



news

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FEBRUARY '06



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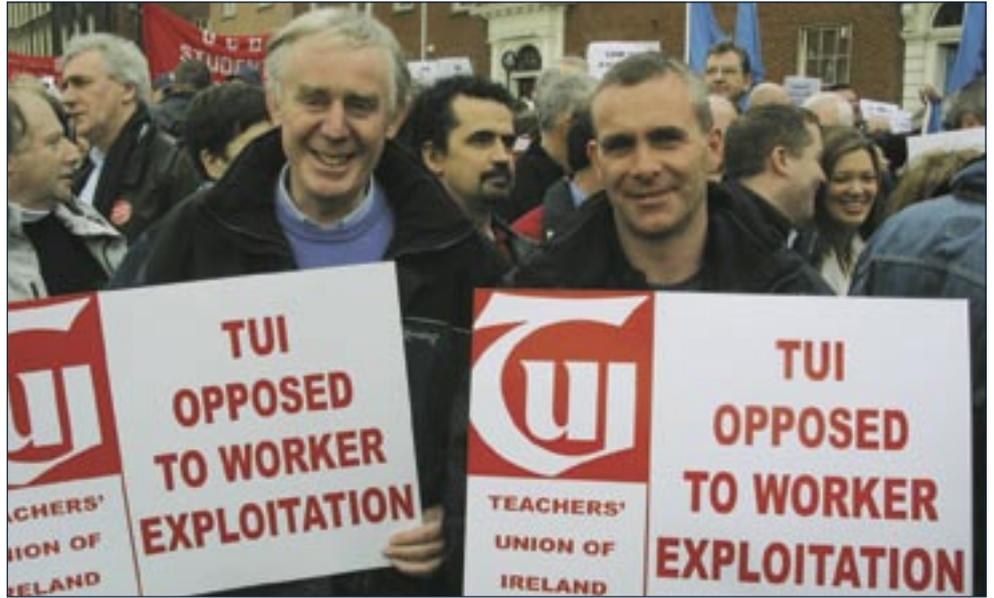
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TUI MEMBERS JOIN DUBLIN DEMONSTRATION AGAINST WORKER EXPLOITATION 9/12/05

A Word From The President

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Happy new year to all our members. At this time, we remember the debt owed to TUI representatives, branch officers and area representatives for all the voluntary effort they expend in the service of members. Our thanks also goes to those members who attended the lobby of the Dáil seeking implementation of the Mclver Report and the funding of a response to indiscipline. I hope the Christmas spirit cured the colds caused by the drenching we got that evening. Credit is also due to all those teachers who supported in any way the successful ICTU demonstration against exploitation and displacement which was highlighted in the Irish Ferries dispute.

In the past year, the union has made significant progress on behalf of non-permanent members in schools and institutes the matter of contracts of indefinite duration and increments for part-time service. Issues blocking the progression of assistant lecturers to the lecturing grade have been cleared and some progress has been made on incremental credit for third level grades. A substantial increase has been achieved for apprentice teachers outside the institutes.

But the Department of Education and Science has blocked progress on many highly justifiable claims using the restrictive clauses of Sustaining Progress/Benchmarking. Our members continue to be loaded with extra work using the provisions of this agreement and now the Department are attempting to use these provisions to justify the placing of Whole School Evaluations and subject inspection reports on a public website.

Minister Fails

Despite growth of 10.4% in GNP in 2005 with the same expected next year and the expectation of a similar outcome in 2006, the Minister for Education and Science secured a rise in current education spending of less than 9% with money provision for disadvantage increasing by only 6%. With the exchequer bulging with funds, there was no provision to implement the Mclver Report and only a token €2 million to implement

the Report on indiscipline. A mere 3.8% increase was allocated to the non-pay budget of Youthreach, VTOS, Traveller Training Centres and Adult Education. The grant to schools for BTEI students has been frozen. Part-time students are still required to pay fees and there is no provision for paid educational leave for those at work. Life Long Learning is but a catchphrase from a government spindoctor. A full analysis is provided in an accompanying article. The low priority given by government to education and the failure to target disadvantage is a scandal. It is the duty of the Minister for Education and Science to persuade colleagues in government to give priority to education in the Budget. Clearly the Minister has failed. The verdict in the Minister's Christmas Report is "Very weak, not trying". Oh for a Donogh O'Malley!!

TUI will be campaigning vigorously for the implementation of the Mclver Report, emergency funding to schools to cope with indiscipline and the bringing forward of the measures in the DEIS programme on disadvantage from a five year to an 18 month timescale. We are seeking commitments from government on these issues in the new partnership talks.

50 Years of TUI

The fiftieth birthday of TUI occurred last June during the summer vacation. A small group met in Molesworth St, Dublin in June 1955 to found the Vocational Teachers Association. The late T J Carney was first president and the evergreen Nicky Corish was a delegate. Past President Maurice Holly joined in the first year. It is my intention to honour all those still living who joined the union in the first year of VTA at the forthcoming Congress 2006. Members and retired members are asked to forward the names of all such persons known to them to head office as soon as possible.

Budget Overview

by Paddy Healy, President, TUI

Disadvantage Downgraded In Budget

In the course of his Budget statement, Minister Cowen announced that betting tax would be reduced at a cost of €25m in a full year and the 0.5% tax on the issue of share capital in companies would be abolished at a cost of €16m per year to the exchequer. The budget also implements an earlier decision to drop the levy on bank profits at a cost of €100m per year. On the other hand no provision was made to implement the McIver Report and only €2m was provided to remedy indiscipline.

Spending on disadvantage was allocated a lower priority in education spending as the Minister "spun" the continued spending of the money spent last year as a major breakthrough.

In the context of the huge exchequer surpluses being generated in the economy, it is clear that government decisions on education spending are not dictated by a scarcity of exchequer funds. Policy decisions are being made on the priority to be given to each area in the spending of large government surpluses.

Overall Budget

	Net Current Expenditure	Current Budget Surplus
2005	€33.8 billion	€6.35 billion
2006	€37.8 billion	€4.4 billion
Increase	11.9%	

The current budget surplus is approximately €2.25 billion greater than predicted in budget 2005. A similar under estimate is widely expected in the current year

When Capital expenditure is included, we arrive at the overall budget balance, (see graph to the right).



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	Exchequer Balance (Irish Measure)	Exchequer Balance (EU Measure GGB)
2005 (out-turn)	-€500 million	+€849 million
2006 Budget	-€2,927 million	-€952 million

The discrepancy between Irish and EU measure is principally due to the treatment of the 1% of GDP placed in the National Pension Reserve Fund as a capital expenditure in the Irish measure.

While the Minister predicted smaller increases, the increase in GDP and in GNP in 2005 has now turned out to be approximately 10% in each case as against the 8% predicted by government.

Debt as a proportion of GDP will remain at 28% in 2006 - no change. But there has been a reduction from 31% in 2003. This means that a total of €4.8 billion was paid off the national debt in 2004 and 2005. The government was under no obligation

to do this. Indeed it was entitled to borrow substantially under EU rules. Irish national debt is already at an extremely low level.

The stated aim in the budget is to spend the €4.4 billion current surplus plus additional borrowing on capital expenditure and funding National Pension Reserve Fund giving an overall deficit of about €3 billion in Irish measure. It is agreed by all commentators that the reality will be much the same as the past year with current surplus exceeding six billion and an overall surplus achieved once again in EU measure and a small deficit in Irish measure.

As confirmed by Brendan Keenan, Economics Editor for the Independent group of Newspapers, about €6 billion of current revenue is being spent annually on long term physical infrastructure which will benefit many future generations. It is normal that future generations would pay their fair share by repaying borrowings. Instead, urgent action to remedy the human needs, including education, of the current generation is being postponed.

Education Budget

	Net Voted Current Expenditure	Total Including Net Capital Expenditure
2005	€6.404 billion	€6.942 billion
2006	€6.967 billion	€7.527 billion
Increase	8.8%	8.43%

As the predicted increase in GDP in money terms is 7.8%, expenditure on education as a percentage of GDP would slightly increase. However, as the 7.8% is probably an underestimate, the probability is that education expenditure as a % of GDP will remain at 4.1%, having declined from 4.7% in 1997. *If education expenditure had remained at 4.7%, an additional €1 billion per year approximately would be available for education spending.*

The overall increase in current government spending in 2006 is 11.9% and is 10.7% if repayments of nursing home charges are excluded.

Clearly, education expenditure as a proportion of overall government expenditure is set to decline by a small amount. The increase in government revenue last year was approximately 10% and a similar increase is expected this year though as usual the government is predicting a rise of only 6%. It is probable that the percentage increase in education spending will again be less than the percentage increase in government revenue this year.

Disadvantage

The DES website states that expenditure on disadvantage across all sectors of education will increase by €36 million to €636 million. The Minister clearly expects praise for this. However, this is a rise of only 6% in the context of an education budget which has increased by 8.8%. This is in fact a disgraceful allocation to disadvantage. In the big picture of educational expenditure, disadvantage has been de-prioritised. Instead of targeting disadvantage in accordance with stated government policy, disadvantage has been de-targeted.

As the €636 million includes pay and rising costs, the amount of additional provision

will be very small. This is in line with the Departments plan to tackle disadvantage (DEIS). Under the plan, an additional €40 million will be provided over 5 years for planned interventions. This should be contrasted with the extra €60 million euro per year provided to reorganize third level institutions on business lines and the additional €31 million per year provided to administer voluntary secondary schools in the budget. TUI welcomes any useful extra educational expenditure but targeting of disadvantage requires that proportionately more be spent in this area. The most minimal targeting would give a 12% increase to disadvantaged provision as against the 8.8% increase in general education funding. This would give a money increase of €72 million as against the €36 million extra provided in the budget for disadvantage this year.

There is no provision for improving the pupil teacher ratio at second level or for the provision of additional teachers to cope with non-english speaking students. The additional teachers provided at primary level will do little more than preventing further deterioration as pupil numbers at primary level are now increasing significantly. Recent official reports show that up to 30 to 40% of pupils leaving disadvantaged primary schools have literacy and numeracy difficulties. These pupils are entering disadvantaged second level schools where our members are required to prepare them for examinations!

