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‘All The Children’ – Congress 2006

Salary Scales • Congress Motions • CIDs Adjudication Process

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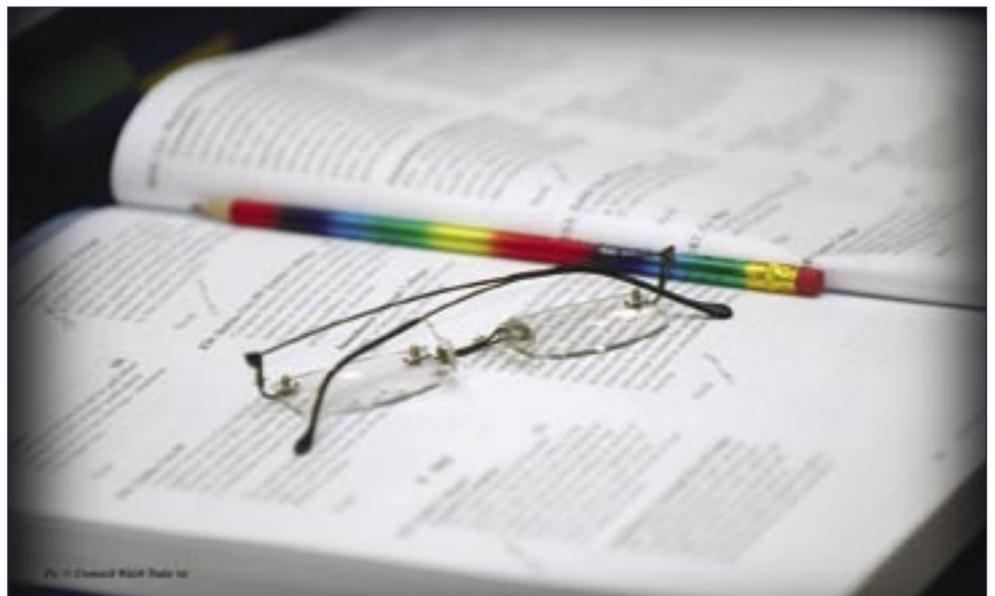
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CONGRESS 2006

A Word From The President

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Final Editorial

This is my final editorial in TUI News. My term of office ends on June 30. It has been a great privilege to serve as President of TUI. I wish to thank all the members for giving me this honour and for assisting me in every way during my presidency. It will be a further honour to serve as Past President on the executive committee for the next two years. Vice-President, Tim O'Meara will become President of TUI on July 1st. I know he will serve the union with great distinction and commitment. Congratulations and best wishes to Tim for a very successful term of office. Don Ryan will assume office as Vice-President on July 1. His dedicated work on the executive committee will now continue in national office.

Congress 2006

Delegates got the usual warm welcome to the Kingdom and the Congress Organising Committee, chaired by Tony Joyce, did a marvelous job. Motions passed are printed in this edition of TUI News. On the 90th anniversary of the 1916 Rising, we were honoured to have two close relatives of executed leaders in attendance as delegates: - Sean Connolly, grandson of James Connolly and Joe McDonagh, grand nephew of Thomas McDonagh. To mark the Rising and the Proclamation, Paul F Cole, former Vice-President of the American Federation of Teachers and Director of the American Labour Studies Centre, gave an inspiring presentation of the life and struggles of Kate Mullaney, pioneer of trade unionism among American women.

Our own pioneer, Nick Corish, founder member of TUI received a presentation to mark 50 years of TUI and its forerunner, the Vocational Teachers Association. Delegate, Maura Carroll, graphically described the problems which teachers face in the class room to-day due to indiscipline, and received a standing ovation. Maura, your bravery has done a service to all Irish teachers!

Special Congress on Pay

The national pay talks, which should have concluded last Christmas, continue to drag on without a final outcome. The executive committee has called a Special Congress to make a recommendation to members in advance of balloting. As I write, talks on changes in conditions of service and work practices sought by the Department of Education in return for pay rises are about

to begin. To highlight the dangers we reprint an article from earlier this year on Performance Management.

Increasing Workload?

Another problem arises from the threat of further increases in the workload of already overburdened teachers and lecturers. Our members have never been afraid of hard work as evidenced by the large volume of voluntary activities they carry out on behalf of students. BUT Congress 2005 laid particular emphasis on stemming this increase in workload because it was preventing members from teaching to best effect. To be fair, the Minister for Education has frequently praised the hard work and dedication of teachers. But words must be matched by deeds. If changes sought by her Department require extra work, there must be a shedding of a comparable existing load. Teachers and lecturers are being subjected to increasing workloads arising from new curricula, new legislative provision, new impositions under pay agreements, new modes of delivery and of quality assurance and the increasing complexity of the professional task. We ourselves have always advocated appropriate change in the interest of our students. But because teachers and lecturers work to a teaching timetable and an indeterminate amount of extra work based on the needs of the students, we are unprotected from increasing workloads under pay agreements and benchmarking unlike employees on a fixed working week. That is why TUI has made strong representations to ICTU in advance of the current talks to build in protections in any new agreement against work overload on our members.

HEA Bill

The HEA Bill, designed to bring Institutes of Technology under the Higher Education Authority has just been published. Unfortunately the Act is being used by Government to deprive all new entrants of the right to a sworn public enquiry in advance of dismissal. Though much from the Universities Act has been transferred across, the right of lecturers to tenure is missing. Security of tenure is a bulwark of academic freedom. TUI is seeking major changes to the Bill.

