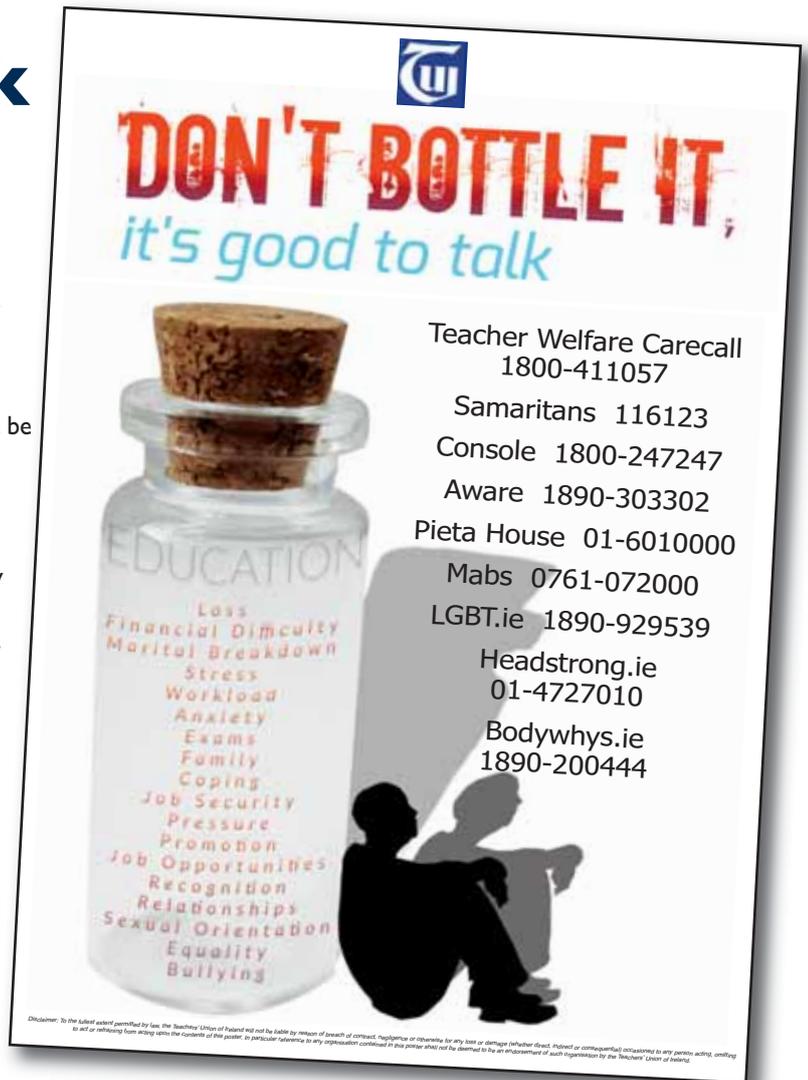
A poster entitled Don't Bottle It, It's Good To Talk is being distributed to all workplaces this September. We request that this poster be displayed on the TUI notice board and in other prominent places in your workplace.

The poster aims to promote positive mental health and well-being by encouraging members to talk about whatever might be worrying them, including personal anxieties, family related concerns, workload issues or a range of other pressures and stresses including those of a financial nature.

The key message is that no matter what the worry or anxiety may be, it is important to talk about it. Often a good listener who can respect confidences will provide the encouragement to carry on and help resolve issues at difficult and challenging times.

In this regard there is a wide range of supports available, the contact details of which are listed on the poster.

The poster was designed and developed by a sub committee of the TUI Equality Council. The members of that sub committee were Michael Hogan (Co Donegal Branch), Gael Guckian (Dublin C&C Branch), Proinsias O' Tuama (Co Cork Branch), Mary Cooney (Cork Institute of Technology), Ann Mannion (Co Dublin Branch) and Clare Conneely (Co Galway Branch).



**Teacher Welfare Carecall**  
1800-411057

**Samaritans** 116123

**Console** 1800-247247

**Aware** 1890-303302

**Pieta House** 01-6010000

**Mabs** 0761-072000

**LGBT.ie** 1890-929539

**Headstrong.ie**  
01-4727010

**Bodywhys.ie**  
1890-200444

Disclaimer: To the fullest extent permitted by law, the Teachers' Union of Ireland will not be liable by reason of breach of contract, negligence or otherwise for any loss or damage (whether direct, indirect or consequential) occasioned to any person acting, omitting to act or reflecting from negligence the conduct of any person in particular (save as to any expression contained in this poster which may be deemed to be an endorsement of such organisation by the Teachers' Union of Ireland).

## Swedish visitors surprised by extracurricular commitment of Irish teachers

In April 2015, TUI was delighted to receive a visit from ten senior members of our sister teacher trade union Lärarförbundet from Uddevalla, Sweden. Lärarförbundet has a quarter of a million members in Sweden who work in pre-primary, primary and post-primary settings. It is one of two main teacher trade unions in Sweden. Whilst in Dublin, the delegation visited both a primary school and post-primary school in West Dublin and received a number of briefings on the Irish education system. TUI briefed them on the structure, context, shifting opportunities and challenges of second-level, third level and further and

adult education. INTO gave a briefing on similar issues in primary education and early childhood education. NCCA gave a briefing on the Irish model of curriculum development whilst the Teaching Council spoke about vetting, registration and FEILTE.

During their visit, the delegation attended a meeting of the TUI Education Sub-Committee which addresses issues of educational policy. A very useful discussion and Question and Answer session took place with both sides having many questions about the other's systems.

One of the most interesting aspects for TUI was that the Swedish delegation was very happy to point out that, contrary to popular opinion, not everything in Scandinavian education is better than in Ireland. They were shocked at large Irish class sizes but were very pleasantly surprised at the range of extracurricular activities provided voluntarily by Irish teachers and their high levels of academic attainment. In Sweden, all extracurricular activity must be paid for and schools are having difficulty recruiting applicants, especially for senior leadership roles.

## Are you a branch officer/workplace representative?



If so, all union correspondence is now being sent to your 'tuimail' generic email address.

'tuimail' addresses have been issued to all Branch officers (i.e. Chairperson/Secretary/Treasurer/Equality Officer) and to all Workplace Representatives.

All communication from Head Office is now conveyed electronically, other than some materials which are not suitable for electronic communication. As well as providing immediate access to members on important issues, it is more cost effective.

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

If you are a Workplace Representative and have not received your email address please let us know immediately.

Unfortunately, there is still a number of workplaces and college departments without named representatives. This places the members working in these colleges/schools/centres at a disadvantage as they will not be kept up to date with union business. We at Head Office have email addresses ready and waiting to launch for these workplaces/departments but can only issue a username and password when we have identified contact person for the workplace.

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

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

## Have we your correct membership details?

- Has your union membership status changed? e.g. from Part-Time to Permanent Whole Time, from Permanent Whole Time to Job-Share or have your part-time hours increased/decreased, etc.
  - Have you transferred from one employer to another?
  - Have you just returned from a Career Break, Leave of Absence or any other form of unpaid leave e.g. maternity or parental leave?
- If the answer is "Yes" to any of the above questions, please ensure that you immediately complete a new Deduction at Source (DAS) form and send it to:

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

DAS forms are available on the TUI website – [www.tui.ie](http://www.tui.ie) They are also available from your School/College/Workplace Representative and from Head Office.

You can also update your status and/or hours by using your **membership card** to log onto **[www.tuiservices.ie](http://www.tuiservices.ie)**

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

**HELP KEEP OUR DATABASE UP TO DATE. KEEP US INFORMED!**

## TUI's Third World Fund

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

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

If you wish to receive monetary support from the Fund for a project you are involved in or support please make a written submission to Nadia Johnston, Administrative Officer, via email to [njohnston@tui.ie](mailto:njohnston@tui.ie). Due to the high number of applications received, each member may only submit one application. Requests must be submitted by 13th November 2015 and should outline details of the project.

