



TEACHERS' UNION OF IRELAND / AONTAS MÚINTEOIRÍ ÉIREANN

# n e w s

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*Seán is one of thousands  
of children who  
began school this month.*

*They  
represent  
our country's  
future.*

*Help protect  
our education  
system from  
further  
cutbacks.*



TUI PRESIDENT, DON RYAN

In welcoming you back to your respective schools, centres and colleges it is with the knowledge that you return to an education system that has been decimated by the various cuts applied to it over the last year.

Our schools, our colleges and our children are hurting and will hurt more.

The education system in this country has been and continues to be delivered mortal blows.

David Begg in his address to the ICTU Biennial Conference in July referred to 'the threshold of decency' that we must not pass. The government of this country overstepped this threshold when it used our children as scapegoats in its attempt to resolve a financial crisis caused largely by its own mismanagement.

While calling for solidarity and co-operation – but at the same time protecting the vested interests of the greedy - this government was punishing the most vulnerable, the most educationally marginalised and the most disadvantaged in our society. Students and schools did not cause the problem. The education and future of our children should not be undermined to solve a financial crisis caused by the greed of

capitalists, aided and abetted by government.

In our attempts to right our listing economic ship we must protect the cornerstones of our society, especially education and other essential services. The savings made in penalising our children in order to correct the financial mismanagement of the country must be put against the price the economy and society eventually pays – in social welfare and health costs as well as in the social and general welfare costs of creating a new unemployed urban and rural underclass.

Good public services cost money. One of the foundation stones of our way out of the economic crisis in the mid-1980s was to trade wage restraint for improved public



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services. That was a major part of the partnership agreements. When our national debt in the mid-80s was about 140% of GNP, when inflation was at 15% and when unemployment was at 17%, we didn't make our education system victim to the problem, as we are doing now.

The Report of the Special Group on Public Service Numbers and Expenditure Programmes (An Bord Snip Nua Report) proposes further decimation of the education system in order to save three quarters of a billion euro to the exchequer. Many of the proposals are completely unacceptable and will be resisted by the TUI. For example, if implemented, the recommendation to further increase the PTR would make schools inoperable and would threaten the very existence of many smaller schools.

A reduction in staffing at third level would be potentially catastrophic for students at a time when there will be an unprecedented demand for places through CAO applications in the coming years, while the amalgamation of Dublin Institute of Technology (DIT) with the Tallaght and Blanchardstown institutes on the Tallaght complex makes no economic or practical sense whatsoever.

TUI also strongly rejects the recommendation that Tipperary Institute should be closed. This

serves a vital role for the region, catering for local economic needs through its courses and offering a high quality education outlet.

TUI has consistently stated that the application of a fair and progressive taxation system is the appropriate means of closing the gap between expenditure and income. We won't get out of the current economic crisis on the backs of young children and we will all pay a heavy price for cutting an already under-funded education system.

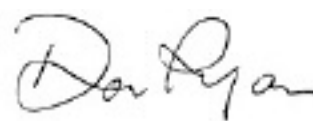
Over the last number of weeks the TUI has become embroiled in a debate with the Department of Education and Science and the Minister on a number of issues of public concern that we have raised. These include the loss of teachers, the withdrawal of funding for school books and our direction to members on class size. The DES now acknowledges that its estimate of 240 job losses was grossly wide of the mark but it is still worrying as to why it releases data in the public domain that is inaccurate and misleading.

Since the announcement in last year's budget we along with other organisations, such as St. Vincent de Paul and Barnardos, have asked the Minister to revoke the decision to withdraw funding for school books. It is acknowledged by all that this is one of the cruellest of all the cuts applied. The Minister's only response

is that schools should find the money elsewhere including taking money from the capitation funding given to schools to meet day-to-day running costs.

For the past thirty years at the commencement of the school year TUI has reminded its members of the directive on class size. This instruction is based on sound educational and health and safety principles, and corresponds to the DES guidelines on class size.

I encourage every new entrant to the teaching and lecturing profession and those who for various reasons have not yet become members to join TUI immediately. There is a great wealth of expertise and experience available to each individual member of the union as well as the support of your union colleagues if required. Those teachers and lecturers who are not members of the union leave themselves extremely vulnerable should a complication of any kind arise especially in these uncertain times. Membership of TUI offers you protection. It also makes you part of a strong coherent national voice promoting the profession as a whole.



Don Ryan  
TUI President



# Ireland's Current Economic Situation

It is widely known that the country is in an economic mess of unprecedented proportions. It is going to take unprecedented measures to resolve the current crisis. It is accepted by most that whichever Government is in office from among the available options, that the actions to be taken would be broadly similar. A left leaning Government would probably put more emphasis on taxation than the current Government which is more focussed on public service cuts. However, there is generally acceptance that a measure of both increased taxation and public service savings are necessary. The criticism to be made of the present government has less to do with the remedial efforts being made to get out of the crisis and more to do with having got into the crisis in the first place. It is also generally accepted that the workers of the country are not responsible for having caused the difficulties in the first place. However, it does not follow and probably will not follow that workers will escape unscathed from the many of the worst effects of remediation of the problem.

## Cuts and Taxes

The Government is threatening to impose a range of cuts listed in the McCarthy Report and to make changes to the current taxation system. (See report on the Commission on Taxation) (<http://www.commissionontaxation.ie/downloads/Commission%20on%20Taxation%20Report%202009.pdf>).



It appears that there are no areas of public spending which will be seen as exempt from cuts. In addition, there are few areas which will not be seen as having scope for increasing taxation. The following are among the possible cuts that have already been flagged in the media and elsewhere:

- ◆ pay cuts in the public service
- ◆ pension cuts in the public service
- ◆ changes to pension arrangements for new entrants and for currently serving public servants
- ◆ cuts in public service numbers
- ◆ significant redeployment of public servants
- ◆ cuts in social welfare rates payable
- ◆ cuts in minimum wage
- ◆ increased levies
- ◆ increased taxation in general
- ◆ increased taxation of pensions, particularly pension lump sums
- ◆ cuts in all forms of public service spending as exemplified in the McCarthy Report.
- ◆ cuts to/abolition of certain allowances

The threats to the education sector and consequently to TUI members which have been reported over the summer are similar to the above and include the following:

- ◆ Reduction in teacher numbers through a change in pupil teacher ratio and by other means of teacher allocation.
- ◆ Cuts in staffing numbers in higher education institutes (IOTs and other colleges).
- ◆ Prohibitions on promotions to posts of responsibility in schools and to any promotions in higher education.
- ◆ Suspension of incremental progression and of AL to L progression
- ◆ Pay cuts, i.e. cuts from the basic level of pay.
- ◆ Pension cuts. These would be as a consequence of pay cuts in order to preserve the principle of parity of pensions.
- ◆ Threats to conditions of service at both second level and third level.
- ◆ Cuts as outlined in the McCarthy Report some of which are more

acceptable to the Union than others.

- ◆ Undermining of the current pension arrangements for public servants

It is the job of the TUI to both protect the education service in which our members work and to protect the jobs and conditions of service of the members.

The Union will campaign and will be a strong voice for teachers and for the education service and, in particular, will highlight the following:

- ◆ cuts which hit the most marginalised in society
- ◆ cuts which make no economic sense
- ◆ cuts which will worsen the capacity of Irish society to respond following the current crisis
- ◆ cuts which will have a long-term effect on society, both at an individual and family level
- ◆ cuts which will have an overall economic cost through increased dropout rate of students
- ◆ cuts which will lead to lower levels of participation in education
- ◆ cuts which will lead to greater

likelihood of unemployment of young people with the consequent cost to the state through the payment of unemployment and through lost taxation

- ◆ cuts which will lead to additional health costs which have been shown have a direct relationship to education levels.

TUI must work along with its colleagues in ASTI, INTO and IFUT, and the four unions must operate together both in terms of their strengths within ICTU and the overall strength of their members. The unions must also work in conjunction

with the other unions within the Public Services Committee of the Irish Congress of Trade Unions.

The clear objectives of the public service unions have been stated as the protection of jobs, pay rates and pensions. In addition, there is an overall commitment to the removal of the moratorium on promotions and appointments, the removal of the pension levy and the development of a fairer and more broadly based taxation system. These issues can only be addressed by the combined action of the unions in question and by all the members working towards one end.



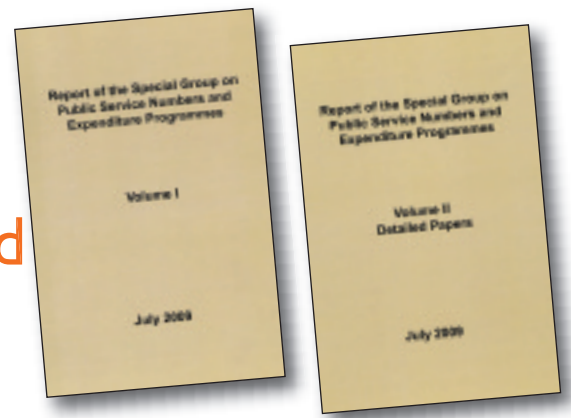
## The Lisbon Debate

TUI, as a Union, is not supporting either the YES or the NO campaign in the forthcoming referendum. TUI has always been non-aligned in political terms and, without a specific mandate to support one side or the other, is not giving specific advice other than to vote. As always, we would recommend that members would carefully examine the arguments and would make up their minds based on factual information rather than speculation or hearsay and would exercise their right to vote.

A number of queries have been received in this office in relation to the Union's stance on this issue and it is felt that this clarification should be given.

# McCarthy Report –

## A threat to education in Ireland



The recently published Report of the Special Group on Public Service Numbers and Expenditure Programmes, otherwise known as the McCarthy Report or the Report of An Bord Snip Nua, recommends public expenditure cuts of some €5.3 billion to be made principally in the coming year. In addition, it goes outside of its terms of reference and states that there must be public service pay cuts as well as pension reductions for public servants including currently pensioned public servants. As part of its recommendations, the Board has recommended a reduction in expenditure in education and science of some €746 million as being a full year saving with staffing reductions of 6,930.

TUI has, in the past, recognised that there is an unprecedented economic crisis in terms of public sector income and expenditure. The Union further recognizes that the gap between income and expenditure can only be addressed by an increase in income, i.e. taxation, or by a reduction in expenditure or a combination of both. The Union's strong preference is for the greater emphasis to be placed on taxation increase, particularly in terms of a broad based progressive taxation system and the Union looks forward to such proposals in the Report of the Commission on Taxation.

In responding to the Report on Public Expenditure, the Union will provide a detailed response and commentary on the proposals in respect of education and will seek to assess the relative merits. The Union accepts that some of the recommendations do make sense and do not pose a problem to the Union. Others would seriously damage the education system. The Union will also provide a broad response to the overall report. The priority for the Union in its response is the

protection of the education system with particular reference to the protection of the vulnerable and disadvantaged members of society.