Paddy Healy

Performance Assessment of Teachers by Principals?

by Paddy Healy, President, TUI

Congress 2006 unanimously passed the following motion:

“TUI is totally opposed to the introduction of performance appraisal of teachers by colleagues in the second level teaching service and seeks the elimination of the system of performance appraisal of individual lecturers by colleagues in the third level system.”

At the time of writing, the Department of Education has sought talks on changes in teachers' conditions of service and work practices in return for pay rises under the proposed new national pay agreement. In advance of the talks, I think it appropriate to reprint an article on performance appraisal from a previous issue.

The Department of Education is expected to seek the introduction of Performance Management Development Systems (PMDS) in schools in the current national pay talks. This could involve performance appraisal of teachers by principals. TUI is vehemently opposed to such a development.

Already our members in Institutes of Technology, Adult Education Organisers

and Resource Persons in Youthreach are subject to the first stages of the “roll out” of this process. I believe that this system is inappropriate for all our members and should be removed. At a minimum, it must not be allowed to proceed further. The Government side can be expected to demand further development of the system where it exists in the new talks.

One of the reasons underlying the TUI decision to vote against the Benchmarking criteria at the Public Services Committee of ICTU was that the criteria allowed awards to be reduced due to the absence of performance related pay. Performance Related Pay in which a superior/principal decides on portion of a pay increase. This is the end objective of performance management. This system has seriously damaged education in other countries. It undermines collegiality and demotivates professionals.¹

Already civil service unions have agreed that outcomes of performance appraisal can be an element in deciding on the award of increments and in promotions to higher posts. There is significant opposition to this development in at least one large civil service union. In Institutes of Technology, TUI has secured an agreement that outcomes can be used for no purpose whatever except professional development. The danger is that this restriction could be over-ridden by a new national pay agreement.

Background

The Government accepted the recommendations of a report on public service pay by consultants Fitzpatrick and Associates (1998) which recommended that performance management assessment by **superiors** (PMDS) be introduced throughout the public service as a stage on the road to a system of performance related pay. It made clear that this recommendation covered health, education and security.²



MINISTER'S ARRIVAL, CONGRESS 2006

The terms of reference of the first benchmarking body included in its framework of assessment “the way reward systems are structured in the private sector”. This has again been included in the current terms of reference despite the opposition of TUI. Under a previous benchmarking exercise for higher paid public servants (Buckley Report), reductions were made to certain awards because of the absence of performance related pay systems for the grades concerned.

The original benchmarking body which dealt with our members did not make any recommendation on performance related pay stating “Pending a review of the operation of Performance Management Development Systems, the Body decided that any recommendation in relation to the introduction of performance related pay would be premature”.

The current national partnership agreement, Sustaining Progress, stipulates that full and robust appropriate performance management systems at individual, team and organisational level must be put in place throughout the entire public service



CONGRESS 2006

by January 2005 (Section 20.7). However, it also qualifies the requirement in that it requires the installation of an appropriate system of performance management.

It is our position that we already have and have always had an appropriate system of performance management using the professional inspectorate. This is not the Departments view. They want performance assessment by superiors.

There has been no attempt to introduce performance management of professional grades in hospitals at individual level. I believe that doctors like teachers would regard it as deprofessionalising and the authorities are reluctant to take them on.

There is a concern that the Department wishes to change the governance of schools from the collegiate to the industrial/managerial model. Under such a model, the principal *teacher* would be replaced over time with a manager who would have a role in performance managing teachers, promotions, hiring and firing and determining a portion of pay based on performance. Because such a development would excite

strong opposition if implemented suddenly, it would be “rolled out” incrementally over a number of years in line with current “change management” strategies.

The principal would, of course, be assessed in turn by his/her superior the CEO.

Collegiality

Teachers are the most accountable of all professionals. We are subject to individual inspection, subject inspection and whole school evaluation.

In accordance with our status as professionals, these processes are carried out by a professional inspectorate. We also have subject inspection.

A teaching council has now been set up under which a fitness to practice committee can process complaints against teachers. These procedures are in accord with the ethos of collegiality under which all the teachers as a collegium take responsibility for the education of students.

In institutes of technology we have course

reviews, department reviews, school reviews and external peer review as part of a rigorous quality assurance system.

Just as the diagnosis and treatment of patients is the most important activity in a hospital, the teaching of students is the most important activity in a school. Any policy which deems administrative duties to be superior to teaching duties is destructive of the collegial ethos and the professional status of teachers.