Last year a total of 12 projects received a contribution from the Third World Fund including:

- Burren Chernobyl Project (construction of an asylum)
- Youth Alive Zimbabwe (HIV prevention, management, treatment and care)
- VSO Cambodia (stocking school libraries)

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

# Use it or lose it! Have you claimed back all your relevant tax entitlements?



As anyone who has looked at the right hand side of their payslip will know, there are numerous deductions from your nominal salary:

- Tax up to 40%
- PRSI up to 4%
- USC up to 7%
- PRB up to 10%
- Pension at 5%
- Spouses and children 1.5%

The only one of these that the individual has an opportunity to reduce is their tax credit certificate. You must make sure it is correct and that you are claiming all your tax relief. If it is wrong you pay too much or too little tax.

## Methods of assessment

1. Single assessment: taxed as a single person throughout the year and the end of year review.
2. Separate assessment: taxed as a single person throughout the year. Unused credits and rate bands may be transferred between spouses after year end.
3. Joint assessment: taxed jointly throughout the year. Allows flexibility in allocating tax credits and rate bands.

It is up to you to ensure that you are claiming all your personal tax credits. **If they are incorrect, you can only get a refund going back four years.** Therefore, to avoid losing eligibility for 2011 tax credits and reliefs, you must make your claim before 31st December this year. **Refunds for four years can run into substantial amounts of money.**

## Main reliefs and credits – claims to be made inside four years (use it or lose it!)

### Relief at marginal tax rate:

- Expenses in employment
- Flat rate expenses for teachers (€518)
- Flat rate expenses for principals (€608)
- Teaching Council (€90 for pre-2014 claims, €65 for post-2014 claims)

- Personal pension, including AVCs, can all be claimed for tax relief at source (TRS).

### Tax credit – Amount paid (subject to certain limits)

- Refuse/service charges (abolished in 2012)
- Rent relief – if renting prior to 8th December 2010, this will be phased out by 2017
- Mortgage interest relief (TRS)
- Tuition fees
- Medical expenses
- Health insurance

Tax relief on private health insurance premiums will be limited to €1,000 for each adult insured and €500 for each child. This change applies to policies which are renewed or started on or after 16th October 2013. For the purposes of this provision, a child includes a student over 18 and under 23 who is in full-time education.

You should also make sure that you claim all tax credits that may be due to you in the previous four years. These credits are as follows:

- Single Person's Tax Credit
- Married or Civil Partner Tax Credit
- Widowed Person or Surviving Civil Partner Tax Credit
- Age Tax Credit (if either you, your spouse or civil partner is aged over 65)
- PAYE Tax Credit
- Single Person Credit Carer Credit
- Incapacitated Child Tax Credit
- Widowed Person or Surviving Civil Partner with qualifying child Tax Credit
- Home Carer Tax Credit
- Dependent Relative Tax Credit
- Blind Person's Tax Credit
- Incapacitated Person – Relief for Employing a Carer

## Tuition fees: Personal courses undertaken by the tax payer or his/her dependent children

Tax relief at the standard rate of tax (20%) is available for tuition fees which includes the student contribution but does not include examination fees, registration fees and administration fees. The maximum limit on such qualifying fees for the academic years 2013/2014 is €7,000 per individual, per course.

The amounts of qualifying tuition fees

shown in the table below are disregarded in respect of each claim:

Year	Full time (Where any one of the students in respect of whom relief is claimed is a full-time student)	Part time (Where all the students in respect of whom relief is claimed are part-time students)
2011	€2,000	€1,000
2012	€2,250	€1,125
2013	€2,500	€1,250
2014	€2,750	€1,375
2015	€3,000	€1,500

The disregards set out above are in respect of a claim, the subject of which may be one or more students. The general effect of this is that claimants who are claiming for more than one student will get full tax relief on the student contribution for 2nd and subsequent children in their claim.

Where fees are refunded or partly refunded, the claimant must notify their Revenue office within 21 days. Failure to do so may result in penalty charges.

## Tax relief on health expenses

### Qualifying expenses

- Cost of doctor/consultant fees, dentist's fees and items/treatments prescribed by a doctor
- Maintenance/treatment in hospital or approved nursing home for an individual or approved dependents.
- Non-routine dental treatments
- Prescriptions and appliances.
- Certain dietary products for coeliacs (receipts available through some loyalty cards)

### Exclusions

- Routine optical or routine dental care
- Reimbursement from health insurers, HSE or court compensation

### Claim for medical expenses

Relief for expenses paid or insured should be claimed by the end of the tax year. Receipts, although not submitted must be retained for at least six years for tax audit purposes.

For more information and to download leaflets on all of the above, go to [www.revenue.ie](http://www.revenue.ie)

# Pregnancy Related Sick Leave

Following representation by the teacher unions through the Public Services Committee of the ICTU, the Department of Public Expenditure and Reform confirmed in June 2015 that the Sick Leave Regulations will be amended shortly to reflect an improvement that has been agreed in regard to Pregnancy-Related Sick.

Since September 2014 the Public Service Sick Leave Scheme provides that:

- no woman shall be paid less than half-pay while absent for a pregnancy-related illness
- a woman who has availed of pregnancy related sick leave will have access to additional sick leave at half pay equivalent to the period for which she was on pregnancy-related sick leave at half pay.

The amendment to be introduced means that, in

addition to the provisions above, access to additional sick leave at the half rate of pay will be allowed for all pregnancy related sick leave (i.e. not just sick leave taken at half pay).

The amended Sick Leave Regulations will provide that:

a woman who has exhausted her access to paid sick leave due to pregnancy-related sick leave in the previous 4 years may have access to additional non-pregnancy-related sick leave at the half rate of pay. The number of additional days allowed:

- Will be the equivalent number of days taken on pregnancy related sick leave in the 4 years;
- Must not exceed normal sick leave limits (e.g. 183 days) for non-pregnancy-related sick leave (when counted with other non-pregnancy related sick leave in the previous 4 years).



## Critical Illness prior to 1<sup>st</sup> September 2014

Because Critical Illness Provisions (CIP) did not exist prior to 1 September 2014, any illness/injury which occurred prior to 1 September 2014 could not be classified as a CIP illness for the purpose of access to extended sick leave.

CIP can only be granted for absences which occur after 1 September 2014.

Following representations by the teacher unions, a transitional arrangement has been introduced to avoid a situation whereby a teacher who was seriously ill in the 4 years prior to the introduction of the new Public Service Sick Leave Scheme (1st September 2014) would have no further access to any paid sick leave.

Under the Transitional Arrangement, employers can, if they consider it appropriate, award extended sick pay under the CIP for an absence which occurs after 1 September 2014 on the basis that a teacher previously had a very serious illness that meets the following criteria:

- a) commenced within the 4 year service period prior to 1 September 2014
- b) commenced within a period of 4 years service before the commencement of the current absence; and
- c) referral to the OHS is made in accordance with the OHS Standard Operating Procedures.

There is no requirement that the current absence, which commenced on or after 1 September 2014, must relate to the previous serious illness.

## FÉILTE Teaching Council

**FÉILTE 2015 will take place on Saturday, 3 October in Dublin's RDS.**

This year's festival will feature contributions from inspirational speakers Maureen Gaffney and Mark Pollock, panel discussions on the role of parents in their child's education, well-being for students and teachers, and the use of technology in education, as well as showcases and workshops led by teachers whose innovative work is positively impacting the learning of young people across the country.

All registered teachers are invited to apply to attend FÉILTE. The closing date to apply is 15 September 2015. Tickets will be allocated on a lottery basis. A ticket application email will be sent to registered teachers or

find out how to apply on [teachingcouncil.ie](http://teachingcouncil.ie)

### Invitation to open meetings

The 2015/2016 school year will see the Teaching Council travel the country to meet teachers and the public at a series of open meetings. Meetings will take place in Athlone, Cork, Donegal, Dublin and Limerick.

These meetings will give the audience the opportunity to hear about the Council's work to promote professional standards in teaching, and to share their views.