Lifelong Learning

As pointed out by Fr Sean Healy (CORI website), the provision for adult education and literacy is most disappointing. There is no provision for paid educational leave and part-time students will continue to pay fees. ICTU has expressed disappointment on this count. The increase in the non-pay budget for Youthreach, VTOS, Traveller Training Centres and Adult Education increases by a mere 3.8% in the context of a 9% increase in education spending generally. The grant to schools in respect of BTEI students remains frozen. This shameful provision is in stark contrast to government rhetoric.

Third Level

The additional current provision of €60 million per year for third level institutions is welcome. However it comes with serious strings attached. It is conditional on the reorganization of third level institutions on

business lines and the effective destruction of collegiality at third level. TUI faces major battles to maintain the primacy of education and scholarship in our institutes.

The significant increase in the third level building budget is welcome. There is but a small increase in the building and renovation budget at first and second level.

Bright Spot!

Provision has now been made for in-service in the practical subjects so that the delayed new syllabuses can be introduced. This is now being spun as a “major increase in provision for professional development”.

CONCLUSION

Mclver Report and Indiscipline

The failure to make any provision for the implementation of the Mclver Report means that the Minister is not committed to putting in place a distinctive further education system outside the second and third level areas. One suspects that the Department of Finance may be advising that, given the demographic situation in voluntary secondary schools and Institutes of Technology, such extra provision is not required. Such advice would also be in line with lack of commitment to make significant additional provision for lifelong learning at any level.

The provision of €2 million for indiscipline means that the Minister is only committed to token measures and does not regard a remedy for indiscipline as an urgent matter.

The policy of funding long term physical infrastructure out of current revenue continues to the detriment of provision for current human need.

The priority given to education spending has at best not changed and probably slightly decreased.

Provision for disadvantage has been significantly de-prioritised within the education budget. There is no government commitment to the funding of significant additional provision to combat social and economic disadvantage in education. Within the education budget priority is given to items which coincide with economic development goals including supply of high level professional skills.

What's Happening?

by Jim Dorney, General Secretary, TUI

JIM DORNEY



The commencement of a new year is a time for reflection on what has occurred over the past year and a time to look forward to the coming year. The past year has been one of significant change, change which looks likely to continue apace into the future. Set out below are some of the major issues being dealt with by the Union.

Fixed Term Act

In the past, part-time teachers were treated abominably. They were literally hired and fired at an hour's notice. TUI established the pro-rata principle in the mid-eighties which allowed part-time teachers with a specified number of hours to get pay, holiday and sick leave entitlements pro-rata their wholetime colleagues. The implementation of the Protection of Employees (Part-Time Work) Act, 2001, now means that a teacher who has any number of hours throughout the year will get pro-rata treatment. The Protection of Employees (Fixed-Term Work) Act, 2003, has brought this process a stage further. It provides that teachers who serve for 4 years will get Contracts of Indefinite Duration. These contracts, in effect, give security of employment to part-time teachers, thus breaking down the last barrier between part-time and wholetime staff.

Redeployment

The introduction of the Contract of Indefinite Duration will mean that there will be a greater number of "permanent" teachers in schools. This, allied with changing demographic matters, has raised the issue of redeployment as a necessity. There is at present no redeployment scheme for teachers in Community and Comprehensive schools. The Union is committed to discussions on the provision of such a scheme under the "Sustaining Progress" Agreement.

Incremental Credit

One of the deficiencies that was associated with part-time teaching was inability to aggregate part-time teaching hours over a number of years to secure an increment.

It is now the case that a teacher who has a contract throughout the year will get an increment **irrespective** of the number of hours taught.

Following a claim by the Union:

- Teachers who have a contract for 150 or more hours ab initio in any given year will have those hours counted for purposes of aggregation from year to year. An increment is given on reaching 600 hours;
- Teachers who are employed on an hourly basis will have those hours counted when they exceed 300 hours in any given year. An increment is awarded when the teacher exceeds 600 cumulative hours.

Publication of Whole School Evaluation Reports

The Minister for Education and Science has announced her intention to publish School Evaluation Reports in their entirety. While the Union has and continues to co-operate with the Whole School Evaluation process, we have reservations about the unrestricted publication of these reports. These reservations by the teacher unions are the subject of discussion with the Department of Education and Science. The reservations are, inter alia, that an individual teacher may be identifiable from such reports. There is serious concern that such reports may be used to make comparisons between schools, even where the circumstances of schools are widely different.

The Minister has advised that it is her intention to draft a Statutory Order under the terms of the Education Act and place that Order before Dáil Éireann to introduce this initiative.

It is hoped that the discussions with the teacher unions will be brought to a satisfactory conclusion before the Minister tables her proposals in Dáil Éireann.

Discipline in Schools

Changes in values in society have led to an increasing problem of disruption in schools. It is no longer the case that the students will respond to a teacher's advice and guidance, as was once the case. Small numbers of difficult, undisciplined students are in many cases disrupting the education of the majority of students in class.

At the instigation of TUI, the Minister has set up a task Force on Student Behaviour in Second Level Schools. We seek early publication of the Report which is now completed. It is hoped that this Report will give teachers and school authorities the support and assistance needed, to ensure an orderly environment, conducive to the education of all children by dealing with the minority who are continually disruptive.

Further Education

Over 80% of students now complete 2nd level education. This was not always the case. There is a great need for Further Education and Lifelong Learning to assist persons who missed out on education in their youth. Equally, there is a demand for retraining for people due to changes in the labour market.

These demands are being met in second level schools without adequate facilities, without adequate training for staff and within an administrative regime designed for 2nd level students. There are recommendations in a Report commissioned by the Department of Education and Science which address these problems – The McIver Report (published in 2003). This Report recommends a new structure for Further Education, in line with most other EU countries. Despite the

acceptance of the Report in principle by the Department, no effort has been made to implement its provisions. No funds were made available in the Budget for its implementation despite detailed costings being available.

The implementation of this Report is a priority for the TUI.

Pay Agreement

Talks are about to commence on a National Pay Agreement to succeed the "Sustaining Progress" Agreement, which will end for public servants in June 2006. The national agreements have contributed greatly to the economic well being of the State. One of their major objectives was the creation of full employment. Now that that has been achieved the objective, in addition to the pay terms, will be quality of life and the provision of adequate social infrastructure. To that end, the agreement will, from the TUI perspective:

- 1 Seek a pay increase to compensate for the cost of living, (inflation) and the contribution to workers to increased wealth in society;
- 2 Lifelong Learning will be a priority for Congress in the discussions. This Union will be seeking, inter alia, the implementation of the McIver Report on Further Education, paid educational leave and the refund of fees for part time students;
- 3 Regarding taxation, the key demand will be the adjustment of the bands and allowances for PAYE workers and the improvement in tax credits for PAYE workers;
- 4 Congress will seek strong measures to deal with displacement/exploitation of workers;



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- 5 Pensions in the private sector are woefully inadequate and improvements will be sought in this area;
- 6 Congress will seek an integrated national care initiative, dealing with childcare, care of the elderly and people with disabilities.

Benchmarking

Benchmarking is the process through which salaries for public servants are determined by reference to the salaries of others with whom they are comparable. In this exercise, the Union will seek to address the salaries of teachers and lecturers, reduce the length of the common basic scale and deal with the salary of Youthreach Personnel, Adult Education Organisers and a variety of allowances for teachers, including an allowance for Career Guidance Teachers.

Composition of the Benchmarking Body

Chairperson

Dan O'Keeffe, *Senior Counsel*

Employers' Representatives

Willie Slattery, *CEO, State Street International (Ireland) Ltd*
John Malone, *former Secretary of the Dept of Agriculture & Food*

Independent

Prof. Brendan Walsh, *Emeritus Prof of Economics, UCD*
Olive Braiden, *Arts Council*

Employees' Representatives

Billy Attley, *former General Secretary of SIPTU*
Tommy McKeivitt, *former Deputy General Secretary of PSEU*

The Benchmarking Body is due to commence its work presently and report in the latter part of 2007.

TUI Campaign to Implement Mclver Report

It is regrettable and a source of bitter disappointment that the twentieth anniversary of the Irish Further Education (FE) programme was not honoured by the implementation of the report commissioned by the Government on the sector, itself already three years old.

A specially convened meeting of the TUI Executive Committee after the Budget in December 2006 reaffirmed the union's commitment to campaign vigorously on the issue in 2006, and to this end TUI will strive to lobby and raise awareness of the issue.

Where once the reaction among our members would have been one of despondency, there is now only one of anger. Failure to put aside adequate financial provision for the sector represents a clear breach of trust by the Department of Education and Science and we look on it as exactly such. We will continue to campaign tirelessly on this issue as we seek full implementation of the report which outlines the way forward for this sector.

A campaign of lobbying and awareness raising initiatives will be co-ordinated in the coming weeks and months as we intensify our campaign to have the Mclver Report implemented.

Who Attends?

It is worth analysing exactly who attends. Around 18% of school leavers choose FE colleges, compared with 43% of school leavers who choose University or Institutes of Technology. Half of the FE student population is over 20 years of age and more than one fifth is over 30 years of age.

From these figures, it is obvious that the sector has a proven track record in providing more second chance education

opportunities to young Irish people than the any other sector.

Mclver Report – 3 Years On

A report titled *Report of the Steering Group to the PLC Review Established by the Department of Education and Science* was prepared by Mclver Consultants on foot of a commitment by the Department in the Partnership for Prosperity and Fairness (PPF). Published in 2003, this extensive document outlines a blueprint for the future of the sector.

We in good faith sat down with senior Department official on several occasions between last Easter's Congress and September. The Department agreed in principle to the implementation of key aspects of the Report, with the cost agreed at €48m for implementation in those colleges with more than 150 students.

Indications were that December's Budget would finally make serious provision for PLC colleges in Ireland. We were initially stunned and then angered by the complete absence of provision for implementation of the report in the pre-Budget Estimates. We met again with senior Department officials between the Estimates and the Budget in an effort to convey to the Minister that urgent provision was required for the sector. Needless to say, we were angered and frustrated by the absence of mention of the issue in the Budget.

Let us be very clear about this: we are not arguing for better teacher salary or conditions. We are demanding proper



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resourcing and appropriate structures that would directly and dramatically enhance the service to students for a sector which excels despite the fact that it is constrained by inappropriate second level structures and resources.

Mclver Report – What’s Recommended?