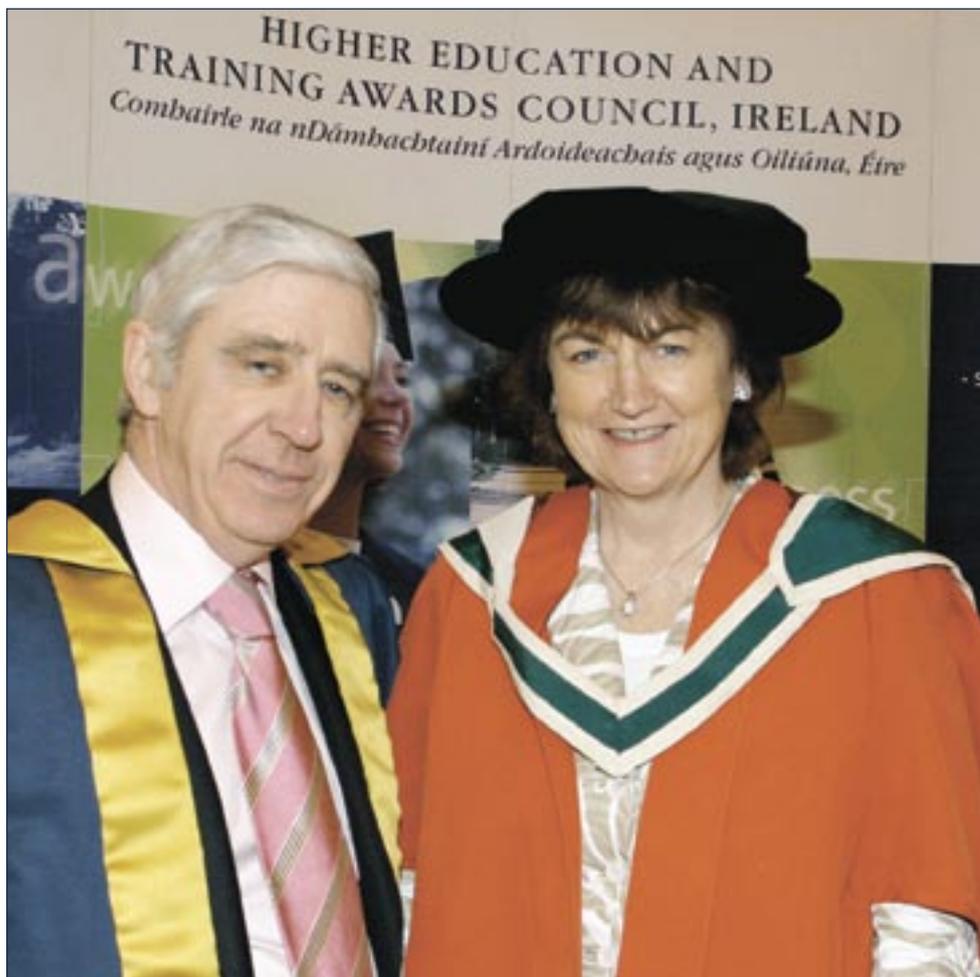
Performance management of professionals by administrators (so-called superiors) is tantamount to reduction of teaching from a profession to a job. There is ample eminent opinion in support of the view that collegiality is central to a successful education system.³

The policy of the Department of Education, if implemented, will seriously damage the Irish education system and the pay and conditions of our members in the process.

References

- ¹ Roche, Professor William, 1998 “Working together for excellence in the Public Service” Paper 2, IPC/NPC Conference, March 5, 1998 (cited in ICTU submission to Benchmarking Body, 2000. ICTU)
- ² Fitzpatrick Associates, 1999 Review of public Service pay Determination (Report to Department of Finance and of the Taoiseach) August 1999
- ³ Leadership and Followership as a Relational Process – Russell 31... Murgatroyd, S. and Gray, HL (1984) “Leadership and the Effective School”, in P. Harling (ed.) New Directions in Educational Leadership. London: Falmer.

Honorary Doctorate for Jim Dorney for Contribution to Irish Education



JIM DORNEY AND JOYCE O' CONNOR, PRESIDENT, NCI

TUI General Secretary Jim Dorney was among six people awarded honorary doctorates of law (LL.D) by HETAC, the Higher Education and Training Awards Council, at a conferring ceremony held at the National Gallery of Ireland, Dublin.

The event was attended by the Minister for Education, Mary Hanafin, T.D.

At the conferring, Joyce O'Connor President, National College of Ireland, said that Jim's award was in recognition of his lifelong work to improve education access and that the honorary degree was also recognising all members of his union for their work and commitment to learners and the development of our education system.

Others conferred included Loudan Ryan, professor emeritus of Economics at Trinity College Dublin.

Also honoured was Veronica Dunne who has been a Principal Teacher of Vocal and Dramatic studies at the College of Music (Dublin) Seán Creamer, a one time teacher who in 1985 established the National Children's Choir, was also honoured along with singer and teacher Seán Ó Sé and broadcaster Micheál Ó Muicheartaigh.



CONFERRAL GROUP OUTSIDE NATIONAL GALLERY OF IRELAND

‘All The Children’ – Congress 2006



PADDY HEALY & JIM DORNEY

‘All The Children’ Congress 2006, Brandon Hotel, Tralee Co Kerry

President’s Address – Congress 2006 Relative Decline in Remuneration

There has been a major relative decline in the remuneration of the teaching profession over the last ten years. The status of Irish teachers has fallen from second to seventeenth place among the 20 OECD countries for which statistics are available. According to the OECD Report on Attracting, Developing and Retaining Effective Teachers* the status index for teaching in Ireland has dropped by almost 50% since 1994.

The ratio of teachers’ salaries to Gross Domestic Product per head of population has fallen from 2.4 to 1.2 between 1994 and 2002. The comparable figure for Germany is 1.75. Due to the continuing steep rise in Irish GDP and consequent proportionate increases in the incomes of the self-employed, salary increases under benchmarking have not significantly altered the position. There is a concern about the potential of this development to damage the intake to the teaching profession over time as the income

gap between teachers and self-employed professionals has widened dramatically and continues to grow.

In order to maintain the high standards of entrants to the profession, I call on the Minister for Education in her submission to the new Benchmarking Body to recommend a substantial pay rise for teachers in order to begin the restoration of the status of the teaching profession. This is possible under the criterion which recognises the need to recruit and retain an effective work force.

There are also other highly disadvantageous clauses in Sustaining Progress. These have the potential to damage the conditions of service and pensions of teachers. That Agreement concludes for teachers on July 1, 2006. It is important that these clauses be explicitly removed or modified in the proposed new partnership agreement.