More information, including the dates, venues and booking details for these meetings can be found on [teachingcouncil.ie](http://teachingcouncil.ie)



# Income Continuance Plan



Fiona Grace Furtill

I don't know where I would be today without Income Continuance.

When you're young, you don't think anything's going to happen to you. The fact I have claimed from it, to me, it has been invaluable. As a member of the Plan, I believe that the cover it provides is vital! It's definitely the way to go, it's what you need to do for your life, just in-case!

Is it value for money, absolutely!

Fiona Grace Furtill,  
Income Continuance Plan Beneficiary

Over the last twelve months our Salary Protection Claims department has seen a **57%\*** increase in disability claims across all Plans.

This increase shows just how vital the **TUI Income Continuance Plan** is. The Plan is your best defence against the impact of both long and short term illnesses.



Offer for  
**TUI members**  
under age **35**  
See inside for details.

## Plan Facts\*\* - The proof is in the numbers!!!

**230**

the total number of TUI members who have been paid Disability Benefit under the Plan to date

**40**

the number of TUI members currently receiving Disability Benefit from the Plan

**€1.25m**

the current annual benefit being paid out to disability claimants

**€21m**

the total amount of benefit paid out to date from the Plan

**23**

the number of TUI families who have benefited from the Life Cover under the Plan

**€2.7m**

the total amount of Death Benefit paid out to date.

### You can apply by:

- ✓ Filling in the application form attached
  - ✓ Calling us on **(01) 470 8072** and we can complete your application over the phone
- or*
- ✓ Emailing [clientservices@cornmarket.ie](mailto:clientservices@cornmarket.ie) to request a call back

**Note:** If you are not eligible for the half price offer you can still apply for membership of the Plan using the application form attached.





From 10th August up until 31st December, the Plan is offering new members who apply to join the Plan and are under age 35, the chance to pay **half the normal cost** for the first 12 months\* of membership. This offer is only available to TUI members who have never been a member of another Salary/Income Continuance Plan through Cornmarket in the past. **The deadline for availing of this half price offer is 31st December 2015.**

\*The first 12 months means 12 consecutive months from the 1st of the month, following the date that you are accepted as a member of the Plan by the insurance company.

To apply, please complete the application form attached and send it back using the FREEPOST ADDRESS provided: Cornmarket Group Financial Services Ltd. Christchurch Square, FREEPOST: F3976 Dublin 8. (NO STAMP NECESSARY)

## What is the TUI Income Continuance Plan?

The TUI Income Continuance Plan protects you against the additional financial strain that unexpected illness can bring with it. It provides you with security of knowing that you may receive a disability benefit of up to 75% of your annual salary, less any other income (Early Retirement Pension, Temporary Rehabilitation Remuneration, State Illness Benefit etc.) to which you may be entitled. On acceptance of your claim, the benefit will be payable when your salary is reduced to half pay or if you are taken off the payroll as a result of you being unable to work due to disability from illness or injury. Payments of benefits will continue until you recover, go back to work, are deemed fit to return to work, die, or right up to age 65, if you remain unable to engage in your duties.

The Plan links with the new sick pay arrangements which means that it will facilitate the payment of benefits earlier than before, in line with members needs.

Please note: Sick leave used prior to your acceptance into the Plan cannot be taken into account in the calculation of the expiry of the deferred period.



## It's not just Income Continuance, it's so much more...

Not only does the TUI Income Continuance Plan provide Disability Benefit but it also has extra benefits in the form of:

- **Death Benefit:** Life Cover of typically twice your annual salary up until your 65th birthday or retirement, if earlier
- and
- **Pension Protection Benefit:** If you are claiming from the Plan for more than 2 years, a further 10% of the salary you were earning when your claim was admitted will be paid into a separate Personal Retirement Savings Account (PRSA) monthly. This additional contribution will continue to be paid until you recover, return to work, die or reach age 60/65 depending on the date of entry to the Public Sector.

## Cost of Income Continuance

The TUI Income Continuance Plan is designed to be affordable for every member. It uses the group purchasing power of the TUI. The contribution rate is currently set at 1.64% of gross salary. However, you are eligible for tax relief on the majority of this premium, which means the real cost to you after tax relief is granted is just 1.14% of salary. This is assuming you pay income tax @ 40%. What's more, if you are eligible to avail of the **half price offer before 31st December**, the real contribution rate is just 0.57% of salary for the first 12 months, again this is assuming you pay income tax @ 40%.



In simpler terms:

If you are on a salary of €40,000 and eligible for the half price offer the cost to you would be just €4.35 per week for the first 12 months that you are a member. Assuming you pay income tax @ 40%.

**Important: You must remain an TUI member to remain an eligible member of the Plan. If you leave the Union you must inform Cornmarket in writing as you can no longer stay in the Plan, and you will not be able to claim from it.**

# TUI Credit Union is actively lending

We received over 750 loan applications from our members in the 2015/14 financial year.

**99.1%** of those applications were approved, with a value of €5,407,237

Period October'14 to August'15

## The New TUI Credit Union App



T&Cs APPLY

- **Secure login** - you can rest assured that your details are as safe as ever
- **View account balances**
- **View transaction histories**
- **Transfer money** between your own accounts
- Make both **SEPA** and **International Payments** to your existing payees
- **Pay your bills**
- **Credit Union Contacts**

Download today from



## Winners, Winners and Winners

### 2015 Gaeltacht Bursary winners

Michael Dowling	Samuel Carroll	Tadhg Sheridan	Ciara Wall Magee	Peter O'Neil
Aodhbha Donovan	Callan Carey	Ronan Buckley	David Ryan	Ailbhe Carey

Congratulations to all our winners who each won €100 towards the Gaeltacht this summer.

### Members Monthly Draw

#### June monthly draw winners

First Prize	€1,500	Joseph Sharkey, Co. Cavan
Second Prize	€1,000	Pat Courtney, Co. Longford
Third Prize	€500	Pierce Nolan, Co. Offaly

#### July monthly draw winners

First Prize	€1,500	Bernadette Spellam, Dublin 3
Second Prize	€1,000	Bernie Connolly, Co. Waterford
Third Prize	€500	Elaine Mooney, Co. Sligo



TUI Credit Union  
Manager Paul Roche  
and Miriam De Barra

# Special Education Loan 6.99%

Increased CAO points isn't the only worry, so too is the cost of education.

**"DREAM BIG FOR THEIR FUTURE"**



Interest rate of  
**6.99%** APR  
Loans for full term  
of course

Closing date 30th September 2015

## TUI Credit Union 2015 Scholarship Awards

TUICU is delighted to be able to offer 4 third level bursary awards to help offset education costs for this academic year.

**Third Level  
Education  
Bursary Award**



**Apply today, closing date is 31<sup>st</sup> October 2015**

To enter download an application form [www.tuicu.ie](http://www.tuicu.ie)



CELEBRATING  
**75**  
YEARS OF BUSINESS  
•1941 - 2016•



Senan and Aileen Kelly



The Kelly Family



DEB Exams Management Team

CELEBRATING  
**75**  
YEARS OF BUSINESS  
•1941 - 2016•



## **75 years ago** Dublin Examining Board (DEB Exams)

was set up to offer standardised examinations for second-level students throughout Ireland. In 1971, the Kelly family took over the running of the business and the current management team of Senan and Ciaran Kelly have been in charge since 1995.

In the past 20 years, we have flourished and expanded, relocating to our current premises in west Dublin, widening our range of examination materials and developing our online presence. With our permanent team of 26 dedicated staff members, we provide examination papers and marking schemes of the highest quality.

In celebrating our 75th anniversary this year, we would like to thank the many thousands of you who have assisted us in preparing and correcting examination papers over the years. We would also like to express our sincere gratitude to all our customers, past and present.

# ...Thank You

# ‘DEIS must continue but additional supports also required to fight disadvantage’

In May 2015, TUI made a submission to the Department of Education and Skills (DES) on the Delivering Equality of Opportunity in Schools (DEIS) programme. The key elements of the TUI submission are set out below.