The main recommendations of the Mclver report relate to the structuring of the sector, and examination of some of the more pertinent, show how the sector would be invigorated.

The uniqueness of the FE area should be formally recognised by the Minister for Education and Science. Ireland remains an anomaly among its OECD peers by not having a distinct, formally recognised FE structure. This questions the Government’s commitment to provision of the much talked about knowledge economy.

The rights of FE students to an educational service of the same quality as those in the Institutes and Universities should be explicitly affirmed.

FE students should receive the same quality of educational service that is provided in the Universities and Institutes. Specifically, libraries, study areas, social areas, canteens and student unions with sabbatical officers should be provided.

Managerial, administrative and other specialist staff need to be deployed in colleges to provide the structures typical in all modern international further education sectors.

A long term programme aimed at increasing the amount of floor space per student in FE colleges from 5m sq to 10m sq should be begun.

An integrated umbrella support structure for the FE sector should be provided, allowing the sector to draw on expertise in areas such as industrial liaison, course development and joint purchasing.

No More Excuses

Successive Ministers for Education have spun the same rhetoric about tackling disadvantage, ending inequalities in our education system and ensuring a level playing field for all. Strange then, that the Department has ignored the recommendations of an objective report it commissioned on a sector that provides more second chance education opportunities than all the others put together.

The blueprint has been long published, the implementation has been agreed in principle and the Government continues to enjoy record Budget surpluses.

Directly or indirectly, FE students are being discriminated against, a situation in clear breach of the Department of Education and Science’s mission statement. Our demand is simple. We want the Mclver Report implemented as a matter of urgency.

Ongoing Campaign To Implement Mclver

This is not a campaign about the conditions of service of TUI members. It is an education campaign which seeks implementation of measures agreed in principle by the Department of Education and Science to provide appropriate structures for a vital and exciting area of Irish education. The real benefactors here will be those students who choose FE as the path forward in their education, either directly from school or from an unfulfilling job they do not feel suited to.

TUI’s campaign on the issue will be multi pronged to maximise its effect:

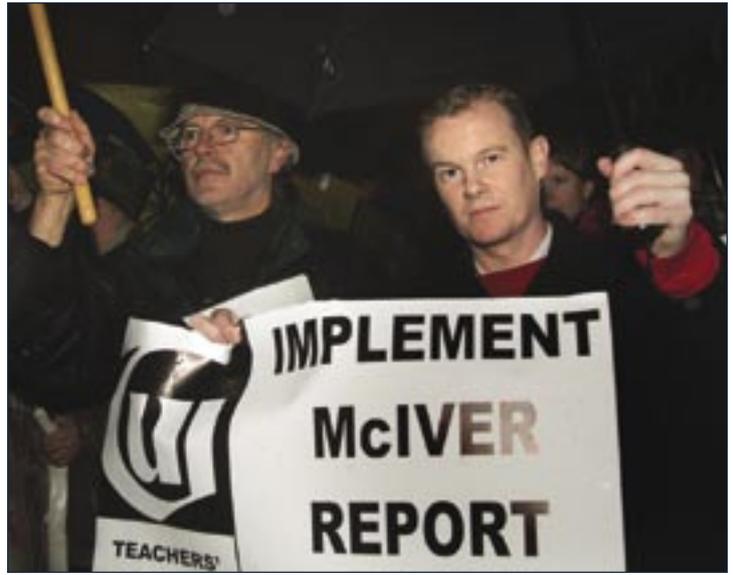
- A meeting with the Minister about a timeline for implementation of the report has been requested as a matter of urgency.
- The support of the IVEA, the ICTU and other interested parties has also been sought.
- TDs and Senators will be lobbied locally. Lobbying packs will be sent out to branches to facilitate this. It is vitally important that all members in PLC colleges engage in this lobby, particularly in light of the fact that we are within 15 months of a General Election.



NOTICE TAKEN BY TUI IN NATIONAL PRESS 1/12/05



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- A high profile debate will be held at a suitable venue to raise awareness and discuss the issues at stake.
- Local media will be supplied with material in support of the campaign. Material will be tailored to relate the story to local colleges.
- This campaign will also be of primary importance in TUI's ongoing national media campaigns.
- A postcard campaign to the Minister will also be facilitated. Postcards demanding action will be signed and sent by the 30,000 students in the sector to the Minister.

Up to date details of the campaign can be accessed from the homepage of the TUI website, located at www.tui.ie. Future editions of this magazine will also feature updates on the campaign.

Timeline

1985

Post Leaving Certificate Courses established in Ireland.

1989- 2000

PLC courses expand rapidly, doubling in student numbers from 12,000 to over 24,000.

February 2000

Programme for Prosperity and Fairness published. Government commits to examining FE structures as part of the agreement.

April 2002

Interim McIver Report published.

April 2003

Report of the Steering Group to the PLC Review Established by the Department of Education and Science by McIver Consultants Published.

Early 2004

Lobbying Campaign organised by TUI.

3rd June 2004

Joint Oireachtas Committee on Education and Science Presentation by TUI .

September 2005

Costings of implementation of key aspects of the Report agreed between TUI and Government at €48m. Sector now represents 30,000 students.

17th November 2005

Budget Estimates Published - no mention of funding to commence the implementation of the Mc Iver Report.

24th November 2005

TUI meet with senior Department officials in an effort to convey to the Minister that urgent financial provision was required for the sector.

1st December 2005

After no indication of funding for McIver Report in pre-Budget Estimates, TUI takes out advertisements in Irish Times, Irish Independent and Irish Examiner demanding urgent action. A press conference is also convened on the issue.

7 December 2005

Budget makes no provision for implementation of McIver Report. TUI describes the decision as "a breach of faith". TUI members lobby Dáil and a special meeting of the union's Executive Committee vows to intensify campaign for implementation.

16th December 2005

Meeting convened in TUI Head Office for delegates from branches with PLC Colleges with over 150 PLC students. Plan of Action agreed at this meeting re the implementation of the Mc Iver Report.

TUI Education Conference 2005

TEACHING FOR THE FUTURE

The TUI Education conference 2005 was held on Saturday, 26th November in Croke Park. We were fortunate to have a distinguished panel of guest contributors to address various aspects of the conference theme, “Teaching for the Future”. In choosing this theme we wished to offer a preliminary union response to the OECD report “Teachers Matter” and more importantly, to consider how the union and the profession should prepare for and engage with the policy discourse to which both the report and the increasingly rapid pace of societal change give rise.

TUI President, Paddy Healy, in opening the proceedings, contrasted the priority accorded to education and to teachers by the OECD with the very substantial slippage over the past decade in investment in education – expressed as a percentage of Gross Domestic Product – by successive Irish Governments. As teachers and trade unionists we must demand a restoration of national priority to education.

Áine Lawlor, Director, Teaching Council, considered “The Role of the Teaching Council in the Professional Life of the Teacher”. She charted the context, both national and international, which led to the enactment of the Teaching Council legislation. The statutory remit of the Council, comprising regulatory and advisory functions, she characterised as very broad by contrast with similar councils in other jurisdictions. The Council will maintain a register of all teachers employed from the public purse. As the expression of “recognised, collective professional identity” it will establish codes of professional conduct as well as criteria and procedures relating to the education and training of teachers, including their continuing professional development. The Council will fulfil a role that is distinct from that of teacher unions. It is envisaged that a relationship of mutual respect and co-operation will develop between the two, given that the Council and the unions have an advocacy role in relation to teaching and teachers, respectively.

Dr. Ciaran Sugrue, St Patrick’s College,



DR CIARAN SUGRUE, TIM O MEARA

DCU, presented a paper – “Leading Education in the 21st Century: Beyond Performativity & Accountability” – in which he argued persuasively for a new conceptualisation of educational leadership to invigorate and validate public education in a knowledge society.

He held that current conceptions of educational leadership are inadequate to the necessary task of school reform as they confine conceptualisations and discussion of leadership to schools only. A more inclusive concept of visionary, authentic, ethical and sustainable leadership that holds all protagonists in the education arena to appropriate account must be developed. Such a concept, which must move beyond sectoral interest as a means of providing authentic leadership can serve as the catalyst for restoring faith in the public sector and in education as a public good, and not merely a commodity that can be purchased by those with the resources. For this to occur, the paper argued, it is necessary to move beyond current conceptions of what he termed “performativity” and accountability that were framed for an education system in the industrial age and are inappropriate for a post-industrial society. A new and more appropriate vision for education needs to be rooted in emergent understandings of a creative economy and society, where educational diversity rather than increasing homogenization will be the new orthodoxy. To achieve this, the challenge to the leaders in education is to convince a sceptical private sector and politicians who are ‘closer to



PÁDRAIG HOGAN, NUI MAYNOOTH, ÁINE LAWLOR, DIRECTOR, TEACHING COUNCIL



Boston than Berlin’ of the necessity to invest in public education as a common good and a necessity for future economic growth and development as well as for a more just, equitable and coherent society.

In a wide-ranging and thought-provoking address, **Anne Looney, Chief Executive Officer, National Council for Curriculum and Assessment**, conducted her audience on a virtual or conjectural tour of “Terra Incognita: Teachers, Curriculum and the Future.” She spoke of the burgeoning set of new societal expectations of schools and teachers, generated not least by globalisation and the associated marketisation both of education and, more fundamentally, of childhood. These expectations and the forces which impel them lead to attenuated cultural identity, an instrumentalist view of education and threaten to overwhelm the care and passion that characterises the best teaching. The challenge for teachers, therefore, is to harness their intrinsic care and passion and, through creative engagement with the curriculum, restore the moral purpose of teaching. This would amount to a re-assertion of teachers as leaders who forge the school communities within which children’s sense of personal identity and inherent worth is nurtured. She cautioned against a formulation of professionalism that values hierarchies and power structures within the profession more than care and passion and the resonant teaching they inform. Anne also drew attention to the dilemma for teachers who inhabit the present uneasily, are fearful of



PADDY HEALY, JACQUELINE SHEIL, ÁINE LAWLOR, JOHN MACGABHANN, JIM DORNEY

the future and nostalgic for the past whereas their students, oblivious of the past, inhabit the present comfortably and are impatient for a future that promises the excitement of dizzying change.

Having interrogated some of the emergent themes in regard to understandings of teacher professionalism and teachers’ leadership roles in the knowledge society, the conference focus fell more particularly upon the issues that arise from the recently published **OECD teacher policy report, “Teachers Matter”**.