The Executive Committee members are at present consulting with members and branches in their area before coming to a final position on the detailed proposals in the report.

Volume II of the report details the cuts being proposed and the proposed saving under each heading.

Clearly the major items for TUI and our colleagues in other teacher unions are the staffing reductions and the threats to conditions of service.

It is inconceivable that anyone with any idea as to how the education sector operates can rationally contemplate further cuts in teacher numbers.

There are significant threats to the teacher and the lecturer contract contained in the proposals. TUI will resist any attempts to unilaterally change the conditions of service of its members using whatever means are at its disposal.

### MAIN PROPOSALS

#### Administration

**Proposed Staff reductions of 170**

**Proposed Annual savings of €9.9m**

- Outsourcing payroll function
- Suspend additional recruitment to the National Education Psychological Service (NEPS)
- Reduction in allocation to inspectorate
- Reduction in administrative staff

#### First Level Education

**Proposed Staff reductions of 3,400**

**Proposed Annual savings of €311.0m**

- Increase the staffing schedule at primary level – cut from 27:1 to 28:1
- Amalgamation of smaller primary schools
- Staffing Efficiencies in the Primary/Post Primary Sector
- Under the following headings  
*Supervision and substitution: Sick leave arrangements: In-service provision: Teaching hours: Management allowances: Summer Courses:*
- Reduction in the number of Special Needs Assistants
- Progressive further reduction in the number of English language support teachers
- Decrease in the main capitation grant

#### Second Level and Further Education

**Proposed Staff reductions of 1,240**

(This does not include the impact of VEC rationalisation.)

**Proposed Annual savings of €114.2m**

- Rationalisation of VECs – reduction from 33 to 22  
In addition the possibility of amalgamating the VECs with the local authorities could also be considered.
- Reduction in the capitation grants
- Increase in the staffing schedule for non-fee-paying schools from 19:1 to 20:1
- Staffing Efficiencies in the Post Primary Sector under the following headings
  - o *Supervision and substitution*
  - o *Sick leave arrangements*
  - o *In-service provision*
  - o *Teaching hours*
  - o *Management allowances*
  - o *Summer Courses*

- Reduce State support for fee-charging schools
- Integration of Senior Traveller Training
- Discontinuation of Comhairle um Oideachas Gaeltachta agus Gaelscolaíochta COGG)

### Third Level Education

**Proposed Staff reductions of 2,000**

**Proposed Annual savings of €271.2m**

- Staffing efficiencies across the third level sector
- Institutes of Technology

#### Academic staff

##### Contracted time

Other contractual issues

Concerns

- no contractual requirement to be on campus other than for delivering lectures
- no system of accountability for the performance of non-lecturing duties.
- problems when dealing with part-time staff in the context of part-time legislation.
- extra payments for work forming part of normal duties (i.e. correcting exams);
- weighting allowance for hours worked after 6pm of 1.5
- rates of pay in music schools for one-to-one tuition.

#### Non-academic staff

Terms and Conditions

Other inefficiencies

### University Sector

- the introduction of a formal academic workload management system across the sector;
- agreement on increased teaching hours for non-research active staff and

minimum undergraduate teaching commitments for senior academic staff;

- implementation of performance management across the system;
- more flexible staff transfer arrangements to enable redeployment of staff to areas of priority;
- under-utilisation of resources, both human and infrastructure, over the extended holiday period.

### Rationalisation of third level institutions

Abolition of the *Tipperary Rural and Business Development Institute* (TRBDI)

Amalgamation of the *Dublin Institute of Advanced Studies* (DIAS) with UCD or TCD

Amalgamation of DIT and two Dublin-based IoT's

Amalgamation of *National College of Art & Design* (NCAD) and the *Dún Laoghaire Institute of Art, Design & Technology*

Rationalisation of the remaining smaller institutions.

Merge HEA with D/E&S

Reduce allocation for the teacher training colleges

More efficient allocations for research and development

Reduction in the allocation to the *Strategic Innovation Fund*

Rationalise research administration at the third level institutions

Reduction in the allocation to the *Student Support Scheme*

Discontinue funding for *Grangegorman Development Agency*

Abolition of *National University of Ireland*

Re-Introduction of Third Level Fees

### Other Services

**Proposed Staff reductions of 120**

**Proposed Annual savings of €39.6m**

Reduce allocation to school transport

Reduce allocation for teacher training & funding for Education Centres

Absorb *National Education Welfare Board* (NEWB) into D/E&S

Absorb *National Council for Special Education* into D/E&S

Reduce allocation to certain Local Drugs Task Force (LDTF) Projects

Reduction in allocation for *National Council for Curriculum and Assessment* (NCCA)

## ICTU Success

TUI News congratulates the five teacher union representatives who were successful in being elected to the Executive Council of Congress. TUI General Secretary, Peter MacMenamin, is one of the five.

This is the first ever occasion on which as many as five teacher representatives have been elected to the ICTU Executive. Peter was elected on the first count as was the ASTI General Secretary, John White, and the IFUT General Secretary, Mike Jennings. Sheila Nunan, INTO General Secretary Designate, and Máire Ní Chuinneagáin, INTO President, were both elected on subsequent counts.

It is hoped that the five representatives from the four teacher unions will be in a position to make a significant impact in the interests of education.



# TUI Directives - for your protection

TUI has reissued to schools a number of directives which were put in place previously. These have all been issued to schools, both by letter and in poster form for display in staffrooms. The directives are as follows:

## Directive on Class Size

The following is the TUI policy on Class Sizes:

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

(a) Materials Technology Wood  
Materials Technology Metalwork  
and All Science subjects      20 (rec)    24 (max)

(b) Art and Technical Graphics    20 (rec)    24 (max)

(c) Home Economics                    16 (rec)    20 (max)

2. General Subjects Classes not covered by the above                    -                    30 (max)

3. Remedial Classes                    -                    15 (max)

4. Physical Education                    24 (rec)    30 (max)

5. Information Technology                    -                    24 (max)

Members are reminded of the above policy and are directed to continue to implement it.

## Class Size Directive Clarification

One directive which received considerable attention in the national media recently is the Union's directive on class sizes.

The Union's class size policy was passed at Congress many years ago and this directive has been issued and reissued virtually every year since then.

The purpose of the policy is to maintain class sizes within the overall guidelines as issued by the Department of Education and Science at the time.

The Union has also issued to all school representatives a carefully formulated set of procedures for the implementation of this directive. It is the Union's experience that once these issues are brought to the attention of school management that they are generally resolved.

Some national media misrepresented the Union's position as indicating that the Union was instructing its members to walk out of classes. This is not, in any way, part of the instruction to members. Item 8 of the 11 point procedures prescribes that, as a last resort and in the event of a refusal to address the issue by school management, the class be escorted by the teacher to a safe place and left in the charge of an appropriate member of the school authorities. This does not, under any circumstances, amount to walking out of a class or of leaving a class unattended. It is the Union's view that this would be an irresponsible and unprofessional action and the Union regrets that the carefully formulated procedures have been characterised in this way.



## Directive on Meetings

With regard to meetings, TUI members are directed:

To withdraw from the following activities with effect from Tuesday, 31st March 2009

- (a) Parent/teacher meetings outside of school time;
- (b) Staff meetings outside of school time;
- (c) School development planning meetings.

### Clarifications:

The only **parent/teacher meetings** referred to in part (a) of the directive are those set out in circular M58/04 i.e. three formal parent/teacher meetings per year which commence at 4.15 p.m. and conclude at 6.45 p.m. There should therefore be no such meetings outside of school time.

The **staff meetings** referred to in part (b) of the directive are those set out in circular M58/04 i.e. one staff meeting per term held half in and half out of school time. Staff meetings may continue to take place but must conclude at the end of normal school time.

The **school development planning meetings** referred to in part (c) of the directive refer to meetings additional to timetable hours held with the specific purpose of preparing/developing The School Plan. It does not include inservice days/workshop sessions conducted by the school development planning initiative inservice team for which teachers are freed from normal teaching duties. Post-holders with responsibility for school development planning should continue to carry out their duties.

## Directive re Whole School Evaluation and Subject Inspections

Members are directed to limit co-operation with Whole School Evaluations and Subject Inspections as set out below:

By statute, inspectors must be “accorded every reasonable facility and co-operation by the board and the staff of a school or centre for education”.

In the context of the swingeing cutbacks in education and the consequent increased workload placed on teachers including Principals, the TUI, in conjunction with the ASTI, directs that such co-operation with the inspectorate should not involve formal pre-evaluation or post-evaluation meetings or meetings with in-school management teams, subject teachers individually or as a group, school planning, education support, pastoral care or other teams.

Documents and information requested by the inspectorate which are available to the Department of Education and Science should be obtained by the inspectorate from the Department of Education and Science and not furnished by the Principal or other teachers. Documents requested by the inspectorate other than the above should only be provided where they have been completed and finalised by the Board of Management and should be those listed on page 7 of A Guide to Whole School Evaluation in Post-Primary Schools (see overleaf).

Teachers should conduct their classes as normal in the presence of the inspector as required.

## Directive re Posts of Responsibility Moratorium

TUI members are directed:

- **Not to agree to alter existing post duties in any way which will increase the workload of individual posts of responsibility;**
- **Where a post of responsibility is vacated, members are not to undertake any duties thereby arising unless they are pensionably remunerated for this.**

The Executive Committee has decided that the implementation of this directive means that while changes in the duties relating to posts of responsibility may take place in the same manner as heretofore, any such review brought about must not result in an increased workload being placed on individual holders of posts.

Reviews of posts may be conducted in accordance with circulars CL 20/98 in vocational education committee schools and CL 23/98 in community/comprehensive schools. Both state the following:

*The duties of a post may be varied from time to time, following a consultative process, as the needs of the school require subject to the revised post carrying, in general, the same level of responsibility as the previous one.*

Any such review brought about must not result in an increased workload being placed on individual holders of posts.

In addition non post-holders must not perform duties arising because of the moratorium on filling posts unless they are pensionably remunerated for this.

# “Sport is a form of enjoyment to students and it imposes a discipline that stands to them for life.”

Kerry senior football trainer and TUI member Jack O’ Connor took some time out from preparations for this year’s All Ireland Football Final to talk to TUI News about the importance of sport in schools and the damage that could be done by education cutbacks.



## How important is sport in schools?

It's the reason some kids actually go to school and it makes it much more enjoyable for them. I think that sport is first of all a form of enjoyment to students and it also imposes a discipline that stands to them for life.