Educational disadvantage is a serious problem in many countries including Ireland and the United Kingdom. The Irish Education Act of 1998 defined educational disadvantage in terms of the “impediments to education arising from social or economic disadvantage which prevent students from deriving appropriate benefit from education in schools.” It is caused by many factors including:

- Socio-economic status of family.
- Addiction in the home.
- Low educational attainment by parents and older siblings.
- Poor school attendance.
- Literacy and numeracy difficulties in the home.
- Lack of understanding by parents and, as a result, by children of the benefits of education.
- Inability or unwillingness of parents to help the child with homework.
- Low expectations of parents for children.
- Family breakdown.

The effects of educational disadvantage include:

- Absenteeism and punctuality issues.
- Poor academic performance.
- Behavioural problems.
- Low self-esteem.
- Weak speech and vocabulary.
- Poor health and poor concentration.
- Early school drop-out.
- Unemployment.
- Lower income throughout the lifespan.

To date most initiatives aimed at reducing educational disadvantage have been carried out at DEIS schools.



“However, it is not at all evident that all, or even the majority of, disadvantaged students attend DEIS schools. Unfortunately, no evidence is available on the primary sector but a national survey of school leavers indicates that sixty-one per cent of young people from semi/unskilled manual backgrounds and fifty-six per cent of those from non-employed households attend non-DEIS schools.” (Smyth and McCoy, 2009).

A study by Archer and Weir (2004) suggested that responses to education disadvantage should encompass:

- Smaller classes, particularly in the early grades.
- Pre-school provision emphasizing prevention.
- A high degree of parental involvement.
- Reform of school organization to develop a unity of purpose and build on existing strengths of teachers and pupils.
- Adequate financial resources. Ireland spends 0.2% of GDP on early childhood care and education compared to an OECD average of 0.4% (NESF, 2005) and 4.7% on education generally compared to an OECD average of 5.7% and an EU19 average of 5.5% (OECD, 2009). More recently, Ireland has spent 6.4% of GDP on education compared to an OECD average of 6.3% but that merely reflects the fact that severe

cutbacks in education expenditure since the onset of the economic crisis have been slightly less severe than the fall in GDP over the same period (OECD, 2013).

Findings from recent DEIS studies were presented at a conference in Marino Institute of Education on May 1st, 2014. Those findings highlighted:

- Evidence of the continuing link between poverty and lower educational outcomes.
- High levels of engagement by staff in DEIS schools.
- A focus on planning and target setting.
- Improved pupil outcomes.
- Significantly improved pupil attendance.
- Improvement in aspirations and expectations of going to 3rd level.
- That the return on DEIS is more likely in the long-term than the short-term.
- Principal teachers in DEIS schools are overwhelmingly positive about the planning aspect of DEIS while acknowledging some of the drawbacks and obstacles e.g. time constraints.
- Principal teachers are very positive about DEIS but concerned about resourcing.
- Principal teachers say that DEIS has improved retention, achievement and attendance.

- Retention, to Junior Certificate, in non-DEIS schools is 97% but is about four percentage points lower in DEIS schools.
- Retention to Leaving Cert is 92% in non-DEIS schools and 79% in DEIS schools.
- Academic performance in Leaving Certificate in DEIS schools is rising significantly faster than in non-DEIS schools.
- Less than 25% of those who complete second level in DEIS schools went to 3rd Level.
- Many more of those who complete second level went to further education than their non-DEIS peers.
- Repeat Leaving Certificate rates were about the same for DEIS and non-DEIS
- 55% of early leavers overall went back to education or on to training within a year.

The above research makes clear that DEIS is working and needs to be continued and funded to a greater degree. Supports must also continue to other initiatives in disadvantaged areas such as the School Completion Programme. All schools need access to comprehensive pastoral structures including career guidance and middle management positions. It is also clear that significant resources must be invested in further and adult education as this is an important route into and through education for many students, especially in areas of educational disadvantage.

Educational disadvantage has been a serious problem for too long in Ireland. Existing initiatives have made some in-roads but much more needs to be done. Many studies have mapped the extent of the problem and offered possible solutions. However, it is unlikely that any radical improvement can be expected until there is an increase in educational investment in areas such as

pastoral supports, further education and home school liaison support.

#### References:

Archer, P. and Weir, S. (2004), *Addressing Disadvantage: A Review of international Literature and of Strategy in Ireland*, Dublin: Educational Research Centre

National Economic and Social Forum (2005), *Early Childhood Care and Education*, Dublin: NESF

OECD (2009), *Education at a Glance*, Paris: Organisation for Economic Co-operation and Development

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Smyth, E. and McCoy, S. (2009), *InvesEducation: Combating Educational Disadvantage*, Dublin: Barnardos / ESRI

**Carecall**

Mental Wellbeing at Work

*"I found this service of benefit to my work. I have been given strategies and tips on how to focus more on work and life. I would definitely recommend the service to my colleagues"*

### Carecall Service to Teachers and Special Needs Assistants

Carecall are delighted to be entering our 5th year of providing the EAS to all teaching staff and special needs assistants in Ireland. Over the past 4 years we have helped over 4000 individuals and delivered over 14000 counselling sessions. Carecall is a wholly owned subsidiary of the N Ireland Association for Mental Health and as a Social Enterprise we are committed to supporting organisations in all sectors across Ireland with employee health and wellbeing.

### This Support Service

This confidential counselling service can provide teachers, special needs assistants and their families with support, counselling, advice and information. Each person will have access to a 24 hour telephone support line and up to 4 x 1 hour confidential counselling sessions based on the brief solution focused model of counselling. Everyone can self refer and the counselling can be delivered either over the telephone or face to face at locations throughout Ireland. We have access to 200+ associate counsellors across Ireland and this ensures that we can offer an appointment within 3 working days of referral and within a 30 km radius of home or workplace. All of Carecall's counsellors must be accredited with either IACP or BACP and, under the supervision of our Clinical Services Manager, we ensure that safe and ethical therapeutic practices are in place and adhered to in the service delivery. Our Clinical Services Manager also ensures that we

maintain quality management structures and guidelines as outlined by professional counselling associations.

### Confidentiality

The service guarantees the privacy and confidentiality of all those who use this service. All aspects of work with the counsellor are confidential within strict, professional counselling guidelines clarified with employees at the beginning of any counselling.

### What Difficulties can you contact Carecall about?

Many of us experience difficulties or encounter issues that cause us distress, either at work or at home. The Carecall counsellors can help people to deal with a variety of issues such as: emotional/personal difficulties; marital/family issues; financial difficulties; work/career issues for example work stress or work relationships.

No matter what difficulties people may be going through, the Carecall counsellors have a sensitive and practical approach; a 4 session goal orientated methodology is used with the aim of empowering individuals to work towards a solution.

The service is independent and confidential, and counselling is provided through telephone and face to face sessions. It is entirely your choice to request support from Carecall. A trained counsellor will be there to talk to you at any time and can be contacted on: 1800 411 057 or via support@carecallwellbeing.ie



# Commitment to implement EPSEN Act must be demonstrated

***In May 2015, TUI made a submission on the role of Special Needs Assistants (SNAs) to the Oireachtas Committee on Education and Social Protection. The full submission is available on [www.tui.ie](http://www.tui.ie) and the main elements are set out below.***

TUI welcomes any effort by the Oireachtas to ensure that resources are deployed in a fair manner in the interests of the students with special educational needs (SEN) and the schools providing services to them. The focus at post-primary must be on sustaining appropriate support for students whose SENs have already been identified at primary level and are on-going and on early intervention in cases where SENs which have not previously been identified at primary level or that emerge after arriving in the post-primary school.

A commitment to implementing the Education for Persons with Special Educational Needs (EPSEN) Act is essential if provision for students with SEN is to be adequately and appropriately addressed. However, full implementation will only be possible when sufficient resources are allocated to primary and post-primary schools. Almost ten years ago, TUI

emphasised that schools were not sufficiently resourced to implement specific elements of the EPSEN Act, in particular designing and delivering Individual Education Plans (IEPs) for SEN students. The situation now is worse.