Ben Jensen of the Directorate for Education, OECD, presented a paper in which he traced the origins, purpose and methodology of the report as well as outlining the main policy priorities identified and analysed therein. In addition, he previewed the forthcoming OECD survey of teachers, teaching and learning.

Notwithstanding differences of opinion as to the merit of some of the policy strategies advocated by “Teachers Matter”, he considered it to be critically important that there is now unanimity among OECD member states, at Ministerial level, that education is a critical determinant of national well-being in the knowledge society. For that reason, teachers, identified as the most influential resource in schools and the primary agent in lifting student performance, are, as never before, the focus of policy consideration. In many countries, though not particularly in Ireland, there are concerns

about shortages of well-qualified applicants for teaching and everywhere there is an anxiety to equip teachers with the knowledge and skills to meet the needs of modern schooling. The OECD report identifies the need to focus policy on the development of effective mechanisms to make teaching an attractive career choice, develop teachers’ knowledge and skills, recruit high-calibre entrants to the profession, retain effective teachers in schools and actively engage teachers in policy development that is evidence-based. Ben emphasised the fact that the report does not seek to be prescriptive but is designed to prompt more informed national policy debate.

Speaking to the intriguing title, “With one eye open and the other eye firmly closed, between the two the picture gets composed: Contexts, Challenges and the Future of Teaching”, **Dr. Marie Clarke, School of Education and Lifelong Learning, UCD**, advised that the OECD Report be rigorously interrogated for any ideological disposition that may be reflected in its recommendations and, more problematically, in its research methodology. Her paper advanced a number of arguments: policy documents require careful analysis and interpretation; there is a necessity for debate and active engagement by the teaching profession in discussions that focus on the knowledge economy, life long learning, quality, standards and teacher education. One perspective – such as that provided by “Teachers Matter” – on these issues is not enough and finding solutions to issues that



SEAN DALY, DAN JOE CAHILL, OLIVER MCCORMACK, ANTHONY BRADLEY

impact upon teachers and teacher education are not straightforward. She also argued that the OECD-led policy discourse is focussed on the measurement of student and teacher outcomes and that views in the report about teaching and learning are constructed within narrow and technical paradigms. In this context multiple perspectives are required and stakeholders should challenge the manner in which policy discourse is formed.

Resolution of educational issues has consistently involved major conflicts and compromises among groups who have competing visions of legitimate knowledge, perceptions of good teaching and learning, and what is a just society. Marie criticised the report for choosing not to consider societal variables that significantly affect the potential for effective schooling. “Teachers alone cannot solve the problems of the world’s worst schools and improve the life chances of the most disadvantaged students without a simultaneous investment in resources, capacity building and the enhancement of teachers’ professional growth.”

A further flaw in the report is that the OECD acknowledges but then proceeds to ignore the fact that there are many aspects of teacher quality that are not captured by commonly used indicators. The attributes singled out for consideration in the report mainly focus on technical approaches to teaching. No mention is made of teacher characteristics, their identities, their capacity for self-reflection, their values, their assumptions about teaching, learning, students and curriculum. Offering “A Union Perspective” on “Teachers Matter”,

John MacGabhann, TUI Education/ Research Officer, welcomed the report for its policy focus, analysis of policy outcomes, identification of system tensions and recognition of the radically changing context of teaching. Noting that governments are increasingly influenced in their thinking by the OECD, he advised the education community to consider carefully the possible implications for Irish education policy of adoption or adaptation, even loosely, of the reports underlying assumptions. He criticised the report for its failure to locate education within a coherent suite of national social policy, for being deficient – as a consequence – in its understanding of schools’ operational contexts and for being over-reliant on market mechanisms in its analysis of teacher supply and retention. A narrow and restrictive understanding of teacher competences and quality in teaching also damages the report’s credibility. There is also, he suggested, a lack



DELEGATES AT TUI EDUCATION CONFERENCE

of congruence between some of the policy directions advocated by the report, especially in regard to reward systems for teachers, and the analysis of strategy effectiveness. In particular, the report’s preferred strategy of differentiation of teacher salary by subject specialism, school location or local evaluation of teacher performance has no strong evidential basis and would, if pursued, do grave injury to the collegial culture that is an especial strength of Irish schools. He characterised teacher policy in Ireland, as expostulated by government, as long on self-serving political rhetoric and very short on delivery. A manifestation of this is the recent emphasis on the enactment of legislation (however worthy) that defines and/or shifts responsibility but is not matched by resource provision. Where teachers and schools are concerned, this has led to a suffocating pressure on time and a growing agnosticism in regard to departmental and governmental commitment to educational quality. He called for a genuine political challenge to schools, teachers and unions in the shape of a national development plan for education with multi-annual thinking, planning and funding, a willingness to borrow and tax appropriately, the development of a socio-educational charter of rights, a clear and operationalised commitment to equity and equality and the implementation of a negotiated continuum of career-point-appropriate professional development for teachers.

Closing the Conference, **TUI President, Paddy Healy**, thanked the contributors and identified this as a time of unique, even epochal, opportunity for the Irish government to put the public education system, at all levels, on a sound footing. The wealth of the economy relative to other countries must, he said, be reflected in greatly increased investment in education. Whatever our differences of opinion with the OECD in respect of aspects of “Teachers Matter”, we are at one in recognising the vital contribution that education must make to national life. He concluded by urging teachers never to entertain a diminished sense of their professional value and to continue to exercise leadership roles both in schools and in the broader community.

The TUI intends, subject to securing the permission of the contributors, to publish the conference papers both on the web and in hardcopy form.

Institute News

Apprenticeship Calendar

The Department of Education and Science has written to the Union seeking to discuss the Apprenticeship calendar.

This perennial problem arises for the second and third blocks because of the movable Easter. With an early Easter it can occur towards the end of Apprentice Block 2. With a later Easter it can occur well into Apprentice Block 3 and it is only on relatively rare occasions that Easter coincides with the break between Apprentice Blocks 2 & 3. Apprentice Block 1 is not affected in any way.

From the resumption date in January to the June 20th there are 24 weeks. Of these 24 weeks two are the period of time of the Easter break leaving a total of 22 weeks which precisely fits the two 11 week blocks. It is clear therefore that there is very little flexibility for the seasonal movement of Easter. This issue relates only to the trades which have 11 week blocks, it has no affect on any others.

The difficulty for the Department of Education and Science is that where there is a break either in the second or the third block the Apprentices must be returned to their employers and there is an additional cost accruing to Fás. The Union has asked to give consideration to what arrangements can be made to alleviate this problem. This could be done by way of a fixed break between blocks 2 & 3, this being the period of the Easter holidays. However it might not coincide with Easter and this presents the prospect of lecturers in trades area having an Easter break which would not coincide with the Easter break within the Institute. This is further complicated for those lecturers who are teaching on both trade areas and whole time courses who could see their classes continuing throughout the entire period. This area presents a major difficulty for the Union.

Branches have been asked to give their views on this issue which is being dealt with by the Executive Committee through discussions with the Department of Education and Science.

The Future Of Workplace Partnership In Institutes Of Technology

The present phase of the development of Workplace Partnership in Institutes of Technology is coming to an end with the termination of the contracts of all of the facilitators who have now returned to their substantive positions. Some institutes have retained the services of the facilitators, however this is in an entirely different capacity as they are directly employed by the Institute. They are not seen by the Union as fulfilling the role as carried out under the NPF.

In addition the contract of the National Co-ordinator is due to conclude in April and with this scenario in mind the NPF has been discussing for some time two key issues.

- 1 Whether there is a desire on all parties to continue with a national programme.
- 2 If so what structure should apply to such a programme.

To this end a conference was convened comprising all of the Directors of the Institute of Technology and the President of DIT and a senior representatives of each of the Unions involved. This meeting took place in Athlone on Tuesday 24th January and arising from this it was decided that a working group be put together from the people at the meeting to prepare further considerations in regard to a proposed structure. At the meeting there was a very strong consensus view that it was necessary to continue with a National Programme which would concern itself mainly with the development of the Institutes of Technology sector and dealing with challenges facing the sector. It was the strong view of the Unions that they wished to be involved in such considerations. A working group of eight persons, four from the Union side and four from the Management side will make firm proposals and will report back to the NPF with proposals.

The context of this examination was the report on the Partnership Programme



PADDY HEALY MAKES RETIREMENT PRESENTATION TO MICHAEL O' GARA, DIT, FORMER TUI EXECUTIVE COMMITTEE MEMBER.

which was carried out by Isobel Butler. She presented her report together with recommendations to the meeting in Athlone. The summary of her recommendations are set out below:

Summary Of Recommendations For The Future

1 Strategic Discussion At National Level
A National Stakeholder Workshop/Conference should be held to facilitate an open and frank debate about the Strategic Challenges facing the sector and the types of responses that are required. This should be held on an annual or biannual basis. The Council of Directors, all Trade Union Officials and the DOES and HEA (the voices of student reps could also be heard at this level) need to be in attendance to ensure ownership of the output (if needed to ensure buy in and transfer back to each Institute representatives of Executive Mgt teams from each Institute and Trade Union Activists from those Institutes could also attend).

2 NPF Executive

The current NPF should be replaced by a small group of high level players from the key stakeholder groups, who will drive the agreed agenda coming from the conference. This group needs to be more fully representative of the stakeholders and they must also be able to fully represent their views and concerns and agree appropriate communication and consultation methods with the groups they represent.

3 The Workplace Of The Future

is an appropriate agenda for each IoT to deliver through Partnership with the National Forum providing support



KATHLEEN MOORE WALSH, WIT AND DEREK SIMON, DIT AT THIRD LEVEL TRAINING.

4 The Development Of A Strategy To Improve IR

A high powered national IR group should be formulated to undertake a joint analysis of the current IR culture within the Institutes and agree on a long term strategy to improve it.

5 Clearly Defined Methods And Structures For Consultation And Joint Problem Solving

There needs to be an agreed model for consultation in the sector, in accordance with the requirements of the EU directive. The language and processes of consultation need to be clear and unambiguous. A step by step process for dealing with issues in Partnership should be described.