Performance Management

Teachers and lecturers are the most accountable of all professionals. Second level teachers are subject to individual inspection. After due process, they can be

sacked. There is also subject inspection and whole school evaluation. In addition they are amenable to the fitness to practice code of the Teaching Council under which they can lose their license to teach anywhere in the world. In Institutes of Technology there are strict systems of quality assurance including external and internal review of courses and departments and the work of lecturers.

TUI insists that these arrangements constitute robust and appropriate performance management systems. There is ample evidence that an ethos of collegiality is essential to the maintenance of a high quality education system. This system nurtures professional commitment which is the indispensable key to success. The school principal is the leader of a teaching team of colleagues not their manager.

Likewise, the head of school is an academic leader. The introduction of performance appraisal by “superiors” is in direct conflict with collegiality and is sure to damage the education system. It constitutes an attempt to impose a wholly inappropriate industrial model on a professional service. Quite rightly, there is no individualised performance appraisal of nurses and other professional medical staff in the health services. To introduce such a system at second level and to retain it at third level is to reduce teaching from a profession to a job. The day that this is imposed will be the beginning of the end of the successful Irish education system.

Performance appraisal of individual teachers and lecturers by their senior colleagues must be explicitly excluded from any new partnership agreement.

Lifelong Learning

One of the glaring injustices in Irish education is the denial of free fees to part-time students in further and higher education. It is indefensible that a current or former taxpayer should not have the same entitlement



as a full time day student who has never paid taxes. The OECD has recommended that the anomaly be removed by restoring fees for full time day students. TUI is totally opposed to such a course and together with other unions we are seeking through ICTU, the abolition of fees for part-time students. Unlike other European countries there is no system of paid educational leave at a time when citizens may have to change jobs several times during a working life. Through ICTU, TUI is seeking 12 days per annum of paid educational leave for all employees including teachers. The government has decided that life long learning and upskilling should be traded commodities that educational modules should be put out to tender. TUI is demanding that such work be offered in the first instance to public sector schools, further education colleges and institutes of technology where there is a long tradition of adult and continuing education related to work. TUI is seeking, through benchmarking, the upgrading of our adult education officer members to a level commensurate with the valuable and highly complex task they perform.

Youthreach

Our members, who work in Youthreach centres, teach the most disadvantaged second level students who have drifted out of the mainstream educational system. Students are taught for Junior and Leaving Certificate and other recognised qualifications. Recently, the centres have been designated as centres

There is ample evidence that an ethos of collegiality is essential to the maintenance of a high quality education system. This system nurtures professional commitment which is the indispensable key to success.

of education under the Education Act. Yet our permanent members in the centres are not recognised as teachers even when fully qualified and the centres are not required to employ fully qualified teachers. It is intolerable that the most disadvantaged young people should be treated in this way and that the work of our members though identical to that in schools is not recognised as teaching. The study of Youthreach by consultants engaged by TUI is now available. We are basing a submission to the benchmarking body on this study. We are very determined that the work of our members in Youthreach be recognised for what it is - teaching.

Institutes of Technology

I have already signalled our determination to retain the system of permanency and security of employment contained in the RTC acts. The elimination of this system is totally unnecessary to bring the Institutes under the Higher Education Authority. Our third level colleagues in the universities have a system of secure tenure which is necessary to maintain academic freedom and to allow the academic to fully and freely inform society irrespective of the views of governments or other vested interests. TUI demands no less for our members in Institutes of Technology. Our agreement to inclusion under the HEA is conditional on the re-organisation of the HEA to adequately reflect our sector and the retention on its leading body of a majority of practicing academics and educators.

Mclver Report

The Mclver Commission recommended the establishment of a distinct further education sector with appropriate staffing and administrative structures and the provision of support staff and resources. Together with Department officials and the IVEA, we had costed the implementation of the Report and confidently awaited the budget estimates. Then the Minister dropped a bombshell. Not a penny. Our members who have spent endless hours of their own time developing courses, devising examinations and recruiting students were enraged. We have demonstrated outside the Dail, taken large



advertisements in newspapers and held a well attended Questions and Answers session with John Bowman which was addressed by all the opposition spokespersons in the Dail. Hours of Dail time has been spent discussing the issue and all opposition parties have pledged implementation in government. Indeed the minority government party has favoured implementation. Our postcard campaign is in full swing. The reality is that 30,000 further education students are suffering serious discrimination while the Minister refuses to implement a Report commissioned by her own Department. I believe that we must continue an intensive campaign, including industrial action if necessary, to end the discrimination against our students and the rebuff to our members.

Disadvantage

The Minister is to be commended for the criticism she has voiced of some secondary schools which refuse to shoulder a fair burden of disadvantage and disability and habitually redirect such students to the disadvantaged school. If schools which are under religious patronage refuse to heed the injunctions of the Almighty in respect of their duty to the disadvantaged, what are the chances that they will heed the words of the Minister for Education? I call on the Minister to legislate to ensure that all schools which are in receipt of public funds accept an equitable share of students with special needs and learning difficulties. I put this request to the Minister at our recent meeting. Perhaps we will get a reply to-morrow!



Classroom Disruption

It is the Minister, not the Task Force who restricted the establishment of the Behaviour Support Classroom to 36 to 50 schools by the end of the next academic year and then only on a pilot basis. I have no doubt that this restriction is mainly due to the paltry allocation in the budget of 2 million Euros for the remedy of indiscipline in the current year.

TUI has achieved a great deal in moving forward the agenda on indiscipline but we are only at the beginning. Our survey shows that a large number of schools, far more than 36, need urgent assistance. I have a concern that a large proportion of students now attending may never receive benefit and the majority of our members may wait a long time for the help to which they are entitled.