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

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

In the interest of students, TUI supports the full implementation of the EPSEN Act and embraces the core principles of integration, early intervention, individualised planning and monitoring of progress.

However, full implementation of the Act is not possible at present. As far back as 2008, the Government correctly gauged this to be the case and decided, as a budgetary measure, that certain sections of the EPSEN Act could not be commenced, including – critically – those relating to Individual Education Plans (IEPs). At present, there is not a statutory entitlement to an IEP and the TUI advice, first issued in 2006, remains in place. This is to the effect that no member should purport to put in place an IEP unless and until the process and the Act is fully resourced.

## Vacancy on NCCA Development Group – Junior Cycle Music

From time to time vacancies arise on NCCA development groups. Participation on NCCA committees does not in any way alter TUI policy regarding issues such as assessment of new courses, but participation does provide a valuable opportunity for practising teachers and the nominating teacher unions to influence developments in curriculum and syllabi. Each teacher union is usually invited to nominate two representatives to each development group. Each representative will be required to make thoughtful insights in the discussions of the relevant development group, within the context of TUI policy. Representatives are required from time to time to discuss strategy, and meet with, relevant officials from TUI Head Office. Representatives may also be asked to act as exam spokespersons for TUI in the subjects relevant to their expertise. This can involve giving considered feedback to the media and Exams Commission, again within the context of TUI policy.

Correspondence issued recently to schools and centres setting out the current vacancy (Junior Cycle Music), guidelines for nominees and the nomination form. If you are interested in becoming involved please contact your local branch for their nomination. Applications (marked NCCA development groups for the attention of David Duffy) should reach TUI Head Office no later than noon on October 2nd, 2015. It is expected that applicants will be informed of the outcome in mid to late October. It is recommended by the NCCA that applicants not serve on more than one subject development group.

Subject	Number of Vacancies
Junior Cycle Music	1

Sharing Educational Experience Worldwide



Global Schoolroom

# next summer... make it count!

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

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

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

You can find out more about volunteering for Global Schoolroom at one of our information sessions at the following Teacher Education Centres

Limerick	Tues, Oct. 13th	5pm - 7pm
Sligo	Tues, Oct. 13th	5pm - 7pm
Dublin West	Tues, Oct. 13th	7pm - 9pm
Drumcondra	Wed, Oct. 14th	5pm - 7pm,
Wexford	Wed, Oct. 14th	5pm - 7pm
Kildare	Thurs. Oct. 15th	7pm - 9pm
Kilkenny	Thurs. Oct. 15th	7pm - 9pm
Carrick on Shannon	Tues Oct. 20th	7pm - 9pm
Galway	Tues Oct. 20th	7pm - 9pm
Donegal	Tues Oct. 20th	7pm - 9pm
Navan	Tues Oct. 20th	5.30pm - 7.30pm
Blackrock	Wed Oct. 21st	7.30pm - 9.30pm
Cork	Wed Oct. 21st	7pm - 9pm

## WIN €1,000 IRISH LIFE BURSARY

Volunteers will entered into a draw for 3 Irish Life Bursaries each worth €1,000.



## €1,000 SPORTS KIT FOR YOUR SCHOOL THANKS TO CORNMARKET!

All schools from which volunteers apply will be in with a chance to win €1,000 worth of sports kit kindly sponsored by



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# TUI cautiously welcomes ‘Transition from Second Level to Higher Education’ plan

<https://www.education.ie/en/Publications/Education-Reports/Supporting-A-Better-Transition-From-Second-Level-To-Higher-Education-Implementation-and-Next-Steps.pdf>

In April 2015, the Department of Education and Skills, together with a number of agencies such as the State Examinations Commission, National Council for Curriculum and Assessment and the Higher Education Authority launched the document, *Supporting A Better Transition From Second Level To Higher Education: Implementation and Next Steps* document. TUI views the proposals as generally positive and was involved with them at earlier stages.

The main positive elements are that:

- The change in grades from a 14 point scale of A1, A2 etc. to an eight point scale (H1-H8, O1-O8) should reduce the pressure on students
- The broader entry routes to third level should provide a more rounded start to third level for students whilst continuing to offer extensive choice. There has been excessive fragmentation into niche courses at the point of entry to third level. There are currently more than 1000 Level 8 degree programmes across the 7 universities and 14 IoTs. Trinity College Dublin (TCD) alone accounts for a quarter of all Level 8 courses. Many of these courses offer less than 10 places. There has long been a concern that this multiplicity of courses has more to do with marketing and manipulation of supply and demand by the colleges than with any persuasive educational argument. In relation to TCD for example, is it really necessary to have separate degrees in every area of humanities? Would it not make more sense (and provide students with a broader range of subjects and more time to decide on a specialism) if there was a broad first year humanities degree programme and students specialised in year two or three? It should be noted that Maynooth University and

University College Dublin in particular have made strides in addressing the proliferation of level 8 courses.

- The proposals would also encourage students to opt for/remain in Higher Level as at Leaving Certificate some points would be awarded for 30-39%. This is not rewarding failure as some media outlets mistakenly suggested. Pass/fail rates would still be set at 40%. Currently teachers who would like to see students take the Higher Level paper are reluctant to advise them to do so as 40% gives 45 points under the current system, but 39% yields no points at all. The new system will go some way to addressing this issue.
- The State Examinations Commission has published research which it commissioned into ‘problematic predictability’ in State examinations. The research, carried out by Oxford University, found that there was much less problematic predictability than was previously thought. It raises a question as former Minister for Education and Skills Ruairi Quinn used the perception of problematic predictability to argue against written examinations in some contexts. It is important, however, to define problematic predictability. Predictability is good in the sense of knowing when an examination is to occur, what is to be examined, how many questions must be answered etc. However, problematic predictability arises when questions are so predictable that answers can almost be memorised or when students can safely ignore large parts of the course by carefully choosing questions that are expected to arise.



There are, however, some elements of the plan that also need to be monitored carefully, such as:

- Transition from further to higher education is currently capped at 400 points (5 subjects at 80 points maximum each). The current relativities are likely to be maintained but have not been finalised yet. It should be noted that many IoTs also have close relationships with local colleges of further education and that progression routes are available through this route also.
- Some of the tables shown at the launch of the plan and subsequently reprinted in the media (such as sample points for each grade) are provisional in nature. The number of points for a H3, for example, has yet to be finalised.
- The changes envisaged will require students to have access to pastoral supports such as Year Heads and Guidance Counsellors. Recent cuts in these areas may jeopardise the effective and appropriate implementation of the transitions proposals.

# Cutbacks and underfunding seriously affecting school attendance

In July 2015, The Child and Family Agency (TUSLA) published a draft document on Developing the Statement of Strategy for School Attendance. In response to TUSLA's request for comments by stakeholders, TUI made a detailed submission.

TUI considers the document to be comprehensive and well-researched. It will prove useful to school staff and Boards of Management. However, the union believes that elements of the document would benefit from further revision or development that would take account of the following issues:

1. Pastoral supports in schools, which are critical to addressing many educational problems including attendance, have been seriously cut over recent years. The cuts affected posts of responsibility and ex-quota guidance provision, inter alia. Such supports are critical in addressing issues such as attendance.
2. Essential national programmes - such as School Completion, DEIS and the Junior Cycle Schools Programme - are now, or are soon to be, 'under review'.
3. Support services, upon which schools rely heavily to deal with many problems (including absenteeism), are underfunded. These include speech and language therapy, Education Welfare Services, VTS, Child and Adolescent Mental Health Services, social work and psychological support services.
4. Some schools already have excellent tracking systems, in many cases based on software systems. Other schools may require funding to perfect such systems and to provide training to staff to make the most of the functionality provided by the software.