## Can it improve morale and atmosphere?

Absolutely, it's certainly good for the morale of a school. We'd a situation this year where we won the Hogan Cup and it was a huge boost to the morale of the school. It brightened up the atmosphere and made the teachers and students proud to be part of the school.

## Will the reduction in substitution provision and other cutbacks have a negative effect going forward?

Of course it will have a negative effect because teachers are being squeezed from all sides and principals are also being squeezed. In our own school we've lost three teachers and one of those teachers trained the Hogan Cup team with me and he's a huge loss to the school. He'd given up a full-time job in Dublin to come down

working in Kerry and everybody thought very highly of him but unfortunately he's gone by the wayside because of the cutbacks and he's a huge, huge loss to the area. That's just one example of a man who gave an awful lot of his free time after school training that team. He hasn't been rewarded for his endeavours and he just had to go and look for another job.

## Do you think the volunteerism of teachers is appreciated?

I suppose that example isn't a great signal that somebody who gave their free time and because of cutbacks isn't rewarded with a permanent contract. I think in general teachers are under pressure and principals and management in schools are under pressure and it's often the extracurricular activities that get squeezed out then. It's often games and other extracurricular activities that make school attractive to kids. A lot of the time it's the extra stuff that teachers do that brightens up the atmosphere for them and the school experience certainly wouldn't be as enjoyable without the extra input that volunteering gives.

## Can sports play a role in retention of some students who may otherwise be tempted to leave before sitting the Leaving Certificate?

I know for a fact that sport keeps many students on in school and prevents them from leaving early. I can see nothing but positives to sport in school.

## There seems to be a general consensus that the quality of schools football is extremely high. Why do you think this is?

I think there isn't the same pressure that you get at senior level because the kids just go out and play for enjoyment. This year for example we had a lovely free flowing team with very good natural forwards and they played a lovely brand of football and we got great satisfaction out of being involved with them because they were such a footballing team. They didn't have negative bones in their bodies so they went out and played positive football and for me I could safely say that the Hogan Cup semi final against Dungannon this year was the best display of any team I've been involved with.



COLÁISTE NA SCEILGE, 2009 HOGAN CUP WINNERS

### Apart from the obvious, how does managing at inter-county level differ from coaching school teams?

Obviously there's more pressure at inter-county level because there's more scrutiny whereas you can work away with a college team. You're under the radar and you can try things that you might not do at inter-county level. It works well for me because sometimes I experiment with the school team and if it works well I bring it into the senior set-up. They complement each other well.

### Where do you see GAA in relation to rugby and soccer in schools?

I don't think we've a big enough population down here to cater for all different codes. What happens then is that the best players play all the games and they get burnt out. By and large, the best players down here just concentrate on Gaelic football and that's why they're winners and that's why they're consistently at the top.

It often happens in places like Dublin where Gaelic football might be the second or third game and when they get to senior level they're not as natural as they should be.

### What can young teachers gain by getting involved in coaching?

There's great satisfaction in it and it also allows them to build up friendship with the kids in a different environment. In the classroom situation you're the 'máistir' at all times whereas it's more of an even relationship out on the football field.

### How important a job is teaching today?

By and large teachers work very hard and are very conscientious. They've a very responsible position in society. Kids model themselves on teachers. I know I modelled myself on a few teachers who taught me and they left a lasting impression. Teachers should never underestimate the effect they have on students or how much students need role models, particularly in this day and age when families are under pressure and maybe not stable as they used to be in the old days.

### How would you improve the education service?

I'd make some subjects a bit more relevant to day-to-day life rather than the kids failing to see the connection between the subjects they take and the broader society.

### In addition to yourself, Brian Cody, Mickey Harte, Ger Loughnane, John Allen, John O'Mahony and Donal O'Grady all are, or were, teachers.

### Why do you think so many teachers end up as successful inter-county managers?

There's probably an advantage in that you're dealing with people every day and learning tricks that you can maybe use when you're managing, particularly in the area of discipline.

The summer holidays are a great help too because inter-county management is a full time job on its own. I think they certainly complement each other.

### Is it important to recognise sport as a vital part of Irish society?

Absolutely. There are so many temptations for kids today. I see the main benefits of sport being from the point of view of self discipline. If you're involved in sport, you're watching your diet, you're not drinking too much, you're not getting involved in drugs. That's why I think it's self financing. If you put money into sport it keeps young people out of trouble and there are less problems with drink and drugs.

In rural areas, particularly rural clubs, it gives a fantastic identity. I'm from a very small club myself, Dromid Pearses, and it offers a huge sense of camaraderie and togetherness. For someone like Declan O'Sullivan to bring Sam Maguire back to a small club like Dromid Pearses was fantastic.

### Will the moratorium on posts of responsibility have a negative effect?

Of course it will, it's sport and extracurricular activities that will get squeezed. Teachers will be under more pressure because they have more work to do. They'll have less free time to get involved after school. Everything has a knock on effect.

### Are there challenges ahead for the GAA in schools?

I feel that the GAA can no longer afford to be blasé with coaching because other codes are putting coaches into schools. Rugby is now a very glamorous game and the same with soccer. It was fine before because it was often the only game played in rural areas, but now there are coaches coming in from other codes and I think eventually the GAA will have to put coaches into school because teachers are getting squeezed so much that they won't have the time or the inclination to do it.

# TUI in the media

A small sample of recent TUI coverage in the national media. See [www.tui.ie](http://www.tui.ie) for full details.

## 90% PARTAKE IN PROFESSIONAL DEVELOPMENT

**Irish Times, June 17th 2009**

The OECD report found that almost 90 per cent of Irish teachers had undertaken some form of professional development in the previous 18 months. However the average number of days spent by Irish teachers on professional development was under six a year, compared to a survey average of 15.

The Teachers' Union of Ireland (TUI) said the report highlighted how the commitment of teachers to continuing professional development was not matched by the Department of Education.

## ICTU BIENNIAL CONGRESS

**Irish Independent, July 10th 2009**

The warning came as the Irish Congress of Trade Unions (ICTU) was urged by education unions, including TUI, INTO, ASTI and IMPACT, to veto further cutbacks and demand the restoration of strategic budgets.

TUI president Don Ryan claimed the Government had "cut the legs from underneath an already creaking education system".

"Our schools, our colleges and our children are hurting -- and will hurt more," he warned.

## BORD SNIP PROPOSALS

**Irish Times, July 17th 2009**

Radical cuts of €746 million in the education sector are identified in the McCarthy report, including 6,390 job losses, mergers of smaller rural schools, increased pupil-teacher ratios and significant mergers across third-level colleges.

Teachers' Union of Ireland (TUI) deputy general secretary Annette Dolan said "the attacks outlined . . . would represent an educational disaster and light a short fuse on a social time bomb".

## BORD SNIP PROPOSALS

**Irish Independent, July 18th 2009**

An Bord Snip's proposal to move Dublin Institute of Technology (DIT) to Tallaght has been dismissed as "blatantly flawed". There would not be enough space for DIT's 34 separate locations, along with

Blanchardstown and Tallaght IT, on the site, it was claimed last night.

Annette Dolan, deputy general secretary of the Teachers' Union of Ireland (TUI) said it made no sense. Ms Dolan said the third-level cuts would "destroy the economic engine for a few drops of oil".

## BORD SNIP PROPOSALS

**Irish Times, July 22nd 2009**

The Teachers' Union of Ireland (TUI) has warned that cuts proposed in the numbers of language support teachers could prevent children from non-English speaking backgrounds from integrating into the wider community.

## INSTITUTE CONTRACTS

**RTE's Morning Ireland, July 30th 2009**

Union General Secretary Peter MacMenamin responds to Comptroller and Auditor General report on the fulfilment of employment contracts in Institutes of Technology.

## TEACHER NUMBERS FOR 2009/10

**Irish Times, August 7th 2009**

More than 3,500 second-level teachers are set to lose their posts on the basis of new Department of Education figures, the Teachers' Union of Ireland has claimed. The union said the figures for 2009-10 staffing levels – published on the department's website – indicate that the scale of job losses will be "shocking and absolutely devastating to the prospects of our young people".

## TEACHER NUMBERS FOR 2009/10

**Irish Times, August 8th 2009**

But, amid the sound and fury, the Minister's own claim that only 240 posts would be lost is also looking a great deal less credible. The TUI, whose influence has increased dramatically in recent years, was the first to realise the PR potential of the department's list.

**Irish Examiner, August 17th, 2009**

Teachers' Union of Ireland president Don Ryan advised students not to be too disappointed if they have not been offered a course this morning.

"They may yet be offered their chosen

course in the later rounds of offers and they should bear in mind that hundreds of courses in the further education sector, including Post Leaving Certificate (PLC) courses, facilitate the first steps of a different access route to higher education and their chosen careers," he said.

## FEES MAY BE INTRODUCED

**RTE News, August 20th 2009**

"There is a complete lack of clarity for students who understood that up until recently that once they started on a course, they would be allowed to complete it without fees being charged."

Peter MacMenamin responds to confusion over letter issued to students by the HEA.

## NO BOOKS

**Irish Times, August 25th 2009**

Last night, the Teachers' Union of Ireland (TUI) said "some teachers have already been told to be ready for classes in September with no books and to make alternative arrangements for class tuition". TUI general secretary Peter MacMenamin said he sympathised with the St Vincent de Paul position.

"We believe there should be no syllabus changes while the book grant remains suspended. Pressure should also be exerted by the department on publishers to avoid the unnecessary production of updated editions in the current climate."

## WARNING FROM PRINCIPALS

**Irish Examiner, August 27th 2009**

Principals have warned that cutbacks are creating major problems organising timetables and subject choices for students as they prepare to open hundreds of second-level schools in the coming days. In a rare public statement, school heads who are members of the Teachers' Union of Ireland (TUI), said they are having severe difficulties and finding it almost impossible to finalise class timetables because of uncertainty over teacher allocation and the range of cutbacks taking effect this term.

## CLASS SIZE DIRECTIVE

**Pat Kenny Show, RTE Radio 1, August 28th 2009**

TUI General Secretary Peter MacMenamin clarifies union's class size directive, which has been in place for 30 years and maintains educational quality while also ensuring health and safety.



# Removal of school book aid – the cruellest cut of all

Hundreds of students around the country will attend classes without school books this year. TUI is appealing against the removal of school book aid, which has resulted in some teachers already being told to prepare for classes next week with no books and to make alternative arrangements for class tuition. The union is also looking for pressure to be placed on publishers to prevent the production of needless updated editions of textbooks.