I met the representatives of the parents of students attending our schools recently in head office and they shared my concern. We jointly agreed to seek representation on the implementation body to which the Minister has already appointed two senior representatives of the Department of Education. We also agreed to jointly campaign for a much more speedy and extensive implementation of the recommendations of the task force than envisaged by the Minister. I call on the minister now to seek supplementary funding and on the government to respond generously so that this matter can be dealt with on an emergency basis.



General Secretary's Address – Congress 2006

Part Time Teaching Staff

The pay of part-time and temporary staff has always been a concern of this Union. We were foremost in progressing the pay and conditions of part-time staff in the late 1980s with the EPT agreement. Again we are progressing the terms and conditions of part-time and temporary staff through the implementation of the "Protection of Employees (Part-time workers) Act".

We have already concluded a transition agreement which provides that those persons with 4 years fixed term service in September 2005 will get Contracts of Indefinite Duration for the number of hours which they had in the previous year. In effect, they are permanent with the number of hours which they are contracted for. The implementation of this provision removes the last differences between permanent wholtime and others. They now have security of tenure.

Special Needs

Dealing with education generally, it is important that all schools accept their fair share of students with special education needs. It is galling to see what would be regarded as prestigious schools evading their responsibility in this area. We, for our part, are prepared to play our part in educating all the children of the nation equally. We are not

prepared to stand idly by and allow others to evade their responsibilities.

We urgently need an increase in the number of education psychologists from the present figure of 122 to a minimum of 200 to ensure that all children are given the assessment they require particularly at the point of entry to second level schools.

Further Education

We have a burgeoning Further Education sector in our Union. Teachers in this area built the system themselves and developed the system themselves but did so without adequate resources and within a system which clearly was not designed for their needs or cater for the needs of Further Education.

The report commissioned by the Department of Education and Science from Mclver Consultants charts the way forward in this area. That report was accepted in principle by the Department of Education and Science. It is high time that it was implemented. Our efforts to ensure that the Mclver Report is implemented are set out in the Annual Report. We are determined to have this report implemented and will be depending on you, our members, to take whatever actions are necessary to have this achieved.

Whole School Evaluations

Inspection of teachers has always been a touchy subject for teachers. The decision



of the Minister to publish Whole School Evaluations, while stopping short of the iniquitous league tables, came as a surprise to us. Let me say that we are accountable to the state for our performance. There is a balance of rights between those of a teacher and the right of the public to information.

We have had extensive discussions with the Department on these matters, substantially amending the original proposals. We are, at present, seeking an independent appeal process for teachers and schools where they are unhappy with the outcome of inspections. When this is achieved, together with other reforms, I believe we will have struck a reasonable balance of rights between the parties.

Teacher Unity

The more I look at the situation the more I become convinced that greater structured co-operation between the teachers unions is necessary to provide the best possible service to you the members, allow for avoidance of duplication, economies of scale and, most importantly, a stronger voice for teachers.

I cannot envisage in the longer term that the existence of three unions each covering essentially the same issues is in anyone's interest. Let us begin to meaningfully explore this issue now for the greater good of all teachers.



Lack of Educational Psychologists 'A Grave Injustice'

Support Services in Six Second Level Public Sector Schools, a study carried out by Pat Naughton PhD for the Education Department, UCC was officially launched at the Cork Education Support Centre on May 8th.

The report, some details of which had previously been presented to the media at TUI Congress, was jointly funded by the union and the TUI Credit Union.

TUI Vice President Tim O' Meara introduced the speakers and thanked the TUI Credit Union for their valuable contribution to the project, which examined satisfaction with the various supports available to six second level schools in the Cork area.

Tom Mullins, Head of the Education Department, UCC stated that it was a privilege to be associated with Pat Naughton, and congratulated him on the quality of work. He highlighted the co-operation between the TUI and UCC and stressed that further such initiatives should be explored in the future, with "public service education a collaborative adventure" between the various partners.

John MacGabhann, Education & Research Officer, TUI said that there is a clear and increasing need for research that is focussed upon the operational realities of schools and that co-operation between teacher unions and higher education institutions represents a logical and mutually beneficial way of meeting that need. It was both "opportune and appropriate" that TUI should collaborate with the education Department of a Higher Education institution such as UCC.

He stressed the objective nature of the research. "We asked for research; we didn't present views and ask for research to support those views. The only TUI thumbprint on this report is in the acknowledgement of funding sources". The report had some "reassuring findings", Mr MacGabhann stated. "Schools are doing a remarkably good job on remarkably poor resources and are extraordinarily cost effective in this regard." "The study does



PICTURED AT LAUNCH OF SUPPORT SERVICES STUDY L-R: PAT CONWAY, TOM MULLINS, FERGAL MCCARTHY, JUDY O'CONNOR, RITA CONWAY, PAT NAUGHTON, TOM HUGHES, JOHN MACGABHANN

not make a comparison between the schools involved; each is discretely case-studied. It is noticeable that all know their community very well and seek to serve the needs of all the children of that community. This contrasts with some schools which, although publicly funded, have little or no commitment to the communities in which they are located and cynically contrive not to enrol all the children of those communities. By contrast, each school in the study typically sees itself as an organic and extremely important lung in its own community."

All six schools identified parents as a primary resource and stressed the absolute importance of a close, intimate relationship between the parents and the school as a means of enhancing student participation and attainment. The survey found that "curricular supports that attend to the central teaching and learning function of the school" such as the Junior Certificate Schools Programme (JCSP) or Leaving Certificate Applied (LCA) were the supports that registered the highest satisfaction rating among the schools. The Home School Community Liaison Scheme (HSCLS) was identified as a key support which enhanced both teaching and learning.