5. Schools sometimes struggle to make contact with 'hard to reach' parents who may be deliberately avoiding contact with the school. Schools may need additional support to communicate successfully with this small cohort of families.
6. The document focuses on the positive role played by extracurricular activities in minimising absenteeism. Regrettably, the level of provision of extracurricular activities in schools has fallen in recent years due to time pressures imposed on teachers and as a consequence of repeated pay cuts. A recent survey by TUI found that the percentage of teachers who organised extracurricular activities had fallen from over sixty percent in 2007 to approximately forty percent in 2015. The single biggest factor cited by teachers for the fall in extracurricular involvement was the increasing workload they were encountering in the teaching and administrative roles..

In conclusion, school attendance has been a serious problem for some students and communities in Ireland for a considerable time. Existing initiatives have made some in-roads but much more needs to be done. However, the problem remains and is a particular issue for schools which share many of the difficulties encountered by DEIS schools, but which fall just outside the criteria for inclusion in DEIS provision. Many studies have mapped the extent of the problem of school attendance and have offered possible solutions. Regrettably, it is unlikely that any radical improvement can be expected until there is an increase in educational investment in areas such as pastoral supports community supports, and school level supports. Investment in home/school liaison support and in referral services is also necessary.

# "You can put a price on a cup of tea but you can't put a price on an education."

We all know the world's problems are often solved over a cup of tea in kitchens, cafes, offices, canteens and school staff rooms. One problem yet to be solved is access to quality education for millions of children globally. While this has now been recognised as a global issue (and is the 4th of the UN's Sustainable Development Goals), your help as a teacher is still needed in building a solution.

Global Schoolroom, an Irish charity, is addressing this problem by delivering high quality teacher training where it is most

needed. Over 150 Irish teachers have worked with Global Schoolroom in recent years. These teachers have volunteered to spend July working through a UCD accredited teacher training programme with their teaching counterparts in remote areas of North East India and Uganda. By sharing their educational experience they're helping to bring about improvements in the quality of the education received by children in these regions.

Join with your teaching colleagues globally on World Teachers' Day, October 5th, to

celebrate all the teachers in your life, past and present, have a nice cup of tea and make a donation towards the work of Global Schoolroom. You can support Global Schoolroom by organizing a tea break in your school staff room. You put on the kettle, leave the rest to us!

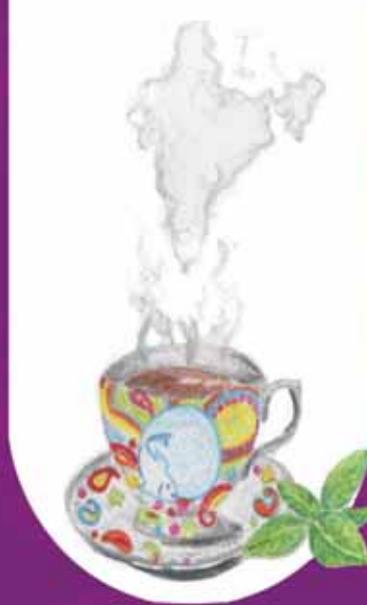
Taking part is simple. All you need to do is sign up via [www.globalschoolroom.net](http://www.globalschoolroom.net) to receive your organisers pack complete with tea or email [info@globalschoolroom.net](mailto:info@globalschoolroom.net)

Sharing Educational Experience Worldwide

## Global Schoolroom invites you to:

# #TEA for TEACHERS

### on World Teachers' Day, October 5th



Join us to celebrate all the teachers in your life, past and present, have a nice cup of tea and make a donation towards the work of Global Schoolroom. Help support Global Schoolroom by organizing a tea break in your staffroom. It's simple. Just put on the kettle and leave the rest to us!

**To receive your Organiser's pack go to [www.globalschoolroom.net](http://www.globalschoolroom.net) or email [info@globalschoolroom.net](mailto:info@globalschoolroom.net)**



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## Brew up

## Donate

## Celebrate

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# Brew up Donate Celebrate

**Tweet a photo of your tea break to #teaforteachers and you will be entered into a draw for a lunch for your staff room!**

What's exciting about this fundraising event is that we hope to have teachers around the world all taking part on the 5th October, celebrating simultaneously the work of educators worldwide. Sign up to take part and Tweet / Facebook us "pledge #teaforteachers" and spread the word to family, friends and colleagues. With your support, we hope to make this a global campaign.

On the day, we're also encouraging you to take a photo of your tea morning and Tweet / Facebook it to Global Schoolroom giving your location. **If you tweet a photo of yourself and your staff room enjoying a cup of tea with the hashtag #teaforteachers, you'll be entered into a draw for a lunch for your staff room!**



SOME OF THE TEACHERS FROM KUMARGHAT IN N.E. INDIA AND AND THEIR IRISH COLLEAGUES, BRIDIN NIC AOGAIN (3RD FROM LEFT) AND MAEVE O'FLAHERTY (3RD FROM RIGHT).

## TUI MEMBERSHIP SUBSCRIPTION RATES 2015/16

Category	Rate Per Annum*	Rate Per Month
<b>Permanent Wholetime</b>	€379.29	€31.60
<b>Job-Share</b>	€189.64	€15.80
<b>Part-Time</b> 2nd Level - 22 hours 3rd Level - 18 hours	€379.29	€31.60
<b>Part-Time</b> 2nd Level - 11 hours and less than 22 hours 3rd Level - 9 hours and less than 18 hours	€189.64	€15.80
<b>Part-Time</b> 2nd Level - 6 hours and less than 11 hours 3rd Level - 5 hours and less than 9 hours	€94.82	€7.90
<b>Part-Time</b> 2nd Level – less than 6 hours 3rd Level – less than 5 hours	€40.63	N/A
Associate Member	€15.24	N/A
On career break or other approved leave	€0.00	Subject to TUI being advised
New members in first year of teaching*	€1.00	

\*As per rule 89



# MEMBERSHIP APPLICATION FORM

Teachers' Union of Ireland / Aontas Múinteoirí Éireann

73 Orwell Road, Rathgar, Dublin 6. T: 01 492 2588 F: 01 492 2953 E: tui@tui.ie W: www.tui.ie

## Personal Details

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

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

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

Date of Birth: \_\_\_\_\_ Mobile Tel: \_\_\_\_\_

Email address: \_\_\_\_\_

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

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

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

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

Are you registered with the Teaching Council? (not relevant to third level)

Yes  No

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

Wholetime (non-permanent)?

Job-share (half hours)?

Less than full hours?

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

## Union Membership

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

Yes  No

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

\_\_\_\_\_

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

### Please tick A or B:

A. I am a new member in my first year of teaching on the revised Common Basic scale for new entrants.

Therefore I am eligible for one year's membership subscription at the **nominal fee** of €1.

B. I am a new member to whom the new entrant rule does not apply

## New Members

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

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

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

2. Please return a fully completed DAS form with your application form. DAS forms are available from your school/college representative. TUI Head Office or www.tui.ie

## Office Use Only

New Member  Existing Member

Number: \_\_\_\_\_ Branch: \_\_\_\_\_ Area \_\_\_\_\_



# DEDUCTION AT SOURCE AUTHORISATION FORM

Teachers' Union of Ireland / Aontas Múinteoirí Éireann

73 Orwell Road, Rathgar, Dublin 6. T: 01 492 2588 F: 01 492 2953 E: tui@tui.ie W: www.tui.ie

## Personal Details

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

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

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

## Employment Status *(Please tick as appropriate)*

Full hours  Job-share  Less than full hours

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

## Deductions

Payroll Number As it appears on your payslip							
TUI Subscription	€					.	

*Deduction at source cannot be processed without payroll number*

## Authorisation

I hereby authorise:

\_\_\_\_\_ Vocational Educational Committee/Education and Training Board

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

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

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

If employed in a Community and Comprehensive School:

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

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

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

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

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

## Office Use Only

New Member  Existing Member

Number: \_\_\_\_\_ Branch: \_\_\_\_\_ Area \_\_\_\_\_

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

# RMA News

Much has happened since the May 2015 edition of TUI News. Substantial progress has been made by the Alliance of Retired Public Servants in securing the full restoration of pensions up to €34,132.00 over a three year period, and a partial restoration of pensions above that amount. In securing the restoration, the Alliance met with Officials of the Department of the Public Expenditure and Reform on seven or eight occasions and also met with Minister Howlin on three occasions. In money terms, what has been agreed covers €90 million out of a total of €120 million. Details of the phasing of the restoration are available on the website: [www.rmatui.ie](http://www.rmatui.ie)

Arising from concerns over the erosion in the value of the pension and a serious anomaly in the treatment of pensioners – most of our members just getting between 70% and 50% restoration over the period, while serving colleagues are due 100% of pay restoration - the Management Committee have approved a campaign of lobbying currently underway at RMA Branch Level.