6 Future Sectoral Level National Agreements

As already stated the output of the annual Stakeholder Strategic discussions should feed into the development of the National Agreement for the sector. The language of the agreement needs to be clear and unambiguous and when it comes to Performance Verification, action plans should not simply be judged on whether the change is agreed but also on whether it was agreed in accordance with the Partnership Principles.

7 A Focus On Competency Development

- An appropriate management development programme needs to be implemented across the sector and it should also include the competencies for partnership already identified by NCPP.
- All staff development programmes should also build on developing the competencies for partnership developed by NCPP.
- Joint training in effective meetings, joint problem solving and team working to be provided to all staff.

- Joint Interest based bargaining training to be provided to all who engage in it.
- Unions need to focus on including training for reps and new members on the partnership approach to doing business.
- Continue to develop and share case studies which illustrate change in partnership.

8 A Single Stakeholder Forum At Local Level

All common fora and partnership committees should be facilitated to draw their work to a conclusion. Each Institute needs to have one Stakeholder Forum with the Director (DIT President), Senior Executive Managers and Trade Union negotiators on it. The purpose of this forum will be to enable all stakeholders to have a direct input to the effective management of significant change within the Institute.

9 The Development Of The Institute Strategic Plan

This should be carried out in a Partnership manner, should plan for implementation in a partnership manner and ensure that through normal budgetary development mechanisms there are sufficient resources to support this. Strategic plans should include a section on the strategy to develop a partnership culture of inclusion, participation, common ownership of change and a joint focus on continuous improvement of service.

10 Adequate And Appropriate Resources Made Available Within Each Institute To Do The Business Of Partnership

- For real consultation and joint problem solving to take place those doing the consultation will need time, competencies and possible access to facilitation and/or mediation.
- The role of a Trade unionist in any new structure needs to be formally stitched into their own day to day role and they need time etc to fulfil this role.

- Joint problem solving will in its early days still require facilitation until those involved become fully confident and competent to do it unaided.
- Where the local stakeholder fora identify a need for utilisation of facilitators and/or mediators then these roles should be linked to the National Executive position in a similar manner to the current facilitator role to ensure that they are perceived as neutral.
- Stakeholder fora will need dedicated administrative support.

11 Build the Culture of Involvement

One of the major benefits of the Partnership It programme to date, has been the beginnings of a development of a culture of participation and joint problem solving. Each Institute needs to build on this and focus on increasing the level of team working and communication at departmental, school, cross functional and cross departmental level around issues of common concern. The academic year has many activities which could profitably benefit from a joint, cross functional approach to planning, implementation and review which would not only increase levels of participation, decrease frustration and poor morale but would also improve service to students. Registration, graduation and exams are all examples of these activities.

12 The PMDS Project

This needs to be delivered in line with the Partnership Principles and with reference to each Institutes Stakeholder Forum.

13 An Executive Position At National Level To Make Sure The Objectives Of The New Programme Are Driven Through

This National Position can grow out of the current co-ordinator position. At central level there needs to be an individual with appropriate secretarial back up whose job it is to focus on and push the Partnership agenda and who will ensure energy is generated.



THIRD LEVEL TRAINING SEMINAR.



TUI RECIPIENTS OF GAISCE AWARDS AT RECENT DUBLIN CASTLE CEREMONY. L-R PJ LAMBE (CASTLEBLANEY COLLEGE, CO MONAGHAN), CORMAC CASSIDY (ST MCDARAS COMMUNITY COLLEGE, DUBLIN), MARGARET O DRISCOLL (COBH COMMUNITY COLLEGE, CORK), PRESIDENT MARY MC ALEESE, ROSE LUBY (CAVAN VOCATIONAL SCHOOL), MAIRÍN UÍ CHEALLAIGH (POBALScoil AN GHLEANNA, CO GALWAY), TIM O' MEARA (VICE PRESIDENT, TUI).

Imminent Changes In Payroll For C&C Members

Payroll For Casual And Non Casual Teachers

Casual and non casual teachers will be paid centrally through the Department payrolls, on a fortnightly basis from January 1st 2006. From this date substitution will no longer be paid by cheque at school level. All payments to casual/non casual teachers will be made by EFT (Electronic Funds Transfer) to the teachers' bank accounts. This will require all casual and non casual teachers in C&C schools to have a bank account. New claim forms will be issued to schools by the Department. These claim forms will need to be submitted to the Payroll Division to enable payments to be made for service after 1 January 2006.

On-line Claims System (OLCS)

By September 2006 the roll out of OLCS should commence and claims for casual and non casual service will be processed on line at school level. These returns will be entered into the system by an appointed processor at school level, (normally the secretary) and approved by the accounting officer, (normally the principal).

Assurances have been given to the TUI that these changes will not restrict leave access. It will however result in a reduction of work at school level as all deductions regarding PRSI, tax, superannuation etc. will be done at Department level. It will also capture service history for all casual/non casual staff, so

as to ensure that the appropriate rates of payments are made.

This programme is to be piloted in a small number of C&C schools in May, 2006. A stakeholder workshop is to be convened so as to allow those affected by these changes to have an input.

Anyone interested in being nominated to engage in this process should contact the TUI. Two days training will be provided in the operation of this process by the Department of Education and Science.

Fergal McCarthy,
TUI Area 9 Representative

Annual Congress 2006

Brandon Hotel, Tralee, Co. Kerry 18th – 20th April 2006

Crèche

Delegates who wish to avail of the crèche facilities in the Brandon Hotel, should complete the official crèche application form which may be obtained on the TUI Website (www.tui.ie), by e-mail: tui@tui.ie or from: Pat Mitchell, Institute of Technology, Tralee, Co. Kerry
Email: patrick.mitchell@staff.ittralee.ie
Mobile: 087-2840528

Completed application forms should be returned to Pat before 24th February '06.

A fee of €60.00 per child will be charged for applications after 24th February 2006. Children up to 10 years of age may avail of the crèche.

Rail Travel

Delegates to Congress who intend travelling by rail may obtain rail vouchers from Head Office at a cost of €29.00 each way. To obtain rail vouchers, please apply to Head Office enclosing payment for the appropriate amount.

Annual Elections

Vice-president

Mr. Don Ryan, Limerick City Branch has been elected unopposed as Vice-President. Don's term of office commences on 1st July 2006.

Area Representatives

The following Area Representatives have been elected unopposed

Area 1	Jacqueline Sheil, <i>Co. Carlow Branch</i>
Area 3	Daniel Keane, <i>Co. Meath Branch</i>
Area 5	Noel Spittle, <i>Tipperary NR Branch</i>
Area 7	Tony Joyce, <i>Co. Limerick Branch</i>
Area 9	Fergal McCarthy, <i>Co. Cork Branch</i>
Area 11	Tony Deffely, <i>Co. Mayo Branch</i>
Area 13	Joan Sheahan, <i>Dublin C&C Branch</i>
Area 15	No nomination received. Nominations have been further invited.
Area 17	Pat Ahern, <i>Cork Colleges Branch</i>
Area 19	Daithi Sims, <i>Limerick Colleges Branch</i>

Security Fund Committee

Three nominations have been received for two vacancies:

Seamus McCormack, *IT Carlow Branch*
John Twohig, *Cork Colleges Branch*
Kevin Whyte, *Co. Cork Branch*

An election is currently being conducted.

Congratulations are extended to all!

List of Environmental Science Courses Now Available Online

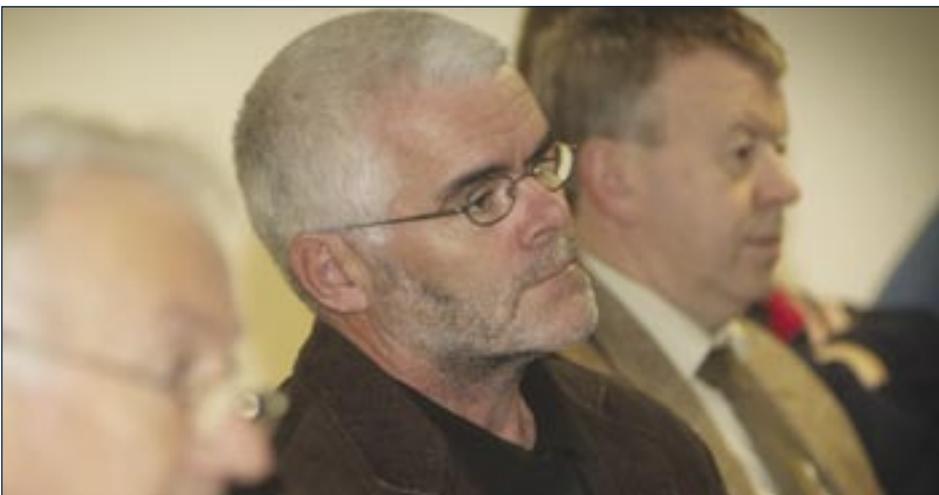
The Environmental Science Association of Ireland (ESAI) is a voluntary group which aims to promote disciplines and professions in the field of environmental sciences. Courses in environmental science are wide-ranging, from those dedicated purely to environmental science to those based on the environmental aspects of engineering, chemistry, biology, ecology, toxicology, building technologies, hydrology, economics..... the list is very broad. We have endeavoured to provide a list of National courses with an environmental focus available on our website www.esaiweb.org/careers.htm A list of institutions currently offering these courses is provided which includes contact details, course convenors and website addresses to help you access further information and would be of huge interest to guidance counsellors and students alike.

Active School Awards

The Department of Education and Science and the Irish Sports Council are supporting an Active School Awards initiative in all schools. Application forms and an information pack outlining the initiative will be sent to every school in February. The initiative will recognise and encourage excellence in physical education programmes and participation in co-curricular physical activities in schools.

Every school will receive a certificate of participation. A prize fund will be distributed to schools whose physical activity programme best reflects the goals set out in the aims of this initiative. Further details will be available in the information pack. It is recognised that schools have varying levels of access to facilities and this will be taken into account in the judging process.

This initiative is being administered by the Mayo Education Centre, Westport Road, Castlebar, Co Mayo. Contact e-mail: activeschoolawards@eircom.net



DELEGATES AT TUI EDUCATION CONFERENCE.

TUI and Equality Authority Joint Conference

Embedding Equality in Education
Saturday 25th February 2006
Burlington Hotel, Dublin

TUI and the Equality Authority are organising a joint conference on the theme of "Embedding Equality in Education". The conference will take place on Saturday 25 February in the Burlington Hotel, Dublin 4.