The difficulty of accessing psychological assessments was highlighted as the single most serious deficit in the existing system of supports. The National Education Psychological Service (NEPS), is chronically understaffed. The union has identified a need for a NEPS complement of at least 200 psychologists – currently there are only 122. In a situation of rapidly increasing enrolment of children with special educational needs, the (government) embargo on recruitment of adequate numbers of educational psychologists and other public service specialists was described by John

MacGabhann as "not alone bad but mad also. This policy damages children and must be rescinded. Assessments are the release trigger for resources for children with special educational needs. If there are no assessments, there are no resources, and the student and school suffer." "The quality and swiftness of response of the service needs to be very greatly improved. Students can't wait six months or a year for the release of resources. This is a grave injustice. We'll be going back to the Minister with these findings and demanding immediate enhancement of NEPS. The students affected are those on the very margins in terms of accessing the curriculum." Mr MacGabhann thanked the principals and other staff who gave so generously of their time and looked forward to further collaboration with UCC.

Pat Naughton presented a resumé of the study's findings. Among the main deficiencies in service highlighted were the obvious delays in securing psychological assessments for students, the ending of certain supports at Junior Certificate level and the sparse levels of in-service available in the area. One of the major challenges remaining is the amelioration of negative attitudes towards education that are sometimes evident, especially in areas of acute socio-economic disadvantage.

Dr Naughton concluded that schools alone cannot compensate for social inequalities, and warned that as the gap in society widens, the effect of inadequate supports is further exacerbated. A coherent, multi-faceted and multi-agency approach – to which schools would contribute – is needed if the societal inequalities that incubate educational disadvantage are to be vigorously tackled.

The full study is accessible from TUI's website www.tui.ie

Institute News

Institute of Technology Bill

The long awaited Institute of Technology Bill was published recently. The purpose of this Bill has been stated as being to bring Institutes of Technology under the auspices of the Higher Education Authority for the purposes of funding. In doing this it removes the role of the local vocational educational committee which is at the present time enshrined in legislation and it also removes the direct funding from the Department of Education and Science to each individual institute. The intention is that in the future the finding would be made available through the HEA to the Institutes.

Removal of Ministerial sanction for termination of contract

One of the protections that has been enjoyed by TUI members employed by Institutes of Technology as well as those colleagues under the vocational educational committees has been the protection of the provisions in legislation which requires that any termination of contract requires the sanction of the Minister for Education & Science.

In the case of alleged wrongdoing the RTC and the DIT Acts both provide that a member of the Union charged with serious wrong doing will be subject to a local enquiry conducted under the auspices of the Minister for Education and following this enquiry which can have the ability to subpoena witnesses and to take evidence under oath, a report will be made to the Minister for Education & Science following which a decision will be taken by the Minister.

TUI has passed resolutions at past Congresses which has demanded the retention of this provision as a protection for the employees. This has been done in the full knowledge of a view at Government level that this procedure is unwieldy and unnecessary and should be removed and that the employees in this use of technology should be liable to suspension and dismissal



MINISTER HANAFIN INTERVIEWED BY RADIO KERRY

with a recourse only to the Unfair Dismissals Act. One of the objections stated by the Union to the removal of this protection from Institute of Technology employees is that the processes under the Unfair Dismissal Act occurs after dismissal while the enquiry has provided for under the current legislation deals with prior to dismissal.

In his editorial earlier in this issue, Paddy Healy states:

“The HEA Bill, designed to bring Institutes of Technology under the Higher Education Authority has just been published.

Unfortunately the Act is being used by government to deprive all new entrants of the right to a sworn public enquiry in advance of dismissal. Though much from the Universities Act has been transferred across, the right of lecturers to tenure is missing. Security of tenure is a bulwark of academic freedom. TUI is seeking major changes to the Bill.”



TOP TABLE, CONGRESS 2006

Congress 2006



Adjudication Process under the Transitional Agreement on the Protection of Employees (Fixed Term Work) Act 2003

Circular letters have been issued by the Department of Education and Science setting out the appeals and adjudication process for appeals from individuals who believe they are entitled to a Contract of Indefinite Duration but have not received one.

Full copies of the circulars are available on the TUI website www.tui.ie

An abridged version of the procedure is set out below.

Does this appeal and adjudication system apply to me?

If you are employed on a fixed term contract and believe you fall within the terms of the Transitional Agreement and are unhappy with the action taken by your employer to implement the terms of the Transitional Agreement, then you may appeal against the action of your employer.

Am I entitled to a contract of indefinite duration?

Under the Transitional Agreement a school or institution must award a contract of indefinite duration ("cid") to certain individuals, previously engaged on fixed term contracts, who have been teaching continuously for more than four years (as at 1st September 2005) and are deemed qualified.

An employer can refuse to award a cid if the post will not be viable within a reasonable period and this ground has been specified in writing in a previous contract or if the individual on a fixed term contract is covering for the holder of a post who is absent on an approved scheme of leave of absence. If an

employee is qualified and has been teaching continuously but has not received a written contract setting out objective grounds for the fixed term contract since September 2001, then the employer is obliged under the Transitional Agreement to award a cid.

What is a contract of indefinite duration?

A person employed on a contract of indefinite duration means that the person "has an expectation that, subject to the normal date of retirement in the employment, she or he will be retained in the employment and will not be dismissed without there being any good reason such as misconduct or unfitness for their position, or other compelling or unavoidable circumstances. Any dismissal shall be achieved by the application of the agreed termination arrangements for the particular sector or the application of the relevant statute, as the case may be."