This year, we returned to the Kilmurry Lodge Hotel in Limerick for our AGM at the end of May. Adjustments to the organisation of the AGM proved very successful, with document packs for all members attending, and the use of a Data Projector for most of the agenda items. Standing Orders for our AGM has now been given its proper status, with three non-Management Committee members, and continuity assured through the election each year of one replacement. The current Standing Orders members are Frank Dooley, Ted Forde and Sean McCarthy.

A large number of amendments to our Constitution that were passed and which make it more coherent have since been approved by the TUI Executive Committee. The revised Constitution is also downloadable from the website.

The AGM was also presented with an extremely well put-together interim report from the Benevolent Fund sub-committee. Their research, though not complete, points to the possibility of a feasible Fund provided the membership comes on board. When the sub-

committee's work is complete, its Report will be presented to the Management Committee and progressed from there. I want to thank all the members of that sub-committee, and in particular Jim Connolly for their efforts to date.

A motion changing the format of our future AGMs was agreed. This arose from concerns expressed to the Management Committee that the 'start time' of 10.00 am was unsuitable for members wishing to attend only on the day of the AGM. There was also an issue with the volume of Agenda items to be dealt with in the available time, noting that the AGM normally ended no later than 1.00 pm. This has been the practice for a long time, and allowed for lunch before participating in the usual afternoon tour. The new arrangement will see an 11.30 am start with the business end of the AGM ending at 5.00 pm. The Gala Dinner and Dr Charles McCarthy Lecture will continue as usual later that evening, with the tour on the following day.

Resolutions were passed dealing with the Alliance, TUI support, pensions and communication with members. There is no change to the Annual Subscription – which is now due unless you are a new member. Guests at our AGM included representatives from the Retired Teachers Association of Ireland, the Retired Secondary Teachers Association and the Garda Retired Association. TUI was represented by Gilbert Burke from the Executive Committee and by Michael Gillespie, Assistant General Secretary.

The Dr Charles McCarthy lecture was given by Des Lally. This proved to be an entertaining and informative talk on the contributions of Michael MacLiammoir and Hilton Edwards to the Abbey Theatre and to Dublin society in past decades.

Our Management Committee has grown through the development of the Areas and Branches, some of which have been given their own Area because of location and size – Cork, Kerry and Donegal. Our Treasurer Raymond Hatton stepped down this year. Ray has given many years of sterling service to the RMA and his cool head and voice of reason will be missed from the Management Committee's meetings. On behalf of the

Management Committee and on the members behalf let me say 'Thank You Ray, for your enduring commitment and all your hard work'. At the time the 2015/16 TUI Diary was going to print, details of Ray's replacement were not available. The co-option of our new Treasurer – Tim O'Meara - was approved at a Special Meeting of the Management Committee in early August. His contact details are set out below.

Of course it's Autumn again, and another Break looms. This time it's off to the Clayton Hotel, Galway, from October 13th to the 16th. Check your membership renewal notice pack or the website for a booking form and other details. The programme will include two tours – the cost of one being included in the price - and a very attractive package has been negotiated.

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, details of our pension restoration phasing etc. That address again is [www.rmatui.ie](http://www.rmatui.ie).

**Martin Hoye, RMA Secretary**

## For your Diary

RMA Treasurer:

Tim O'Meara

Ballynaveen

Emly

Co Tipperary

E34F A37

Email: [rmatreas@tui.ie](mailto:rmatreas@tui.ie)

# TUI in the media

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



## **TUI recommends accepting Junior Cycle reform plan – Irish Times 29/8/15**

“We believe that the latest negotiated proposals will enhance second-level education while protecting the working conditions of teachers. The proposals outline a progressive and positive way forward.

“A highly significant element of the document which we are voting on is the inclusion of an implementation committee, comprised of representatives of the department and the trade unions. “This committee will monitor implementation of the proposals and ensure that any issues which may arise are appropriately addressed,” said Mr Quinn.

## **Leaving Cert: Increase in uptake of science, technology subjects welcomed – Irish Times 12/8/15**

TUI president Gerry Quinn said: ‘Students should be congratulated on their achievements today. At a time when the education system has been damaged by cutbacks, they have shown fortitude and determination in securing their results.’

The drop in the number of candidates taking the Leaving Certificate Applied and Vocational programmes should be further investigated, Mr Quinn added.

## **Third level 'focus on money has hit quality' – Irish Examiner 23/6/15**

TUI general secretary John MacGabhann said the funding cuts of €385m to the higher education sector between 2007 and 2014, a rising student population and a 4,500 fall in staff numbers have severely damaged academic staff’s working conditions and the quality of educational experience.

## **College lecturers say they are spending more time teaching 'basic skills' – Irish Times 22/6/15**

Almost three quarters (73 per cent) of

academics surveyed said student diversity had increased since they had started working in higher education.

“Students who were recruited onto courses with lower points than in previous years required support with basic skills,” the study found. “An increasing number of students coming from abroad with language levels not appropriate to the programmes to which they were recruited was also viewed as a new challenge” – all of which “increased the pastoral aspect of academics’ work”.

The survey of almost 1,200 academics was carried out for the report “Creating a Supportive Working Environment for Academics in Higher Education”, which was commissioned by the Irish Federation of University Teachers (IFUT) and the Teachers’ Union of Ireland (TUI).

## **Do Irish teachers work long hours by international standards? – Irish Times 3/6/15**

‘...research bears out their claims that they have long hours by international standards....A particular grievance for the union has been the addition of two ‘flex hours’ a week under the Haddington Road Agreement for college lecturers who are normally on an 18 hour contract. The TUI says the delivery of these two ‘flex’ hours by lecturers requires an additional six hours of curriculum development, research, preparation work and the development of assessment of examinations material.

Before its Easter conference, the TUI carried out a survey of lecturers at institutes of technology showing the imposition of these ‘flex hours’ was the leading source of stress among 14 possible indicators...At secondary level, the TUI’s members are particularly aggrieved by the imposition of the additional 33 hours per year they have to work under Croke Park and Haddington Road agreements.’

**TUI President Gerry Quinn** explains TUI’s decision to recommend no vote in ballot on new pay agreement

proposals on **RTE’s Sean O’ Rourke programme** 3/6/15

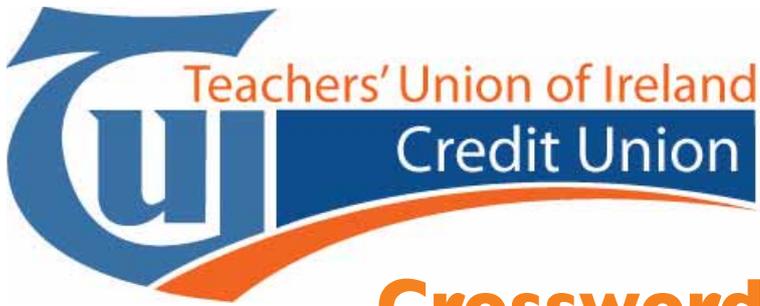
He says that the failure of the proposals to allay a number of significant concerns was strongly expressed at a union Executive Committee meeting the previous evening. He said that it was completely unacceptable to members that the ‘flex’ hours given as part of the Haddington Road Agreement would continue, given the high levels of work related stress associated with them. He also criticised the extra hours of bureaucracy and administration required under the Croke Park and Haddington Road Agreements at second level and said that it was also unacceptable that they would form part of any agreement.