The objectives of the conference are

- to raise awareness among TUI members of the equality legislation and agenda as it applies to education,
- to engage in dialogue on what embedding equality in education means, and
- to share and develop ideas for practical approaches to embedding equality in schools, colleges, centres and IoTs.

The equality legislation prohibits discrimination, harassment and sexual harassment of both staff and students across nine grounds. The nine grounds are: gender, marital status, family status, sexual orientation, religion, age, disability, race, and membership of the Traveller community.



DONEGAL C&C BRANCH OFFICERS: YVONNE WILLIAMS (REC SEC), MARY TOLAND (VICE CHAIR), MANUS BRENNAN (CHAIR) AND COLM TOLAND (SEC).

The legislation also gives the Equality Authority a mandate to promote equality across these nine grounds, and education has been identified as a priority area in the Equality Authority's current three-year strategic plan. The Equality Authority has undertaken work with a range of education partners, including the DES Inspectorate, FETAC and the HEA. Education is also the second highest source of the Equality Authority's legal case work under the Equal Status Acts.

The conference will be opened by the TUI General Secretary Jim Dorney. The keynote

speaker at the conference will be Dr Anne Lodge, Education Department, NUI Maynooth. Other speakers include: Mr Niall Crowley, CEO Equality Authority, Ms Eilís Barry, Legal Adviser Equality Authority and Ms Annette Dolan, Assistant General Secretary TUI. Letters have been forwarded to Branch secretaries inviting them to submit names of delegates to TUI head Office by Friday 17th February 2006. If you are interested in attending this conference you should contact your local TUI Branch Secretary. Further details from Annette Dolan, Assistant General Secretary, TUI at 01 492 2588.



KEVIN MCMAHON, BEN JENSEN (OECD), HUGH GIBBONS AT TUI EDUCATION CONFERENCE



BUDGET DAY DÁIL LOBBY



JOHN MACGABHANN

John MacGabhann has been appointed to the position of Assistant General Secretary with TUI. This new position resulted from a review of TUI Head Office operations and John was successful in his application.

His previous position of Education and Research Officer has been publicly advertised and he will assume his new role when this position is filled.

John served as TUI President from 2000-2002 and previously taught in Tallaght Community School.



JACQUELINE SHEIL AND BEN JENSEN OECD, AT TUI EDUCATION CONFERENCE



NON-NATIONAL STUDENTS

Teachers: Help to teach non-native English speaking students effectively

With the recent population growth due to our non-national friends settling in Ireland, teachers find themselves faced with more language barrier challenges. It can be difficult to teach a subject successfully when the student's English is not fluent. However, it is not impossible! Help is at hand.

i-to-i is Ireland's leading TEFL (Teaching English as a Foreign Language) course provider. Courses are held country-wide at convenient locations. Many teachers have taken the 80hr diploma to help them to teach non-national students more effectively. Teachers learn skills like how to teach through mime and how to explain concepts through English to non-native speakers.

It is also possible to teach TEFL privately in Ireland by taking this 80hr diploma or even to travel and earn during the summer months.

If you'd like to sign up for this ODLQC accredited course, i-to-i is even offering TUI magazine readers

€100 OFF

Just call 058 40050 and quote "TUI mag" to receive your discount.

Irish students can even take the course once they are 17 or over to teach non-national class-mates or travel abroad and earn some money. For more details visit www.weekendtefl.ie or call i-to-i to book a school presentation call 058 40050.



professional development programme

Teachers Union of Ireland, 73 Orwell Road, Rathgar, Dublin 6.
t: 01 492 2588 f: 01 492 2953 e: tui@tui.ie

Pre-Retirement Training (1½ day) **Abbey Court Hotel, Nenagh**

2 March 2006
5:30pm – 9:00pm

3 March 2006
9:30am – 4:00pm

Please Note:

There is an upper limit in terms of numbers for attendance, so early booking is strongly advised. Please complete this form and send to Head Office.

personal details

Surname _____

First Name(s) _____

Home Address _____

Home Telephone/Email _____

School/Institute (name & address) _____

School Telephone/Email/Fax _____

please return
completed form to

Jane O'Sullivan _____

TUI Education/Research Officer

73 Orwell Road

Rathgar

Dublin 6 _____

Telephone: (01) 492 2588 _____

Fax: (01) 492 2953 _____

Email: josullivan@tui.ie

My Time in the European Schools

I had been teaching for ten years in St. Aidans Community College in Cork when, in 1996, I spotted an advertisement in the press for a teaching position in my subjects in the European School system. The post was in Bergen, The Netherlands.

A friend of mine had been appointed to a teaching position in a European School in Brussels some years earlier, so I was familiar with the European Schools concept. Having considered the pros and cons, my husband and I decided that I should apply. At that stage we had two young children aged 3 years and 1 year.

The requirements for the post were two-fold; firstly, an honours degree in the specified subjects and, secondly, a good knowledge of a second 'working language' of the Schools. In my case that meant competence in either German or French. Teaching would be through the medium of English.

For a teacher who wishes to travel abroad to work while maintaining the security of a job at home this opportunity is unique.

Following competitive interview, I was appointed to the position.

The European School System

The European School system was established along with the E.E.C. in the late 1950's to educate, in particular, the children of the personnel of the European Community institutions. To attract workers to the institutions it was necessary to provide a high quality system of education for their children in their native tongue. Thus, the early schools in the system were established alongside the major institutions in cities such as Luxembourg and Brussels. Later on, the system was extended geographically to other places where E.U. institutions had been established such as Frankfurt, Alicante, Varese (northern Italy) and Munich.

Curriculum

The European Schools educate children from 4 to 18 years of age, and prepare them for the **European Baccalaureate**, a qualification which is recognised by the Third Level institutions throughout Europe. At 11 years of age the students enter secondary school. At that stage they already have a very high level of competence in their second working language. In their third year of secondary school they begin to study History and Geography (called Human Science at that stage) in their



second language. This continues until the Baccalaureate itself. Both subjects remain part of the compulsory curriculum right to the end of secondary school. Other subjects on the compulsory curriculum include their 'Mother Tongue', 'Second Language', Mathematics, Philosophy and a Science subject, as well as Gym and religion or ethics.

Secondment

Teachers are seconded from the various countries to work in the European School system for a period of up to nine years. In Ireland, the Government guarantees that, upon your return from Europe, you will be absorbed back into a teaching post once more, while keeping your seniority and any Posts of Responsibility which you may have held before your departure. For a teacher who wishes to travel abroad to work while maintaining the security of a job at home this opportunity is unique.

Help Always At Hand

An open mind is very important as is energy and enthusiasm. For my family it was initially daunting to settle in another country. However, there is huge support in the schools for the new arrivals as everybody has encountered similar challenges in the initial period of settling in. Help is never far away and most of the schools have a good complement of Irish teachers, so a ready



made social network is at hand should you desire to avail of it.

Teaching Duties

My duties primarily involved teaching History and Geography through the children's second language (English). The curriculum was laid down with the establishment of the schools and is continually being updated. The working week consists of 16.66 class contact hours and supervision duties similar to those undertaken in schools in Ireland. Students are generally very well motivated and ambitious. Almost all of the students proceed to Third Level education on completing secondary school. The system is academically based.

A Rich Experience For Children

My own children began school on their 4th birthday in the Kinder Garden and, from the beginning, had exposure to Irish a number of times a week. They were also taught French from the time they were 6 (this was by choice as they could also have studied German). They were excited at being part of the multi-cultural world of the school. There were students from eighty countries in our school. The curriculum incorporated activities that broadened the children's knowledge of the customs and traditions of the various countries represented in the school. The hidden curriculum was as important as the formal one for them. They loved their time

in the European School. The facilities were excellent and the teachers highly motivated. By the time my nine years were up the children were well prepared to re-enter the Irish education system, without any difficulty and with many advantages over their peers in Ireland.

My children look back on their years in the Netherlands with rose-tinted glasses. They miss their teachers, the resources they grew accustomed to and the banter in so many languages in the playground. However they also accept that life is different now and have got used to the Irish system of education. They seem quite happy with their schooling here, even if life is not quite the same...

An Exciting And Rewarding Challenge

I can say without hesitation that my 9 years at the European School Bergen were the most rewarding in my professional

career; academically, socially, financially and culturally. It was with mixed feelings that I returned to teach in my old school in September. On the one hand I had to leave behind wonderful colleagues of all nationalities, as well as fantastic friends. On the other, a new set of challenges awaited me here in Ireland. The new curriculum in Leaving Certificate Geography is in place. Other changes have occurred since I left in 1996. Challenges abound.....

I would recommend teaching in the European Schools to anybody who is at present teaching in the Irish school system and feels that they would relish a new and exciting career direction and a complete change in their lives.

The Department of Education and Science has confirmed that posts in the European Schools for second level teachers are due to be advertised in February.

Mary Fitzgibbon-O' Connor.

RMA News

Happy New Year to all our members especially to those who have recently retired and joined.

May I take this opportunity to thank all those who have renewed their membership subscription and to remind those who have not to do so as soon as possible – the subscription is €16 and should be sent to John Ahern, 8 Elm Grove Park, Ballinlough Road, Cork. Those who have retired this year are entitled to have their membership paid by their local TUI branch this should be applied for to the branch.

Spring Break and AGM

We are planning our Spring break for the North East of the country in the Carlingford area this will be the latter half of March after St Patrick's Day. Our AGM will be in Killarney in early May. Details of these events will be available soon, they will be sent directly to all members.

Golf

It is intended to increase the services to members and to cater for special interest groups. One of these groups are the golfers and we hope to arrange golf outings for our two upcoming breaks details will be included in information packs.

Delay In Paying PCW Increases

Many members have expressed dismay at the delay in payment of the PCW increases, this is caused by the complicated way in which payment is paid to those who were employed by a VEC or IT– it does not affect those employed by the Department of Education who are paid direct by the Department. Those who were employed by a VEC are paid by the Local Government and the difficulties arise between the two of them. Members in Kildare have not yet received the increase due from last June. Proposals are in place to have pensions paid direct by the VEC, in the meantime efforts are being made to have payment made as soon as possible.