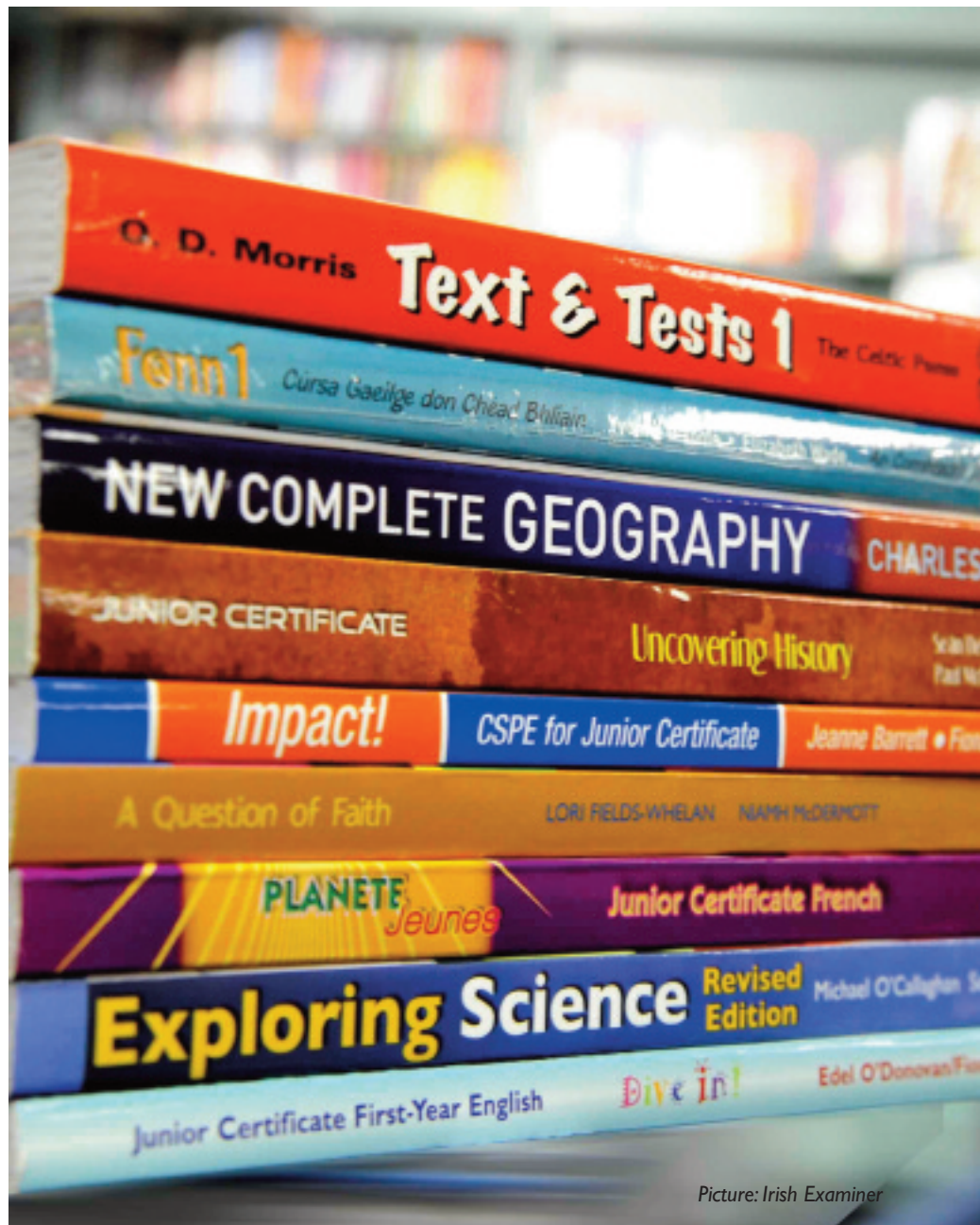
“TUI represents teachers in schools in some of the most deprived communities in Ireland,” said TUI General Secretary Peter MacMenamin.

“Members are expressing grave concern to us that classroom activities will be severely affected due to the removal of school book aid and the worsening financial situations of families.”

“This primitive budgetary measure will save the State a meagre €7.5m per annum and leave hundreds of students without textbooks. Some teachers have already been told to be ready for classes in September with no books and to make alternative arrangements for class tuition.”

It remains TUI's position that there should be no syllabus changes while the book grant remains suspended. Pressure should also be exerted by the Department on publishers to avoid the unnecessary production of updated editions in the current climate.

“Every time there is a syllabus change all previous books for the subject are made redundant and new books are produced by the publishers. This will put impossible pressures on families who once benefitted from the book aid and are already in dire financial straits due to a range of pressures,” said Mr MacMenamin.



Picture: Irish Examiner

Even before this latest cutback, Ireland had the unwelcome distinction of being one of the few European countries where schoolbooks are not provided free to all students in the education system. Students across the border or across the Irish Sea continue to have an automatic entitlement to free school books.

*Can you provide information to TUI on the negative effects of the removal of the school book grant or other cutbacks in your classroom? If so, please send details immediately to [tui@tui.ie](mailto:tui@tui.ie) with 'Education Cuts' in the title of the email. Such information would be of great use to TUI for media campaigns and other lobbying purposes.*

# Teaching Council Registration Update

The process of establishing the Register of Teachers has been completed and the Teaching Council's focus is now on maintaining the Register. In order to maintain their registration, registered teachers must renew annually, on the anniversary of the date of their registration. For approximately 80% of teachers, this date is 28 March annually and the Council would like to thank all those teachers who have renewed their registration.

For teachers who missed their registration renewal deadline, but who wish to remain on the Register of Teachers, the Council is continuing to facilitate retrospective renewal i.e. renewal of registration with effect from 28 March 2009. It has issued reminders to all such teachers to return

their renewal form and fee to the Council without delay or, alternatively, to renew online through the homepage of [www.teachingcouncil.ie](http://www.teachingcouncil.ie). A final reminder notice is expected to issue shortly after the school year commences in the autumn.

Teachers who do not renew within one month from the reminder notice date will have their names removed from the Register.

When Section 30 of the Teaching Council Act, 2001 is commenced by the Minister for Education and Science, registration will be a requirement for all teachers wishing to teach in recognised schools and have their salaries paid from State monies. On the recent occasion of the formal appointment of the 37 members to the new Council in

March 2009, the Minister for Education and Science, Mr Batt O'Keeffe, T.D., informed the assembled Council members that it was his intention to bring forward legislation to commence Section 30 of the Act shortly.

Registered teachers who allow their registration to lapse and who subsequently wish to re-register with the Teaching Council will be required to undergo the full application process including submission of academic results transcripts and complete the process of Garda vetting. This process may take up to twelve weeks. The TUI, therefore, strongly advises its members whose registration renewal is outstanding, to renew without delay.

## Extract from a recent North South Ministerial Council Joint Communiqué Obstacles to Cross-Border Mobility

The Extract below from a recent North South Ministerial Council, sets out the developments in respect transferability of pensions between North and South.

7. On the transfer of pension rights on a cross-border basis, the Council noted that a number of possible options had been identified. Given the cost implications and the current economic climate, the Council agreed that reciprocal membership arrangements of the Transfer Network and the Transfer Club pension schemes in the respective jurisdictions is not a viable option at this time.
8. The Council, however, also noted that recent changes in pension arrangements are likely to be helpful in enabling the transfer of the value of accrued pension entitlements from one jurisdiction to the other.
9. The Council agreed that measures should be taken to provide additional information on pension issues to teachers and others in the public sector who wish to transfer to work in the other jurisdiction. It asked the NSMC Joint Secretariat, in conjunction with Finance Departments and key stakeholders, to develop a plan to address the matter which should include information on recent changes in pension arrangements.

# 2009 Third World Fund



The Third World Fund for 2009 will have at its disposal an amount in excess of €13,500. The fund is used to aid developmental, education and trade union projects in underdeveloped countries.

If you have a project which you would like supported with money from the Fund, please make a written submission to Hilary O'Byrne, Administrative Officer, before 10th November 2009 outlining details of the project. Applications for moneys from the Third World Fund are only considered at

the November meeting of the Finance Sub-Committee each year.

Last year a total of 17 projects received a contribution from the Third World Fund. Examples of some of the of projects contributed to were:

- Foghlaim – Napal library projects
- Basic school equipment for a Salesian School in Kibungo, Rwanda
- Medical supplies for a mother and baby clinic in the Dogon region in Mali

- Furnishing school rooms in Mirvah, Pakistan.

Each of the funded projects received between €850 and €700 each. While the amount for each project is small, the feedback we get from the various recipients indicates that your funding of these projects makes a significant impact and is greatly appreciated. There is also the added bonus that the money goes directly to the projects concerned.

## 'Do we have 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 unpaid leave?

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

Dara Blighe, Membership Secretary, TUI,  
73 Orwell Road, Rathgar, Dublin 6.

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

Representative, from Head Office or in this issue of TUI News. (page 30)

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

Help keep our data base up to date – keep us informed!



# 30,000 potential students miss out on PLC place

TUI research shows that the number of applications for places in Post Leaving Certificate (PLC) courses in colleges of further education has risen sharply with the economic downturn. The union estimates that 30,000 applicants have already been unsuccessful in obtaining a place on a PLC course and has called for a removal of the artificial cap that limits student numbers in such colleges.

The union is seeking that in the interests of upskilling the population, colleges are given the resources to accommodate more students as a matter of urgency.

Trends are the same in every province and in every town and city. Whether it is Cavan, Cork, Dublin, Dun Laoghaire, Drogheda, Limerick, Sligo or Galway, colleges have long waiting lists of applicants who now have little hope of obtaining a place on a PLC course.

Speaking on RTE television news, TUI President Don Ryan said it was unacceptable that “for every two applicants for a place in a college of further education, one has to be turned away.” A staggering 60,000 have applied for just over 30,000 places.

PLC courses are a very cost effective way of up-skilling the population and restrictions on places make no economic, social or educational sense.

Even looking at the situation in purely economic terms, the cost of the extra resources necessary to take on new students would be greatly offset by savings of money otherwise payable in the form of Jobseeker’s Allowance.

Programmes provide students with specific vocational skills which enhance their prospects of securing employment or progressing on to further studies.

All economic commentators agree that the nation requires a highly skilled and well educated workforce to take on the challenges of new opportunities as soon as the green shoots of economic recovery appear. PLC courses can evolve quickly to suit the needs of the local community and as such are of particular importance going forward.

**PLCs can accommodate students on waiting lists if given the resources**

Many of the principals we spoke to stated that they could commence additional courses this week for PLC students on waiting lists if they were given the teaching resources to do so. All that is required is the additional teaching allocation. Additional PLC places would solve many of the pressing needs various Government Departments including Education and Science, Social And Family Affairs and Enterprise Trade and Employment. We urgently request that the go ahead is now given to sanction additional PLC places in colleges which have the space to accommodate additional students.