TUI President Gerry Quinn interviewed on **RTE Radio’s Drivetime programme** re decision of TUI’s Executive Committee decision to put the new Junior Cycle proposals to a ballot of members (22/5/15)

Gerry Quinn outlines the ongoing concerns of second level teachers in relation to Junior Cycle on **RTE Radio’s Today With Sean O’ Rourke programme** on the day that a lunchtime protest took place outside schools around the country - 7/5/15

## **EU-US trade deal to undermine education as 'public good' – Irish Times 25/4/15**

The new trade agreement being negotiated between the EU and US will “enshrine increased rights for privatised education” at the expense of publicly-funded colleges, lecturers have claimed. Trade unions IFUT and TUI, which represent lecturers at most universities and institutes of technology, said the Transatlantic Trade and Investment Partnership (TTIP) could impact on the Government’s ability to subsidise third-level education as well as regulate quality.



Congratulations to  
**MIRIAM FLYNN, ST COLUMBA'S  
 COMPREHENSIVE SCHOOL,  
 GLENTIES, CO DONEGAL.**  
*winner of Vol 37 No 6 Crossword  
 Competition*

# Crossword

**€250 prize for the first correct entry drawn**

**Only one entry per member.**  
 Photocopies can be submitted.

Name \_\_\_\_\_

Workplace \_\_\_\_\_

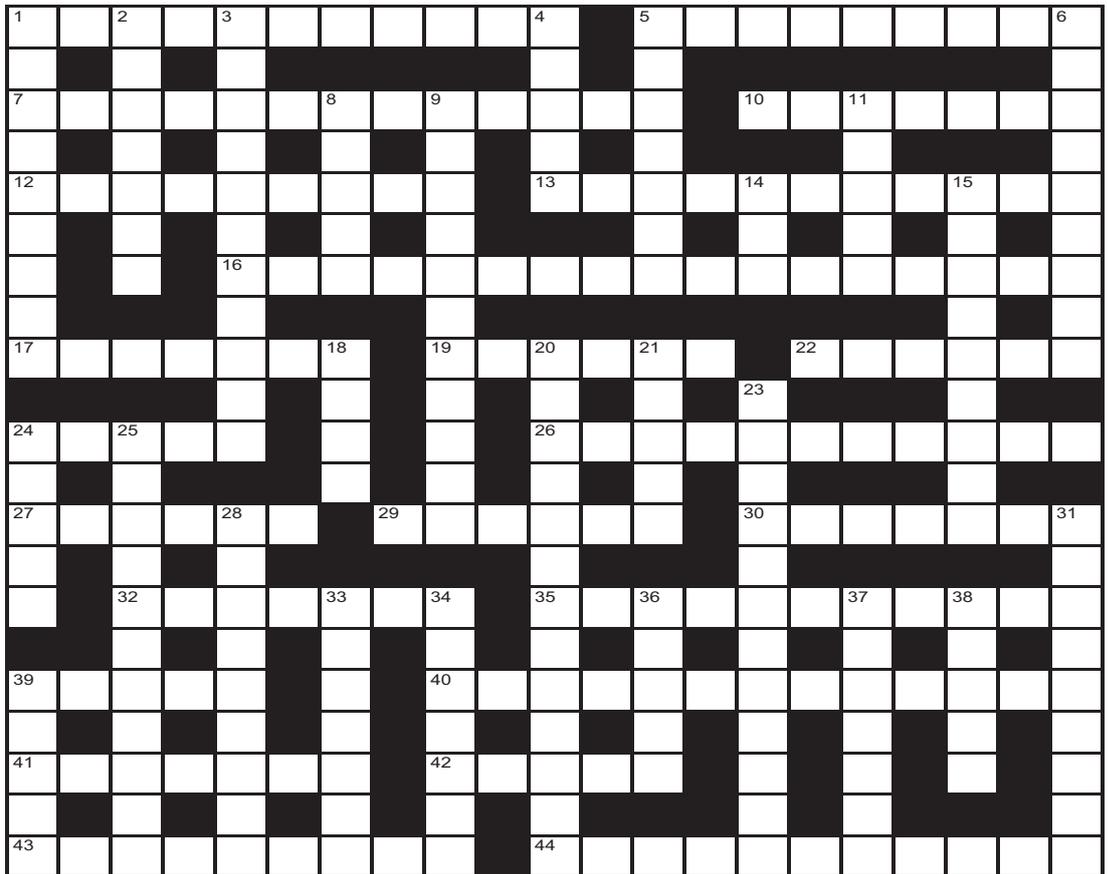
Address \_\_\_\_\_

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

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

Send entries to TUI  
 Crossword September '15,  
 TUI, 73 Orwell Rd, Rathgar,  
 Dublin 6

Closing date for entries:  
 Friday 16th October 2015



**Across**

- 1 Large country estate in Co.Wicklow which is noted for its house and landscaped gardens (11)
- 5 Righteousness as a consequence of being honourable and honest (9)
- 7 A form of exercise often rhythmical, generally without using equipment or apparatus (13) (Note: there are two accepted spellings, only one of which will fit)
- 10 Mexican salamander (7)
- 12 Jewish Day of Atonement (3,6)
- 13 Exposing to harm or danger; imperiling. (11)
- 16 Novel by Charles Dickens (5,12)
- 17 Sicilian dessert wine (7)
- 19 Conspiratorial groups of plotters of intriguers (6)
- 22 Egyptian god of the underworld and judge of the dead (6)
- 24 ----- Holiday - 1953 comedy starring Gregory Peck and Audrey Hepburn (5)
- 26 Handwriting, especially as distinct from typography (11)
- 27 Fanciful but graceful asymmetric ornamentation in art and architecture that originated in France in the 18th century (6)
- 29 Made by hand as opposed to machine (2,4)
- 30 Persons new to and inexperienced in a job or situation (7)

- 32 The protagonist in Herman Melville's Moby-Dick (7)
- 35 A morbid fear of open spaces (11)
- 39 Talk foolishly; babble (Scottish) (5)
- 40 1855 novel by Elizabeth Gaskell (5,3,5)
- 41 ----- in the Stream -1983 single by Dolly Parton and Kenny Rogers (7)
- 42 Chicago's airport (5)
- 43 Comic book superhero, portrayed on screen by Tobey Maguire and Andrew Garfield (9)
- 44 A flat round of sweetened pastry filled with dried fruit, also called Squashed Fly cakes (6,5)

**Down**

- 1 Nonruminant hooved mammal having very thick skin: (9)
- 2 Portable audio cassette player made by Sony in the late 1970s (7)
- 3 1992 psychological thriller film written and directed by Brian De Palma, starring John Lithgow (7,4)
- 4 A distinct people, dependent on the land for their livelihood (5)
- 5 Salman -----, award winning novelist (7)
- 6 Praises formally and eloquently (9)
- 8 Conical tent (5)
- 9 In an unpredictable manner (11)
- 11 Not secret or hidden (5)
- 14 An open fabric of string, rope or wire woven together at regular intervals (3)

- 15 Uniformity in all orientations (9)
- 18 Youngest member of England's 1966 World Cup winning team ---- Ball (4)
- 20 Farewell address in the form of a sermon delivered to a graduating class (13)
- 21 A Scottish word for lord, used to mean a landowner (5)
- 23 A bicycle with a sturdy frame and fat tyres (8,4)
- 24 Relating to country life (5)
- 25 A statesman of Florence who advocated a strong central government (1469-1527) (11)
- 28 Logical, orderly, and consistent relation of parts (9)
- 31 Pop music magazine published in the UK between 1978-2006 (5,4)
- 33 A genus of about 100-170 species of flowering plants in the family Brassicaceae, with the highest species diversity in the Mediterranean region. (7)
- 34 Capital of the state of Nebraska (7)
- 36 A natural earth pigment containing hydrated iron oxide, which ranges in color from yellow to deep orange or brown (5)
- 37 Relating to the ranch of Orthodox Judaism that promotes spirituality and piety (7)
- 38 Pretence that your position is stronger than it really is (5)
- 39 People who stand to inherit (5)