EMER EGAN, JOHN MACGABHANN, MARY MCGLYNN AT TUI EDUCATION CONFERENCE

Survey

In order to develop our service to members we are going to conduct a survey, this will be included with the above mentioned information pack. The information is required to assist us in making plans for the development of the services to our members.

Yours sincerely

Christy Conville
Secretary

Revision of the Spouses' and Children's Pension Scheme

For the attention of TUI members in Community and Comprehensive Schools

Revision of the Spouses' and Children's Pension Scheme, Circular Letter PEN 14/05

Option To Join The Revised Scheme

Members in Community and Comprehensive schools will have received a personal option form in relation to membership of the Spouses' and Children's Pension Scheme and the option to join the Revised Scheme.

It is important that teachers in C&C schools who have received this personal option form complete and return the form, even in cases where such teachers wish to maintain their current status (i.e. as a non-member of the Spouses' and Children's Pension Scheme or as a member of the Original Spouses' and Children's pension Scheme). The Revised Scheme will provide pension benefits for the spouse and children of the member and, unlike the Original Scheme, will provide provision for the spouse of a member who marries after retirement, for the children of the member who were born after the member's retirement and for extra marital children.

What Is The Spouses' And Children's Pension Scheme?

The Spouses' and Children's Pension Scheme is a scheme to provide pensions for the spouse and/or dependent children of a member who dies in service or after qualifying for a pension. When a teacher who is not a member of the scheme dies, the spouse and dependent children of the teacher will not receive a pension from the Department of Education and Science.

If a teacher dies in service, half of the teacher's maximum potential pension is transferred to his/her spouse. In the case

of the death of a retired teacher, half of the teacher's pension is transferred to his/her spouse. Where the teacher is survived by eligible children an additional amount will be paid to the spouses' pension.

An eligible child is a child up to age 16 or age 22 in the case of a child in full time education. In the case of a child with a disability there is no upper age limit.

Who Does The Spouses' And Children's Scheme Apply To?

The existing (original) scheme applies to all male teachers admitted to pensionable service since 1969 and to all female teachers admitted to pensionable service since 1 June 1981. Male teachers in service in 1969 and female teachers in service in 1981 were given the option of joining the Spouses' and Children's Pension Scheme or remaining outside of it.

Teachers contribute 5% of salary for their pension. Teachers who are members of the Spouses' and Children's Pension Scheme contribute a further 1.5% of salary. This additional deduction entitles the teacher's spouse and/or dependent children to a proportion of the teacher's pension following the death of the teacher. The spouse and dependent children of a member not in the scheme will not have such an entitlement.

How Do I Know Whether Or Not I Am A Member Of The Original Spouses' And Children's Pension Scheme?

Firstly, you will have received Form SP/1 from the Department of Education and Science if you are a member of the Original Spouses and Children's Scheme. You will have received Form SP/2 if you are not a member of the Spouses' and Children (Original) Scheme.

Why Are Members In C&C Schools Now Being Asked Whether Or Not They Wish To Join The Revised Spouses' And Children's Pension Scheme?

The government decided that male teachers who opted out in 1969 and female teachers who opted out in 1981 should be given the option of joining the Revised Children's Pension Scheme.

In addition, teachers who are members of the Original Scheme now have the option of joining the Revised Spouses' and Children's Pension Scheme or of retaining their membership of the Original Spouses' and Children's Scheme.

Membership of the Revised Spouses' and Children's Pension Scheme will become compulsory for all persons admitted to membership of the superannuation scheme on or after 1st September 2005. Persons admitted to the Superannuation Scheme anytime between 31st March 2004 and 31 August 2005 together with persons on special leave or who are on career break will be admitted to the membership of the Revised Scheme if they exercise the option to join during the period up to 31 March 2006.

What Are The Benefits Of The Revised Scheme Over That Of The Original Spouses' And Children's Pension Scheme?

The Revised Scheme will provide pension benefits for the spouse and children of the member and, unlike the Original Scheme, will include provision for the spouse of a member who marries after retirement, for the children of a member who are born after the member's retirement and for extra marital children.

It is important to note that in the case of the Revised Scheme (as in the Original

Scheme), the spouse of the member must be a party to a marriage recognised by the laws of this state.

Under the Original Scheme, benefit only accrued to the spouse of the member if:

- a) marriage took place before retirement and to children of the marriage of the member if conceived before retirement.
- b) to the stepchildren if the member's marriage to the child's parent takes place before retirement and
- c) adopted children of the member if the child was adopted while the member was married and the adoption takes place before retirement, provided that in the case of a), b) and c) (above) the member was married during the period of contributing membership.

If I Am Already A Member Of The Spouses' And Children's Scheme Will It Cost Me More Per Fortnight If I Opt To Join The Revised Scheme?

Members of the original scheme who have become members of the revised scheme will continue to pay a **1.5%** contribution in their fortnightly pay. Teachers who are members of the scheme must have a contribution to the scheme for each year of pensionable service. In the case of a female teacher who commenced teaching in 1976 and joined the Original Spouses' and Children's Scheme in 1981, she would have to make up the missing years contributions from her lump sum at retirement at the rate of **1%** of salary per outstanding year. The teacher in this example would have **5%** of her final salary deducted from her lumpsum at retirement.

If I Was Not A Member Of The Original Scheme, How Much Will It Cost Me To Join The Revised Scheme?

continued page 30



TUI MEMBERS ON DUBLIN MARCH IN SUPPORT OF IRISH FERRIES' WORKERS 9/12/05.



TUI MEMBERS ON DUBLIN MARCH IN SUPPORT OF IRISH FERRIES' WORKERS 9/12/05.

Teachers who were not members of the Original Scheme, who now opt to join the Revised Scheme, will pay a **2%** contribution from their salary per fortnight. Male or female teachers opting into the Revised Scheme, who had opted out of the Original Scheme in 1969 or 1981 respectively, must make a contribution of **1.5%** to the scheme for each year of pensionable service. In the case of a female teacher, who is married, who started teaching in 1976 but did not join the Original Scheme in 1981 but decides to opt into the Revised Scheme now; she will make ongoing contributions of **2%** from her salary between 2004 and 2016. When she retires in 2016 she will have to make up 28 years of contributions at the rate of **1.5%** of annual salary for each of these 28 years. She will therefore have **42%** of her final salary deducted from her lumpsum.

Are There Circumstances In Which Members Of The Original Scheme Should Consider Remaining In The Original Scheme And Not Opt To Join The Revised Scheme?

If a teacher has neither a spouse or dependent children, has no children outside marriage, is unlikely to have children after retirement or is unlikely to marry after retirement, the Revised Scheme is unlikely to be of benefit to him/her.

Under the Original Scheme, there is a provision for a refund of periodic contributions to all members who remain unmarried throughout their contributing membership. In addition, teachers who are widowed or widowers at the time of retirement may receive a partial refund of their Spouses' and Children's Pension Scheme contributions.

None of the above provisions will apply in the Revised Scheme. Under the Revised Scheme the only circumstances in which any refund of periodic contributions would be due are:

- a) where a member retires or resigns without entitlement to a pension or to preserved pension
- b) where a member pays periodic contributions for a period in excess of 40 years
- c) where a member retires on pension or dies in service and the member is in the religious life and has been bound by a vow of celibacy throughout the period in his or her contributing membership.

If I Never Joined The Spouses' And Children's Pension Scheme What Should I Consider In Deciding Whether To Opt Into The Revised Scheme Or To Remain Outside Of It?

A teacher who is not a member of the Original Spouses' and Children's should consider the following issues in deciding whether or not to join the Revised Scheme:

- Do you have a spouse or are you likely to have a spouse?
- Do you have dependent children?
- Do you have or are you likely to have children born outside of marriage?
- Are you likely to have children after you retire?
- Are you likely to marry after you retire?

If you answered yes to any of the above questions you may wish to consider joining the Revised Spouses' and Children's Scheme.

If you answered no to all of the above you may wish to consider remaining outside the Revised Spouses' and Children's Pension Scheme.

In particular, teachers who are not members of the Original Spouses' and Children's Scheme who are now considering joining the Revised

Scheme should obtain independent financial advice before making any decision to opt into the Revised Scheme. It is important for such teachers with considerable service to obtain such advice, as there will be a particularly large deduction from the lumpsums of such teachers at retirement.

Payment Of Periodic Contributions (Original Scheme And Revised Scheme)

Members of both the original scheme and the revised scheme can opt to pay additional periodic contributions in order to reduce liability for payment at retirement See section 5 Circular Letter PEN 14/05.

Finally

Full details in relation to the revision of the Spouses' and Children's Pension Scheme and the option to join the Revised scheme are set out in Circular Letter PEN 14/05. This circular should be read in full prior to completing the option form.

NB

The completed option form should be returned to the Department of Education and Science in the pre-addressed envelope provided, not later than 31st March 2006.

Any person who does not return the completed form by this date will not subsequently be admitted to membership of the Revised Scheme.

Note

It is of utmost importance that the summary above be read in conjunction with Circular Letter 14/04.

Book Reviews

Yarns and Rhymes

Yarns and Rhymes is the title of a new book by Angela and Padraig McGinn. The rhymes are mostly bar-room ballads and recitations Padraig has done for the Bard of Armagh competition or ballads he recites for his party piece, late at night, in places where his audience is not too discriminating.

Most of the yarns were done by Angela and Padraig for the Sunday Miscellany programme on Radio 1. They deal with learning to smoke, smuggling, poaching, brewing beer, gardening, dating and two-timing, nursing, going to the wrong funeral, cures and quacks, and entering the wrong Dublin suburban house by mistake. A few of the yarns are about his experiences as a teacher in Ardee Vocational School or elsewhere.