We call on the Department of Enterprise Trade and Employment to allocate a significant portion of its training budget to the VECs. The VECs have the expertise and track record to provide further education courses tailored to meet the local industry demands and needs, enabling students to enter the workforce or to progress on to further education and training.



**TUI advice to students who are unsuccessful in getting a PLC place**

TUI has sent information to all PLC Colleges with full contact and clinic details for all TDS. We are asking our members to advise unsuccessful applicants to visit their local TDs and explain the harsh reality of not getting a place on a PLC course this year. We are confident that if enough unsuccessful PLC applicants lobby their local representatives and that the Minister for Education and his cabinet colleagues may see the absolute logic and economic sense in giving the green light to additional PLC places right now. In such a case, our members will ensure that additional courses are up and running at the earliest possible time.

A PLC place enables a student – regardless of age - to move forward, increases their chances of securing employment and contributing to economic growth and



recovery. Students in the past have contributed to the development of our Celtic Tiger economy and we are convinced that those graduating from PLC courses in the future would be a further catalyst to economic recovery and growth.

### Students on Waiting Lists

Principals have told us that the applicants for PLC courses this year can be broken down into two categories:

- (i) students who have completed their Leaving Certificate and
- (ii) mature students who have lost their jobs and wished to reskill and retrain.

All colleges have seen a significant increase in applications from both school leavers and mature students.

Rathmines College stated that many of the school leaver applicants this year would in the past have gone straight into employment or taken up apprenticeship places. This year there are neither the jobs nor the apprenticeship places available for these school leavers.

Colaiste Dhulaigh in Coolock stated that the significant increase in the number of mature applicants reflects the huge increase in the numbers of those who have been made redundant.

### Particularly long waiting lists for particular courses

Colaist Dhulaigh in Coolock stated that there was high demand and long waiting lists for courses in the **care area, applied social studies, pre-nursing science, sports science and business**.

Sligo College of Further Education Ballinode confirmed that there were long waiting lists for courses in **childcare, social studies, nursing, business and design**.

### Sample of applications to colleges around the country:

Name of college	No. of Applications 2009	Number of PLC Places 2009	Dis-appointed applicants
Inchicore College of FE	2,500	800	1,700
Rathmines College of FE	1,100	550	550
Colaiste Dhulaigh, Coolock	3,000	1,073	1,927
Ballyfermot College of FE	5,800	1,200	4,600
Cavan Institute	3,000	1,600	1,400
Limerick Senior College	2,600	1,200	1,400
Sligo College of FE Ballinode, Sligo	1,100	600	500
College of Commerce, Cork	3,600	1,845	1,755
Colaiste Stiofan Naofa, Cork	2,070	825	1,245
St John's Central College, Cork	3,400	1,150	2,250
Galway Technical Institute	3,500	950	2,550
Drogheda College of FE	2,500	800	1,700
Waterford College of FE	2,000	850	1,150

Inchicore College stated that many students hoping to get a place on popular courses including **social studies, pre-nursing or sport and fitness** will not even be interviewed because of the excessive demand for places.

Colaiste Stiofan Naofa, Cork stated that the college has had a huge volume of applications for **social studies, music management, leisure and recreation, and sports injuries courses**. The college has 160 applications for 18 places on the sports injuries course. There has been an incredible increase in applications compared to last year. For instance this college had 260 applicants for 24 places on the leisure

and recreation course. Last year there were 140 applications for this same course.

### Impact of Cutbacks will also affect colleges

The introduction of the moratorium on appointments to promotional posts is also beginning to impact negatively on colleges. Sligo College of Further Education Ballinode has to be managed effectively with six less promotional posts. Needless to say, the loss of such posts makes management of colleges significantly more difficult.

# TUI Credit Union News

**Congratulations to the recent winners of the monthly draw.**

Joan Riordan, Meath €1,000  
John McAleenan, Down €500

For members interested in taking out an education loan please contact Nadia – our rates are good.

**May 2009**

Nuala Mannion, Wicklow €1,500  
Anon, Dublin €1,000  
Noel J Carr, Dublin €500

Céad míle fáilte and good wishes to all new teachers. We hope you will join the Teachers' Union of Ireland and also the TUI Credit Union.

We send good wishes for the school year to all our teachers and good wishes also to the All Ireland finalists, guys and girls. Also, a very special congratulations to athlete Olive Loughnane on winning the silver medal in Berlin. As it says on the t-shirt, 'Is Féidir Linn!'

**June 2009**

Anthony Barry, Westmeath €1,500  
Sonja Krzyzanowski, Dublin €1,000  
William Smyth, Offaly €500

For information about joining the Credit Union please call our office in Dublin 01 426 6060 or email: [tuicreditunion@eircom.net](mailto:tuicreditunion@eircom.net)

*E Clancy,  
Marketing Sub-Committee*

**July 2009**

Dermot Connolly, Louth €1,500

Our administrative staff Madeleine, Nadia and Fiona are always glad to help.

## NCCA Course Committees

The following vacancies exist on NCCA Course Committees. If you are interested see the/our website [www.tui.ie](http://www.tui.ie) for guidelines on what the role entails.

Please note nominations must be processed through local branches.

Shortly correspondence will issue to branches seeking nominations and any other vacancies that may arise before the end of September 2009.

### NCCA – National Council for Curriculum and Assessment Vacancies to be filled

**Junior Cycle**

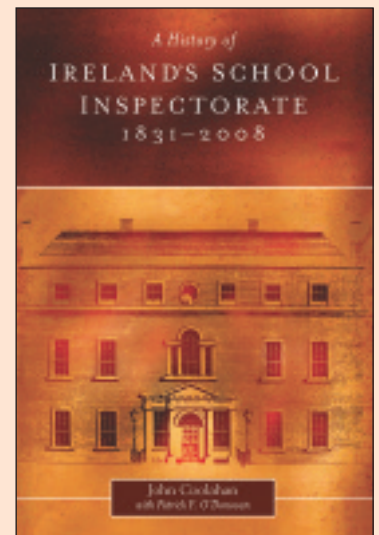
Subject	Position required
English	1
French	2
German	1
Italian	1
Spanish	1

**Senior Cycle**

Subject	Position required
Agricultural Economics	1
Physics	1
French	1
Spanish	1
Technology	1

## A History of Ireland's School Inspectorate, 1831-2008

A History of Ireland's School Inspectorate, 1831-2008 by John Coolahan (with Patrick F. O'Donovan) is a comprehensive study of the development of the Irish School Inspectorate which aims to enrich our understanding of education in Ireland by locating the work of the inspectorate within changing political, social, educational and administrative contexts. In this highly-anticipated work, Professor Coolahan also analyses the radical transformation that has occurred in the inspection of schools in recent years and how this has impacted on Irish education.



Heavily based on original source material, this work is enriched by interviews with the many inspectors whose 'memoire collective' sheds valuable light on the culture of the organization. This book is a major contribution to the history of Irish schooling and educational policy by one of Ireland's leading scholars.

A History of Ireland's School Inspectorate. John Coolahan (with Patrick O'Donovan). Published 2 September 2009; Four Courts Press. 247pp Hardback. ISBN 978-1-84682-211-7 €50.

# eircom Junior Spider Awards - Inspiring the Next Generation

eircom Junior Spider Awards - Inspiring the Next Generation

This unique competition recognises successful and clever ways in which students use the web to benefit their local school communities. It will also provide a benchmark of excellence and best practice in the use of the Internet in education in Irish schools.

For more information and to enter the 2009 eircom Junior Spider Awards simply log onto [www.juniorspiders.ie](http://www.juniorspiders.ie). The closing date for entries is Friday, 6th November 2009 and the awards ceremony will be held on December 18th 2009 at the eircom head office.

The eircom Junior Spider Awards is supported by Business & Finance, The National Centre for Technology in

Education (NCTE), the .ie Domain Registry, Today FM and TV3 and a wide range of education organisations including the teacher unions.

Please contact Orla for further detail 01 416 7800 [orla.mulligan@businessandfinance.ie](mailto:orla.mulligan@businessandfinance.ie) or visit [www.juniorspiders.ie](http://www.juniorspiders.ie)

## Project Forest



The Tree Council is delighted to make Project Forest available to all Transition Year Students. The project is available only on a dedicated web site [www.projectforest.ie](http://www.projectforest.ie)

It takes a wide educational approach to learning about trees. The objectives of module are to create an understanding of the nature of woods and forests, create an awareness of the role of forests in man's existence, encourage a sense of ownership of the forest environment nationally and locally and encourage appreciation of wood as a material

There are four modules:

- \* Biological
- \* Geographic
- \* Wood and Forest Products
- \* Culture

Each module to comprise 2 weeks including 2 double period introductory lessons with desk exercises, 1 field trip, and one post field trip lecture /exercise.

The Project was funded by The Forest Service of the Department of Agriculture, Fisheries & Food and was devised by Dr. Gerhardt Gallagher and Éanna Ní Lamhna.

**Contact Project Forest** Tree Council of Ireland, Seismograph House, Rathfarnham Castle, Dublin 14.  
Ph.01 493 1313; Fx. 01 493 1317; Email: [trees@treecouncil.ie](mailto:trees@treecouncil.ie)

## Inside Education:

A Dedicated Radio Programme for Education News and Stories

103.2 Dublin City FM now presents a weekly programme on education. Inside Education offers an Irish perspective on news and stories from the world of education. It is broadcast every Sunday evening from 7:30 to 8:00 p.m. on 103.2 FM in the Dublin area. Live streaming is available around the world at [www.dublincityfm.ie](http://www.dublincityfm.ie). Podcasts of past programmes can be downloaded from [www.insideed.com](http://www.insideed.com). You can e-mail the programme with comments and suggestions at [insideeducation@dublincityfm.ie](mailto:insideeducation@dublincityfm.ie).

## Strip for Africa 2009

On visiting South Africa in 2005, Aidan Gallagher, a retired teacher, met a local teacher, Isaac Arendse, who is responsible for the development of soccer in all schools in South Africa. Aidan discovered that it is normal for many of the young players (boys and girls) to play in their "skins" or in the clothes they are wearing. This prompted the STRIP FOR AFRICA initiative that aims to fill a 40ft. container with used sports gear – jerseys, togs, socks (*but no boots*) for distribution in South African Schools. Every house in Ireland has discarded sports gear (soccer, GAA, rugby etc). Teams change their strips and style regularly and of course children grow and no longer wear their old jerseys, togs and socks. All of these in good condition and clean are welcome for the STRIP FOR AFRICA 2009 Initiative.

Pick up / drop of points will be on the website site from Monday 7th September:

**The container will be in TEMPLEOGUE COLLEGE, TEMPLEVILLE RD., DUBLIN 6W. from 9th to 22nd Oct 2009.**

Schools may leave bags there during those dates.