Who may make a claim?

A person who:

- (i) is a fixed term employee and is comprehended within the terms of the Transitional Agreement;

AND

- (ii) has 4 or more years successive teaching service on the 1st September 2005;

AND

- (iii) has been refused a contract of indefinite duration ("cid") by his/ her employer

OR

has been awarded a cid but is unhappy with the terms of the cid.

may take an appeal.

A trade union can make the claim on behalf of such a person with the consent of the member.

How do I make an appeal?

Complete the Notice of Appeal form (downloadable from TUI's website)

**Ms Breda Quirke
Adjudication of Fixed Term Work Issues
Block 1, Floor 3,
Department of Education and Science,
Marlborough Street, Dublin 1.**

What else should I include with the Notice of Appeal?

Include full details relating to your employment and the decision to refuse or award you a contract of indefinite duration and any other relevant information in respect of your appeal.

The appeal should give a brief background of the circumstances of your case including details of when employment commenced and a description of the duties or position to which you were assigned. The appeal should also set out the reasons why you are taking the appeal and the grounds upon which you believe you are entitled to be awarded a cid. If you are appealing against the terms of the cid awarded, the appeal should set out clearly why the terms are unsatisfactory and what you believe you are entitled to.

What is the time limit for making an appeal?

If you have been refused a cid, you must make an appeal within 4 working weeks of the date you are notified of the decision by the Board of Management/ Institution to refuse a cid or 6 working weeks after the date of issue of this circular whichever is the later.

If you have been awarded a cid but are not satisfied with the terms of the contract, you must make an appeal within 4 working weeks of the date you are notified of the award and terms of the cid or 6 working weeks after the date of issue of this circular whichever is the later.

The appeal must be made in writing to the Department of Education and Science and it is your responsibility to ensure the appeal is received by the Department of Education and Science within the prescribed time limits. You should also simultaneously forward a copy of the appeal to your employer. Appeals received outside of the prescribed time limits will not be entertained.

What happens after I submit the Notice of Appeal?

The Department of Education and Science will notify your employer of your appeal and a copy of the Notice of Appeal and any material you submit will be sent to your employer. Your employer will be requested to complete a Form of Reply (see samples at the end of this document) and respond to the matters raised in your appeal within 2 weeks of notification of the Appeal. Your employer must also send you a copy of its response to your appeal.

All submissions will then be sent to the Adjudicator appointed to review the appeal. In order to process claims as speedily as possible, individuals are requested to provide as much detail in relation to their appeal as they can. It is intended that the majority of claims will be processed on the basis of the written material submitted to the Department of Education and Science.

Will I have an opportunity to meet with the Adjudicator?

You may apply to the Adjudicator requesting an oral hearing and you must set out clear reasons in your Notice of Appeal why an oral hearing is required. The Adjudicator shall in his/ her absolute discretion decide whether an oral hearing will be granted. Applicants should be aware that due to scheduling difficulties, requests for oral hearings may result in a determination on their appeal being prolonged.

How will the Adjudicator reach a decision?

The Adjudicator will review the written submissions made by both parties (and oral proceedings, where relevant) and may, if he/she requires, seek clarification on any issues arising from any individual or body he/she sees fit. The Adjudicator shall have regard to the principles and the terms of the Protection of Employees (Fixed Term Work) Act 2003; the agreed interpretation thereof set out in the Transitional Agreement on the implementation of the Act in the education sector and any ongoing discussions taking place in the education sector on specified issues arising from the implementation of the Act.

What can the Adjudicator decide?

The Adjudicator may decide to uphold the decision of the Board of Management to refuse a cid. Alternatively, the Adjudicator may decide that the appellant (i.e. the person taking the appeal) is entitled to a cid and shall accordingly set aside the decision of the Board of Management and award the appellant a cid.

Where an appeal is taken against the terms of the cid awarded and the Adjudicator upholds the appeal, then the Adjudicator shall remit the matter to the Board of Management with a recommendation on the terms to be incorporated in the cid and the Board of Management (if they accept the determination) shall issue a cid to the appellant which reflects the revised terms.

Alternatively, the Adjudicator may decide that the appeal against the terms has not been substantiated or that the terms of the cid awarded do not warrant interference and shall accordingly dismiss the appeal.

When will a decision be made by the Adjudicator?

Determinations shall be issued to the Department of Education and Science by the adjudicator within 14 days of receipt (by the Adjudicator) of complete submissions from all parties, however the Adjudicator may extend the time period for issuing a decision, in his/ her absolute discretion, where same is deemed necessary for an effective resolution of the issues arising. The Department of Education and Science shall communicate the determination of the Adjudicator to the parties as soon as practicable thereafter.

State Examinations 2006

What if I am unhappy with the outcome of the Adjudication Process?

The Adjudication process is voluntary and either party has the right to reject the determination of the Adjudicator. If either party wishes to reject the determination, he/ she shall write to the Department of Education and Science stating that they wish to reject the determination. The determination will be set aside and neither party can rely on the determination in any subsequent proceedings brought by the appellant.

The appellant may at any stage pursue their statutory rights under the Protection of Employees (Fixed Term Work) Act, 2003.

Review of Process

The operation and continuation of the Adjudication Process shall be reviewed by the Department of Education and Science every 6 months.

IMPORTANT!

Please pay close attention to deadlines for appeals.

- Please inform the relevant TUI head office official (Peter MacMenamin, Declan Glynn or Annette Dolan) of your intention to appeal prior to submitting appeal.