About a third of the book is about working on the Rural Electrification Scheme in the

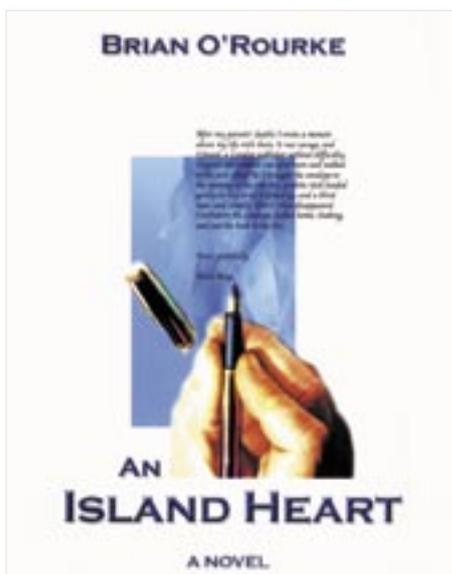
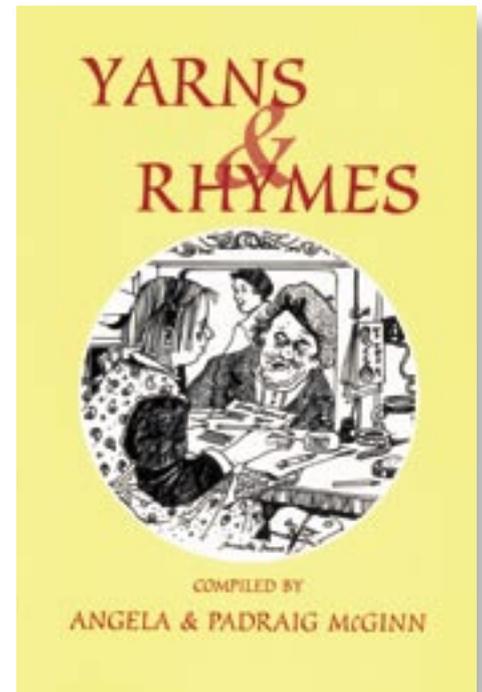
fifties, in Donegal, Leitrim, Cavan, Meath and Monaghan, being chased off football fields, surviving landladies in rural Ireland and local characters. Yarns and Rhymes is humorous and not to be taken too seriously. It costs €10 in bookshops from Sligo to Drogheda and in Greene's in Clare St, Dublin.

Padraig taught in Bush and Ardee Vocational Schools, in Ardee Community School, and from 1981 until he retired in 1994, as principal in Carrick on Shannon Vocational School.

He now tries to follow Goldsmith's advice:

*"To husband out life's taper
at its close, And keep the flame
from wasting by repose."*

Angela was a nurse in Dundalk and Monaghan hospitals.



An Island Heart – A Novel

Enda Ring's head is peopled by troubled souls, relentlessly telling their stories. He writes these down and sends them – with commentaries – to an unlikely assortment of readers, in which the fictional rub shoulders with the real and the living are outnumbered by the dead. As he annotates the recurring obsessions – love, sex, religion, madness, art and death – Enda's own story emerges.

He is revealed as an island heart, devoid of empathy, incapable of true relationships. His explicit confessions, amplified by the symbolic inner voices, go some way towards explaining the terrible deed he will eventually commit....

Brian O' Rourke's first novel An Island Heart is a tremendous achievement. A brilliant, irreverent and poleaxing read.

Brian graduated in English and French from UCG in 1969 and was awarded a doctorate in Comparative Literature by the New Sorbonne (Paris) in 1976.

Since 1974 he has lectured on Irish literature at the Galway-Mayo Institute of Technology.

Copies of An Island Heart are available by forwarding €15 to Brian at the Dept of Humanities, GMIT, Dublin Rd, Galway.

www.i-to-i.com

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HUGH GIBBONS, MARIE CLARKE, DR CIARAN SUGRUE AT TUI EDUCATION CONFERENCE



BUDGET DAY DÁIL LOBBY



BUDGET DAY DÁIL LOBBY

Notices

Campaign To Get Men Into Teaching

An extensive promotion campaign to attract more men into primary teaching was launched by the government towards the end of January. The initiative followed a key recommendation made last year by an expert group set up to examine the issue of men in teaching.

Only 11 per cent of students in teacher-training colleges in 2005 were male, signifying the steady decline in the number of men opting for teaching since the 1970s. At that time, 30 per cent of teachers were male but now less than 18 per cent of the nation's 27,000 teachers are men.

The new campaign, known as MATE, will show adverts highlighting the key characteristic of good teachers (Motivation, Ability, Teamwork, Excellence).

Minister Mary Hanafin said she hoped the campaign would make young men take a look at the valuable contribution they can make through a career as a primary school teacher.

"If you have an interest in sports or music, this can be something that you can use every day in your working life; there are not many jobs where that is an option," the Minister said.

"An important motivation for all teachers is the fact that they are helping young people develop skills they will use for the rest of their lives.

It is also very important that young people realise that teaching is a well paid job, with a very competitive starting salary.

What we are looking for now is for parents, teachers and guidance counsellors to encourage young people, especially young men, thinking of their career options to give strong consideration to the very valuable role of a primary school teacher.

Given the fulfilling nature of teachers' work, and the vital social contribution that they make, I believe that teaching is an attractive profession for the best candidates, both male and female."

EU Green Week Schools Competition

The European Commission today announced details of this year's Green Week Schools Competition which will take biodiversity as its theme.

The EU Green Week Schools Competition encourages young people from across Europe to learn about environmental issues and to express themselves artistically.

Younger children can submit drawings and paintings on biodiversity while older pupils can send in short digital videos.

The top three winners in each category will be invited to Brussels for the awards ceremony during Green Week, from 30 May to 2 June 2006.

Categories

The competition is open to all schools in the EU, candidate and EFTA countries. There will be two categories in the 2006 school competition:

Artwork - paintings and drawings: for individual pupils aged 5-10

Digital videos: for teams of up to four students aged 11-16.

Entries

Entries may only be submitted with the support of a school. Entries must be scanned, or created digitally, and sent to the Environment Directorate-General via the entry forms on the Green Week School Competition website accessible in 20 languages. The deadline for receipt of entries is 25 March.

Judging

A network of expert teachers in the field of environmental education from all over Europe will assist the European Commission in judging the entries.

www.greenweek2006.eun.org

Teachers are encouraged to make the competition part of the class activity and the website will offer some ideas and support.

For further information contact Ruth Deasy at **01-634 1120** or Elva Casey at **01-634 1131**

Adult Education Organisers			VTOS		
	1/06/05	1/12/05		1/6/05	1/12/05
1	€45,768	€46,455	Co-ordinator Allowances		
2	€47,948	€48,667	No. of Students in Attendance		
3	€50,129	€50,881	< 40 students	€1,985	€2,015
4	€52,309	€53,094	40 -79 students	€4,365	€4,430
5	€54,488	€55,305	80 -119 students	€6,448	€6,545
6	€56,667	€57,517	> 120 students	€8,434	€8,561
7	€58,849	€59,732	Assistant Co-ordinator Allowances		
8	€61,027	€61,942	No. of Students in Attendance		
9	€63,205	€64,153	120 - 159 students	€1,985	€2,015
10	€65,383	€66,364	> 160 students	€4,365	€4,430
11	€67,566	€68,579			
12	€69,744	€70,790			
13	€73,015	€74,110			
Adult Literacy Organisers & Community Education Facilitators			Academic Staff in Institutes of Technology		
	1/6/05	1/12/05	GRADE	1/6/05	1/12/05
1	€38,337	€38,912	College Teacher		
2	€39,680	€40,275	€34,142	€34,654	Assistant Lecturer
3	€41,021	€41,636	€35,685	€36,220	€36,683
4	€42,362	€42,997	€37,236	€37,795	€38,192
5	€43,703	€44,359	€38,778	€39,360	€39,737
6	€45,047	€45,723	€40,342	€40,947	€40,958
7	€46,388	€47,084	€41,885	€42,513	€42,192
8	€47,730	€48,446	€43,430	€44,081	€43,426
9	€49,070	€49,806	€44,983	€45,658	€44,661
10	€50,413	€51,169	€46,957	€47,661	€45,883
11	€51,755	€52,531	€48,543	€49,271	Lecturer Grade
12	€53,289	€54,088	€50,131	€50,883	€49,761
13	€55,205	€56,033	€52,210	€52,993	€52,128
NALA/WIT Certificate	€919	€933	€54,290	€55,104	€61,334
NALA/WIT Diploma	€1,842	€1,870	€55,927	€56,766	€62,254
			€59,595	€60,489	€63,490
			€61,283	€62,202	€64,442
					€65,650
					€67,820
					€70,002
					€71,052
					€72,167
					€73,250
					€74,331
					€75,446
					€76,504
					€77,652
					€78,674
					€79,854
					Senior Lecturer I (Teaching)
					€69,186
					€70,224
					€71,544
					€72,617
					€73,889
					€74,997
					€76,250
					€77,394
					€78,600
					€79,779
					€80,947
					€82,161
					€83,306
					€84,556
					€85,651
					€86,936
					Senior Lecturer II
					€71,509
					€72,582
					€73,759
					€74,865
					€76,003
					€77,143
					€78,252
					€79,426
					€80,501
					€81,709
					€82,747
					€83,988
					€84,991
					€86,266
					€87,240
					€88,549
					€89,485
					€90,827
					€91,939
					€93,318
					Senior Lecturer III
					€76,936
					€78,090
					€79,634
					€80,829
					€82,336
					€83,571
					€85,037
					€86,313
					€87,741
					€89,057
					€90,440
					€91,797
					€93,344
					€94,744
					€96,067
					€97,508
					€98,953
					€100,437
					Asst Lecturer
					Part Time Hourly Rate @1/12/05
					€59.10
Youthreach			Long Service Increments		
	1/6/05	1/12/05	LSI I	€2,094	€2,125
Resource Person			LSI 2	€2,094	€2,125
	€27,563	€27,977			
	€29,364	€29,804	Supervising Allowance payable to LLI's		
	€31,168	€31,635	(Structured) w.e.f. 1/6/05		
	€32,978	€33,472	€1,756	€1,782	
	€34,792	€35,314			
	€36,611	€37,160			
	€38,434	€39,011			
	€40,264	€40,868			
	€42,098	€42,729			
	€43,937	€44,596			
	€45,905	€46,594			
	LSI €47,540	€48,253			
	LSI €49,177	€49,915			
Co-Ordinator/Manager					
	€33,382	€33,883			
	€36,538	€37,086			
	€39,684	€40,279			
	€43,532	€44,185			
	€45,946	€46,635			
	€49,088	€49,824			
	€52,210	€52,993			
	LSI €54,619	€55,439			
	LSI €56,389	€57,235			
Qualifications Allowances					
Degree /tch.recognition	€2,760	€2,801			
Diploma	€1,842	€1,870			
Certificate	€919	€933			