Check the web site: [www.stripforafrica.com](http://www.stripforafrica.com) for photographs.

People can also see a documentary on the project on: <http://www.vimeo.com/user1713836/videos>

## Leaving Certificate Science Subjects Second Assessment Component

Science teachers will be aware of the intention to introduce a second component of assessment with a practical dimension in the Leaving Certificate Examinations in biology, chemistry, and physics at some stage in the future. After detailed consideration of a number of possible approaches by the relevant NCCA committees and Council, on which the teacher unions have representation (see [www.tui.ie](http://www.tui.ie) for a list of TUI representatives), it has been decided to conduct a trial in a small number of schools. During the trial, which will be led by the NCCA, examples of practical assessments will be tried out with students in the selected schools. In this way the implication of changes to assessment will be examined and the outcomes will be included as part of the consultation on the revised science syllabuses.

As with Project Maths this initiative represents a new approach to supporting developments in curriculum and assessment that involves NCCA committees, teachers, students and classrooms. It is important that teachers and schools involved in the trial ensure that it is comprehensive and provides robust and detailed analysis on possible approaches to a second component of assessment in science subjects at leaving certificate level. Due emphasis must be placed on the educational and resources implications of each approach examined so that well informed advice can be provided to the Minister for final decision.

Following an invite from the NCCA to indicate an interest, a large number of schools (164) applied to be included in this initiative, from which 12 were selected to participate. Voluntary Secondary Schools, VEC Schools and Community Comprehensive Schools are all represented in the selected group and teacher workshops will commence in September. Once the project is up and running the TUI would appreciate feedback from its members in an appropriate manner. Feedback and comments should be provided to the Education and Research Officer ([bjudge@tui.ie](mailto:bjudge@tui.ie)).

## Implementing National Guidelines for Child Protection

Earlier this year the three teacher unions submitted a joint submission to the Department of Education and Science outlining issues that have arisen in relation to the implementation of child protection guidelines for primary and post-primary schools. The submission primarily addressed issues that arise as a consequence of:

- inappropriate reports of abuse being made to the Department under the Guidelines
- the formal reporting procedures in place within the Department which requires that a report of abuse be brought to the attention of the Health Services Executive.

The Department has recently advised that the Minister for Education and Science considers that it is timely, that in parallel to work on the national guidelines - Children First, to engage with the Education Partners to elicit their views on potential changes that might be desirable in the implementation guidelines for schools.

Accordingly the TUI has been invited to nominate a person to a working party set up to consider this matter and to make a submission to the group. Over the coming weeks the TUI will update the earlier joint submission by the teacher unions, adding any additional points of concern and interest to its members.

Branches and members are invited to forward comments to their area representative or head office by the 23rd September. Comments to head office should be forwarded for the attention of the Education and Research Officer. Email comments should be sent to [showard@tui.ie](mailto:showard@tui.ie).

## Swine Flu – Guidelines for members

The attention is drawn of all members to the guidelines which have been issued by the Department of Education and Science. These guidelines have been drawn up following the best advice from the HSE and the Union is satisfied that the guidelines are satisfactory and are appropriate for application in most situations.

Should any individual member have a particular concern in regard to personal circumstances, specifically whether they should attend in school or college given their own particular situation be that pregnancy; the need to look after children; to look after elderly relatives or the existence of a medical condition which could lead to complications if combined with swine flu, then the specific advice of their personal general practitioner should be obtained and should be followed.

In the event of any difficulty being experienced by members following medical advice given by their GP, then the normal union processes should be followed, i.e. the contact with the local school or college representative in the first instance.

Information for schools, colleges and centres of education is available from the following page on the Department of Education and Science website. [http://www.education.ie/servlet/blobServlet/des\\_swine\\_flu.htm](http://www.education.ie/servlet/blobServlet/des_swine_flu.htm)



credit union ad

# Representation of women in the TUI:

## How can the union ensure that more women get onto the Executive Committee?

The TUI, like other unions in Ireland, has actively promoted equality in its union work. One of the stated objects in the TUI rulebook is "to develop structures and practices to promote equality and inclusion generally and in particular in TUI". In addition to this each Branch now has an elected Equality Officer:

While these equality functions now cover the nine equality grounds under the equality legislation, gender equality remains a core commitment of the union. This is not surprising given that around 60% of TUI members are women. In society generally, as in teaching, women participate in the labour market in larger numbers than before and this has resulted in an increase in women's trade union membership in the last decade. However, the representation of women on the TUI's Executive Committee is at a lower level today than it has been for many years. Currently there are only two women area representatives on the Executive Council and the Vice President. This does not reflect the membership of the union, nor is this good for union democracy.

The under-representation of women in senior and decision-making positions is not unique to the trade union movement. Across Ireland women experience under-representation in politics at all levels, on State Boards and in the workplace. Societal norms and traditions, that make it difficult for women to combine work and family life, as well as discrimination in the labour market, mean that it is hard for women to break through the 'glass ceiling'. Even though women outperform men at most levels of education, they are still under-represented at the senior levels of nearly all occupations.

The equality legislation in Ireland has been important in promoting a culture of equality and also in outlawing discrimination at work. The legislation does allow for 'positive action' to address the under-



representation of women, and this permits special measures being put in place to redress inequalities.

Many trade unions across Europe have put in place positive actions to ensure that there is better representation of women in union congresses, and in Branch and Executive positions. In ICTU's Congress, for example, there is now a provision for at least one Vice-President to be a woman and for there to be a minimum of eight seats for women on the Executive Council. This has been important in shifting the gender balance on the Executive Council and in bringing women to the decision-making table. The culture shift that has taken place as a result of this rule change means that unions now actively consider how women can be nominated onto the Executive, so that today there are now eleven women on the Executive.

There are many reasons why women are under-represented in the Executive of the TUI. The experience of trade union work in Ireland and across Europe to address this imbalance has found that there are a number of factors affecting women's participation at this level. These range from the factors that restrict women's participation, such as lack of time due to family and care responsibilities, the rigidity of

trade union structures such as the time and location of meetings, a male dominated trade union culture, and the fact that women generally hold less power in the labour market and society generally.

As part of TUI's ongoing commitment to gender equality the TUI Executive is committed to redressing this imbalance and to find the best way to improve the representation of women. To do this the TUI has funded a project to find out what are the main reasons for the under-representation of women on the Executive Committee and from this to examine what changes need to be introduced in TUI rules, policies and practices to increase women's representation. Dr Jane Pillinger, an independent Researcher and Policy Advisor, has been engaged by TUI to conduct this project.

Jane has many years of experience of working with women in trade unions at the national, European and international levels. She has advised many trade unions about their equality policies, practices and rules and has written widely about equality in the labour market.

Consultations with TUI members and elected officers will take place during October and November 2009.



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## Project Maths - Underway since September 2008

Now moving into its second phase Project Maths reflects a new approach to curriculum development which interlinks the key elements of syllabus development, consultation, development of resources and teacher guidelines and professional development support. The initiative is anchored in a school based approach to curriculum development where syllabus revision occurs in parallel with professional development for teachers and changes in assessment are aligned with, and underpin, changes in the syllabus and in classroom practice. Syllabus revision will be informed by classroom experiences in an initial group of schools, establishing a much closer relationship between the classroom teacher, classroom teaching and the syllabus development process. An incremental change to examinations is designed to support and reinforce the changes in classroom teaching and learning and assessment practice. For full details on Project Maths - its current stage of

development and projected schedule for full implementation in all schools in the Junior Cycle and Senior Cycle see [www.ncca.ie](http://www.ncca.ie).

The Minister has recently indicated that the government is committed to continued investment in this initiative so that all schools will be ready to commence, on a phased basis, the introduction of changes from September 2010. The TUI is interested in, and supportive of, any initiative that aims to make maths more accessible and relevant to young people and improve overall achievement levels in maths and maths related subjects. It is aware of strong positive feedback on the first phase from participating schools. It is also aware of some concerns among participating teachers in respect of planning time, back up facilities, classroom materials and professional development support. It is especially concerned that some schools have indicated that larger class groups and

loss of subject/course options, as a consequence of the cutbacks in education, may have an unexpected adverse affect on capacity to implement across all classes and levels in the manner intended. Over the coming year the TUI will work to ensure that the level of resources and support promised, and needed, to allow the proposed changes to be implemented in all schools is preserved.

If you are participating in Project Maths your views on the initiative – how it is designed, how it is being implemented, issues arising, positive and negative outcomes etc – are welcome and should be forwarded to Bernie Judge, Education/Research Officer. In addition the TUI plans to hold a short meeting for members involved in the pilot phase to explore issues of particular interest and concern at this stage. Notice will issue to the appropriate members in due course.

## Retired Post Primary Teacher Dons Mantle of Walter Macken

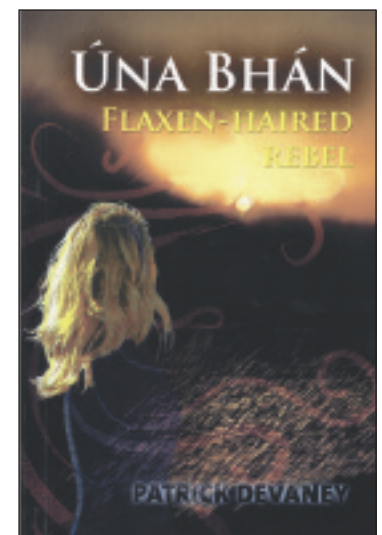
*In his latest book, Úna Bhán: Flaxen-Haired Rebel, retired Maynooth post primary teacher Patrick Devaney has continued to follow in the footsteps of Walter Macken, who in novels such as Seek the Fair Land dealt with life in Ireland during Cromwellian times. His book has been enthusiastically received. Ciaran Parker in the Anglo Celt said that 'the historical background is drawn with awe-inspiring accuracy' and the well-drawn characters 'express the tensions inherent in living in a world whose demise they anticipated but could do little or nothing to assuage'. The following review by Ann Dunne appeared in the July 4th edition of the Irish Independent:*

Patrick's last book, Through the Gate of Ivory, recreated life in Ireland after the Flight

of the Earls. The hero, Charles Stanihust, cross paths with Úna Bhán MacDermot, a beauty and the subject of a love poem by Thomas Costello, which some people will remember learning by heart in school.

This story is narrated by 'Lame' Dauphin O'Duigenan, a scribe whose love for Úna is unrequited. She loves the poet Costello, though her family expects her to marry Sir Robert King or his son John to cement relations with the English Planters. Refusing her family's plans, Úna is doomed and killed on the battlefield at Ballintober in 1642.

The story, which takes the heroine across Ireland vividly describes a countryside full of sedition, unrest and divided loyalties, where



old cultures clash with new. Beautifully written, as you would expect from a poet.

Úna Bhán: Flaxen-Haired Rebel is available in all Eason shops, The Winding Stairs, Books Upstairs, TCD Library Shop and all other good bookshops nationwide, price €10. It can also be obtained from Kenny's Book Export Co, [www.kennys.ie](http://www.kennys.ie)



# National Strategy for Higher Education

The Higher Education Strategy Group was established to develop a vision and related policy objectives for Irish higher education (see [www.education.ie](http://www.education.ie)). The Group is expected to report to the Minister for Education and Science by the end of the year. In the first stage of the consultation process stakeholders were invited to identify the three most significant changes they wish to see in higher education and the barriers to achieving these. The feedback from stakeholders will inform a consultative document that will be subject to deeper consultation in the autumn period. The TUI considered three broad issues in its initial submission:

- Access and Participation
- Quality
- Funding and Investment.

It will build on these themes as the consultation process proceeds. The full TUI submission can be viewed on the website at [www.tui.ie](http://www.tui.ie). Please note this is an opening submission and additional comments from members and branches are welcome.

## Amalgamation of Qualifications and Quality Assurance Bodies

Following the announcement in the Budget 2009 of the amalgamation of the National Qualifications Authority of Ireland (NQAI), The Higher Education and Training Awards Council (HETAC) and the Further Education and Training Awards Council (FETAC) the Minister published a consultation paper in May 2009

(see [www.education.ie](http://www.education.ie)). The Minister's paper dealt with the functions and institutional shape of the new amalgamated organisation and set out core issues that will inform necessary legislation. Interested parties were invited to respond to the paper and make submission on the implementation of the amalgamation.

In principle the TUI agrees that an amalgamation of the qualifications and quality assurance bodies is timely, prudent and should achieve efficiencies at a number of levels. However, in its submission it highlighted that a concern with achieving financial savings at this time, must not override the need to ensure structures, systems, staffing levels and supports that adequately address the wide ranging nature of further and higher education provision. The TUI submission highlighted that legislation and arrangements for the amalgamation should acknowledge and protect sectoral differences. It further noted the need for high quality supports for those involved in developing and delivering programmes, although the nature and level of support required will vary across agencies. It also took issue with the proposal that a non-representative board of 6, drawn up on the basis of functional expertise would support a new body.

The full TUI submission can be viewed at [www.tui.ie](http://www.tui.ie). There will be further opportunities for the TUI to comment on proposed new legislation and operating arrangements for a new body with responsibility for qualifications and quality assurance. Please feel welcome to forward views and comments to your area representative or Head Office.

## Teachers Supporting Diversity

The Teacher's Union of Ireland (TUI) has joined with GLEN - Gay and Lesbian Equality Network in publishing this resource to assist you in supporting the diversity of students that you teach, with a particular focus on students who are lesbian, gay or bisexual.

Teachers and schools play an important role in supporting and valuing diversity. On a daily basis they are involved in nurturing and facilitating the holistic development of critically thinking, skilled, knowledgeable, personally and socially effective young people.

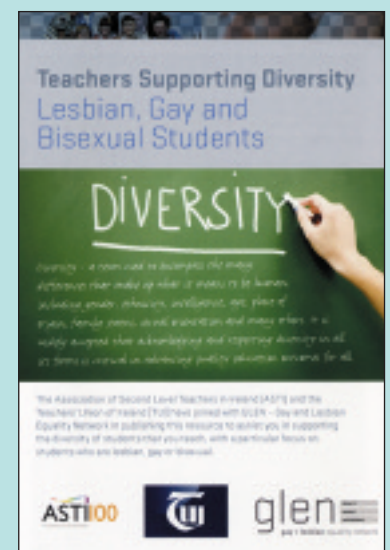
This brochure is aimed at supporting teachers in:

**RECOGNISING** the diversity of the students that they teach, including recognising that some of their students are lesbian, gay or bisexual.

**AFFIRMING** the value of diversity, including the diversity of sexual orientations (heterosexual, lesbian, gay or bisexual). Such affirmation improves everyone's experience of education.

**SUPPORTING** students who identify as or are perceived to be lesbian, gay or bisexual.

**CHALLENGING** name-calling and homophobic bullying in an effective way, resulting in improved safety in the school and in improved behaviour, attendance and educational achievement.



# Comptroller & Auditor General's Report on Lecturers' Contract in Institutes

The Comptroller & Auditor General has recently issued a report with a section entitled "Fulfilment of Employment Contracts" and refers to employment contracts in Institutes of Technology and the fulfilment of these contracts by lecturers. The report is available on the internet at [audgen.gov.ie](http://audgen.gov.ie)

The Report emanates from an unfortunate situation which arose some time ago relating to an individual who was employed simultaneously by Athlone Institute of Technology and NUI Galway. The person concerned purported to be holding a permanent wholetime position in respect of both institutes. Once confronted, the individual concerned resigned both positions.

At the time, a certain amount of notoriety attached to Athlone Institute of Technology predominantly, rather than NUIG, and the Institute commissioned a report seeking to establish how it could occur that a lecturer can be employed wholetime elsewhere while also in the employment of the

Institute. This report made a number of recommendations and, in addition, made the following statement:

*"From my discussions it is clear that the majorities of staff are professionals and willingly accept the academic ethos of the Institute and the responsibility that go with that. However, it is also clear that there is a minority of staff who appear to believe that their obligations to the Institute, to other staff and pupils end upon fulfilment of the class contact hours".*

The statement that a minority of staff appear to believe that their obligations end upon the fulfilment of the class contact hours is not supported elsewhere in the Report and stands alone with no evidence presented.

The Union comment in relation to this point, which has been made in public, is that the work of a lecturer requires considerably more than simply class contact and it is noted that there are some 20 other potential duties listed in the contract for a lecturer, although clearly not all can be carried out by every individual. The Union

has also stated that the work of a wholetime lecturer is, by definition, a wholetime position and that it is inappropriate that a member would simultaneously hold other employment of a similar wholetime nature.

The above remark from the report into Athlone IT, which can only be considered as a throwaway remark as it is unsupported, was taken up by the Comptroller and Auditor General and the Union believes that excessive credence was given to this statement. The Union is also of the view that an unnecessary and inappropriate level of notoriety has attached to the Institute of Technology in this regard and that the University has been virtually ignored, although the individual concerned was employed by both bodies. It would appear that the University's strategy in dealing with this situation has managed to not alone keep it out of the limelight but also focus the attention on the Institute of Technology. The Union is bringing this view to the attention of the Comptroller and Auditor General.

## Education cuts damages health

The strong link between education level and health has been highlighted in a comprehensive review of the impact of education on health published recently. This review was carried out by the Institute of Public Health in Ireland (IPH).

The report, Health Impacts of Education: a Review, has highlighted a substantial body of international evidence which clearly shows that those with lower levels of education are more likely to die at a younger age and are at an increased risk of poorer health throughout life than those with more education.

The findings include:

- Low education level is associated with increased risk of death from lung cancer, stroke, cardiovascular disease and infectious diseases.

- Associations have also been found between education and a range of illnesses including back pain, diabetes, asthma, dementia and depression.
- Improving educational outcomes amongst the most disadvantaged groups has the potential to make a positive impact on health inequalities.
- Those with higher levels of education are likely to consume more fruit, vegetables and fibre and less fat than those with less education.
- Those with higher levels of education are less likely to smoke and more likely to quit if they do.
- Those with more years of education are more likely to be employed, which is better for health than being unemployed.

This review is the fourth in the series and illustrates how education impacts on health. It shows how education influences health through a range of interconnecting pathways and identifies the ways in which social, economic and cultural differences within the population impact on the experience of and outcomes from education with subsequent implications for health.

The conclusion can be drawn easily that cuts in education not alone have an effect on life chances in terms of employment and of earning capacity as has been shown on a number of occasions but also have an effect on the health of the individual – including their life expectancy. Education cuts can shorten the life of an individual.



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Ray Donagh, TUI member, Louth

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# Bullying in Schools – Contributions Required for Research Project

Genevieve Murray is currently a Ph.D., student at Trinity College Dublin. She is undertaking a research study on 'Workplace bullying in the post primary sector of the education system', with the guidance of Professor Mona O'Moore of the School of Education at Trinity College the founder of the Anti Bullying Centre in Ireland.

The ESRI Report (2007) on 'Bullying in the Workplace' identified the education sector as having the highest incidence rate of any area, and therefore probably the least level of success in maintaining these good working relationships. The maintenance of good staff relationships and the procedures necessary to prevent and cope with the breakdown of such relationships should be any organizations aim and a success story to be heralded. With the support of Union Officials from the teachers unions; the TUI (Teachers Union of Ireland), the ASTI (Association of Secondary Schools Teachers of Ireland) and The National Association of Principals and Deputy Principals (NAPD)

I aim to investigate the breakdown in staff relationships in the post primary division of the education sector. This research will be undertaken using both quantitative and qualitative research methods. The main objectives of this research study are:

- To examine workplace bullying among teachers in the post primary school sector.
- To establish the nature of such bullying. For example, whether it is peer-on-peer bullying, principal on teacher bullying, teacher on principal bullying, or a combination of all three.
- To explore the causes of such behaviour within this sector.
- To ascertain the procedures that are taken to handle complaints of workplace bullying and how successful are the outcomes of such complaints.

I am seeking the participation of teachers from post primary schools consisting of: voluntary secondary schools; VEC schools; community colleges; community schools and comprehensive schools. Questionnaires will be forwarded by email by the Director of NAPD, Mr. Clive Byrne, to all its members, to include 85% of principals and deputy principals within the post primary sector, informing them of its purpose and requesting them to email it to their staff. A covering letter will accompany each

questionnaire, explaining the objective of the research and inviting teachers who are at present affected by workplace bullying, or who have an interest in the subject, to contact the researcher. I am interested in examining the following groups of teachers for this study:

- a) Teachers who feel they are subject to persistent bullying.
- b) Teachers for whom the bullying has stopped and how this happened e.g., what were the criteria for successfully ending the bullying.
- c) Teachers who have allegations of bullying made against them, to see what can be learned from their situation.
- d) Teachers who work in a supportive environment. What are the factors that contribute to this?

In view of our limited knowledge in respect of the determinants of workplace bullying in the education sector your contribution to the study would be most valuable. Thus I hope you will participate in the study whether as someone who has been involved or witnessed workplace bullying. Contact Details: [gmbmurray@gmail.com](mailto:gmbmurray@gmail.com) Teachers who wish to participate in this research study are assured of confidentiality and anonymity by the researcher at all times.

## Second Level Support Services

Despite unwelcome and unprecedented cutbacks the second level support services will be continuing to offer a range of supports to schools and teachers in the coming year. Notice of various meetings and seminars will be issuing to schools in due course. Careful planning will be important to maintain a critical level of professional development support for teachers, which is a key plank of ensuring quality education services.

### Post Graduate Diploma in School Planning (NUI Galway)

Some of you may be interested in applying for the Post-Graduate Diploma in School Planning which is offered under the School Development Planning Initiative (SDPI) in partnership with NUI Galway. The

programme is co-funded by the Department of Education and Science and the fee for participants is €775. Closing date for applications is Friday, 2nd October. See the SDPI website - [www.sdpi.ie](http://www.sdpi.ie) for further details on this and other supports in school planning such as cluster group meetings, regional seminars and services from regional co-ordinators.



# Former President outlines importance of education in keynote speech

At the Annual Béal na mBláth Commemoration of the life of General Michael Collins in August, former President Mary Robinson spoke on a number of issues of relevance to Irish education.

Speaking in relation to revelations of the abuse of children in our society, Ms Robinson said that “the implications of those decades of abuse have provoked soul-searching debate. The scale of abuse, as revealed in the Ryan Report in May, was so widespread as to leave no doubt that it was systemic and that it required the complicity of many in our society in addition to the abusers themselves.”

“In that context it is heartening to see the Irish people facing up to these realities squarely. That is essential if we are to try and understand the pain of the victims and how and why these terrible abuses could take place. Above all, I am struck by the determination on all sides that such abuses must never be allowed to happen again.”

We have recognised the full extent of our economic plight, she said, and are facing up to the measures which will be needed to see us through very difficult times.

There can be no doubt now that the boom years have ended. Having to reduce expectations is painful and tough times undoubtedly lie ahead.

“The ones who have most to lose are at greatest risk: the poor, those who have lost their jobs, young people whose prospects are suddenly much worse than they thought.

Many commentators have made the point that the measures we put in place in the period ahead will affect a whole generation. Everyone is bracing themselves for strong medicine. It is imperative that we get the prescription right.

Ms Robinson said that we can draw some relief from the knowledge that Ireland is not alone in terms of the scale of the challenges faced in the wake of the international financial crisis. None of our European partners is immune from the fallout. All are experiencing negative growth and have been forced to give emergency help to their banks.

“What can be said for certain is that for a country to emerge from a crisis of this magnitude it must have a vision of where it hopes to go and what it sees as its future,” she said.

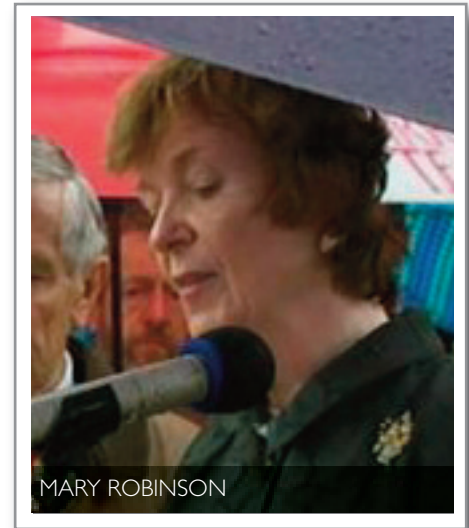
“To shape such a vision we need to listen to everyone who has something to contribute, yes the business sector and the financial experts, but also the social entrepreneurs and innovators, the teachers who educate our children, social workers and activists who understand the reality of being poor in Ireland today – and those who have been marginalised in the past. We should also listen to our creative artists whose contributions are often disregarded.”

The likelihood is that, in the absence of a vision of our future which enjoys broad support, every interest group will put its own concerns first and fight to protect what it has. Ms Robinson said that this would be a recipe for disaster.

“Undoubtedly sacrifices will have to be made. There is no easy way out of the predicament we find ourselves in. Two principles are emerging from some discussions about our economic problems: firstly, example should come from the top - those who can afford most should give most. Secondly, those at the lowest end of the scale should be protected from the worst effects of the recession.”

“Both of these principles seem to me to be fundamental. They are an essential part of a vision of the future which is founded on fairness and bridging the gap between the well off and the poor; a gap which is already too wide in Ireland.”

“Some of our current plans will not be affordable in the new reality we face. But in



MARY ROBINSON

cutting back, we should be careful not to mortgage the future of the next generation.”

“An area which has given rise to particular concern is funding for education. It doesn’t surprise me to hear resistance to cuts in spending on education. When we consider the achievements Ireland has made since the time of Michael Collins, improving access for everyone to education must rank near the top – and yet we still lag behind many of European partners in terms of class size and facilities.”

“Ways must be found to protect the quality of our education and the goal of achieving access for all to education. Education is the key if we are to maintain momentum in strengthening innovation and knowledge skills at all levels. That, in turn, is vital to create employment.”

Finally, Ms Robinson affirmed that the future of our country lies in the potential of our young people.

“I would like to think that among our young people, who have demonstrated talent in so many fields, from entrepreneurship to the arts, from high technology to sports, visionaries will come forward who will rise to the challenge of leading Ireland to a new era of prosperity for all our people, and a special place as the champion of climate justice for the poorest nations who deserve their place in the sun.”



# DEDUCTION AT SOURCE AUTHORISATION FORM

TEACHERS' UNION OF IRELAND / AONTAS MÚINTEOIRI ÉIREANN  
73 ORWELL ROAD, RATHGAR, DUBLIN 6. T: 01 492 2588 F: 01 492 2953 E: TUI@TUI.IE

## PERSONAL DETAILS

Surname in English \_\_\_\_\_ Surname in Irish \_\_\_\_\_  
 Surname before Marriage \_\_\_\_\_ First Name(s) \_\_\_\_\_  
 Home Address \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 PPS Number \_\_\_\_\_  
 School/Institute (name and address) \_\_\_\_\_  
 \_\_\_\_\_  
 TUI Branch \_\_\_\_\_  
 \_\_\_\_\_

## EMPLOYMENT STATUS (PLEASE TICK AS APPROPRIATE)

PTW  Part-time  Job-share   
 Please indicate the number of regular timetabled hours  hrs

## DEDUCTIONS

Payroll Number*								
TUI Subscription	€						.	
TUI Credit Union	€						.	

\* Deduction at source cannot be processed without payroll number

## AUTHORISATION

I hereby authorise  
 VEC \_\_\_\_\_ VEC  
 ITs \_\_\_\_\_ Institute of Technology  
 \*\*C & C \_\_\_\_\_ TUI to authorise the Department of Education and Science

to deduct monthly from my salary, until further notice, the Union subscription appropriate to my employment status at any time as a teacher / lecturer\*, to be paid to the TUI on my behalf, together with the amount shown in respect of the TUI Credit Union (if applicable). The amount of subscription to be determined by Annual Congress.

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

\* This authorises the Employer to alter my Union Subscription from Part-time to PWT/job-share as appropriate.  
 \*\* With Effect from July 2006 the Dept. of Education and Science are not accepting DAS forms and have requested that TUI hold the original forms on behalf of members.

## OFFICE USE ONLY

New Member  Existing Member   
 Number \_\_\_\_\_ Branch \_\_\_\_\_

# RMA News

We know when the summer of '09 really occurred - it was on the 12th and 13th May and we were in Galway. Galway with Mediterranean weather is like heaven. Our hotel, the Galway Bay on Salthill's seafront, was a great location with sea views and a two minute walk from the promenade. With such weather and location it made a great contribution to the atmosphere of our AGM/Conference. Although Dora could not be with us, she surely arranged the weather as usual.

Our draft Constitution was approved with only minor alterations, thus after approval by the TUI Executive Committee we will have a new Constitution. Because of the cost involved, the draft copy members received before the AGM will stand and the slightly amended version will appear on the TUI website.

We are very grateful for the attendance of our Vice President Bernie Ruane who addressed our AGM and also Assistant General Secretary John O'Reilly who represented the General Secretary who could not attend. John also addressed the AGM. Also in attendance were representatives from both the ASTI and INTO retired teachers' associations.

Frank McCarthy was elected the new Chairman of the RMA. Frank was principal of Old Bawn, Tallaght for over twenty years. The treasurer and secretary were re elected.

We spent the afternoon in Connemara with a lecture on the shore of Lough Corrib on the Mayfly, which we actually saw as well as some fine trout just caught. The afternoon also included a visit to a fifteenth century castle restored by the OPW and afternoon tea in the local golf club. This was a fitting preparation for our Gala Dinner that night.

Our Gala Dinner was attended by the TUI President Don Ryan who addressed the gathering. The Charlie McCarthy lecture was given by Fr Walter Macken, the eldest son of the famous Galway writer Walter Macken. Fr Macken - who said the Mass that morning for our deceased members - read a short story by his father which was received with great appreciation by all present. Fr Macken was introduced by Sean Stafford who was a contemporary of Walter Macken and spoke of his experience with the writer. After the reading Sean said that Fr Macken spoke just like his father. To end the night a tribute was made to Moya Corry, our outgoing Chairperson, for her work and dedication to the RMA over the past three years.

You have all received the details of our Autumn Break which is in Cork City on the 6th, 7th and 8th October. The break includes a visit to Fota and Cobh and a night at Cork Opera House. Book early so as not to miss it.

You will also have received the TUI diary. The RMA's details are on page 20. The Treasurer's phone number is omitted - it is 01-289 6731 and 086-394 0727.

Christy Conville.  
Secretary, RMA



RMA AGM, GALWAY 2009



RMA AGM, GALWAY 2009



RMA AGM, GALWAY 2009.  
PRESENTATION MADE BY RMA SECRETARY CHRISTY CONVILLE  
TO CHAIRPERSON MOYA CORRY



# MEMBERSHIP APPLICATION FORM

TEACHERS' UNION OF IRELAND / AONTAS MÚINTEOIRI ÉIREANN  
73 ORWELL ROAD, RATHGAR, DUBLIN 6. T: 01 492 2588 F: 01 492 2953 E: TUI@TUI.IE

## PERSONAL DETAILS

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

Male  Female

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

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

Date of Birth \_\_\_\_\_ Telephone Number \_\_\_\_\_

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

PPS Number \_\_\_\_\_

Qualifications (Full) \_\_\_\_\_ Grade (e.g. Class III teacher, LI, etc.) \_\_\_\_\_

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

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

Date of Appointment \_\_\_\_\_

Is your present post your first whole time appointment? Yes  No

Is your appointment? PWT  Fixed Term Contract (full hours)   
Job-share (half hours)  Part Time/Fixed Term (less than full hours)

Please indicate the number of regular timetabled hours  hrs

## 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 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 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 no in force and as may be amended.

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

Staff /Payroll Number \_\_\_\_\_

- 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](http://www.tui.ie)

## OFFICE USE ONLY

New Member  Existing Member

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