Advance Payments 2006

Following consultation between the SEC and the teachers' unions the following arrangement has been arrived at regarding the level of advances payable to written examiners contracted by the SEC for the 2006 examinations:

- €500 for first time appointees
- €1200 for Assistant Examiners with previous service as examiners
- €2000 for Advising Examiners and higher levels

The change in the level of advance amounts payable is required on foot of auditing requirements from the Controller & Auditor General's Office and to meet current regulations issued by the Revenue Commissioners.

It is notable that the prepayment of postage by the SEC since 2005 in respect of examiner postage has significantly reduced the out-of-pocket expenses arising for examiners.

These advance payments will be made through Electronic Funds Transfer system (ie. Paypath).

Payment by Electronic Funds Transfer (EFT) method

It is proposed to pay contract staff by EFT method for all work carried out for the 2006 examination season and thereafter.

The following is an outline of the expected issue date of advances. These are similar to previous years except in the case of staff appointed as superintendents:

- Oral/Practical Examiners Advances to issue during second week of examining
- Superintendents Advances to be processed by SEC within 2 days of Distribution
- Written Examiners Advances to be processed by the SEC within 3 days of the conclusion of conference

Final payments are expected to issue on a similar to previous years ie. 30 days after the receipt of correctly completed claim forms, provided they are returned in a timely fashion when the work is completed.

Congress Motions

Resolutions Carried, Congress 2006

A ADULT EDUCATION

7 Co. Limerick

This Congress deplores the delaying by the VECs in giving permanent contracts to teachers in the adult education and lifelong learning sector. That this sector be recognised as a vital centre for social inclusion and be supported by permanent contracted staff, increased places, and realistic grants for the VTOS and PLC sector.

2 Co. Kerry

Congress instructs the Executive to initiate a campaign to develop the Adult and Further Education Sector to levels similar to that in other European Countries.

Congress states its belief that the V.E.C. sector is the only national statutory agency adequately equipped to be the prime provider of Adult & Further Education in the future.

B ALLOCATION/CLASS SIZE/PTR

15 Co. Dublin

This Congress directs the Executive to demand of the government the restoration of the 16:1 pupil-teacher ratio in all state run post-primary schools.

9 Co. Carlow (Amended by Dublin C&C)

That full time guidance counsellors be allocated to all vocational schools, community colleges and community schools on the basis of a 250:1 ratio.

11 Co. Carlow

To reduce class numbers to a maximum of twenty for practical subjects instead of the current 'recommended' number with the consequential increase in teacher allocation.

APPRENTICESHIP

122 Dublin Colleges

Congress instructs the Executive to inform FAS and ITAC that third level TUI members are concerned and disappointed with the mechanism used during the national curriculum review of the Standard Based Apprenticeship system.

It should be emphasised that,

- (a) under the 1999 Qualifications (Education and Training) Act that FAS is obliged to gain agreement from secondary providers (Institutes of Technology and the DIT) in relation to any changes (not just consultation).
- (b) the 70% pass mark should have been reviewed as research shows it is not been operated as defined by the present programme document procedures.

C CONDITIONS OF SERVICE – 2nd LEVEL

23 Tipperary NR

In view of the introduction and adaptation of the Child Protection Guidelines in all 2nd level schools and the guidelines set out there-in for the reporting and investigating of allegations against TUI members. This Congress request the Executive Committee as a matter of urgency to negotiate the terms of the Guidelines with the Department of Education and Science under the following headings:

- A proper procedure for the investigation of an alleged incident against a teacher.
- That a time-scale by which an investigation must be completed.
- Method by which a teacher can seek natural justices if accused in the wrong.

Congress further instructs the Executive Committee to report to branches in September 2006 on the progress of the negotiations with the DES on these issues.

26 Co. Monaghan

That Congress directs the Executive to seek an agreement with the DES whereby any teacher who qualifies for long-service increment is entitled to a reduction in teaching hours equivalent to assistant principal.

40 Co. Kildare

That Congress instructs the Executive Committee to negotiate with the Department of Education and Science that teachers in the Vocational Schools and Community Colleges be given personal days entitlement on a par

with those available to our colleagues in voluntary secondary sector.

28 Connemara C&C (Amended by Waterford)

Incremental Credit

That TUI take all steps to oppose the inherent injustice of the D.E.Sc./Finance being sole judge and paymaster of the incremental entitlements of teachers and lecturers.

In this regard it is proposed that:

- the TUI Executive survey the membership branch by branch to determine the extent and magnitude of the incremental years not thus recognised or paid to members to date.
- the TUI, in cooperation with, and independently of, other teacher Unions demand an independently assessed resolution of such outstanding claims to be a condition of any subsequent wage agreement.
- the TUI determine its Union policy to have an agreed independent body determine the incremental scale position of all teachers/college lecturers in future.

35 Co. Limerick

That all teachers away on school business should be entitled to a lunch break and lunch allowance.

20 Limerick C&C

Congress directs the Executive to ensure that the DES applies the Contract of Indefinite duration to lay Chaplains.

59 Dublin City PP

That the new school year shall be the 1st of September or later and that TUI will never agree, under any circumstances, to the re-opening of schools during the month of August as happened at the beginning of school year 2005/06.

39 Tipperary SR

That this Union calls on the Executive to negotiate that the percentage permanency should be ninety five per cent per school in the VEC sector.

D CONDITIONS OF SERVICE– 3rd LEVEL

66 Dublin Colleges

Congress instructs the Executive to negotiate, as a matter of priority, a reduction in the teaching loads of all grades of lecturer.

70 Galway-Mayo IT (Amended by Donegal Colleges)

Congress notes the increased workload for members arising from the move to modularise and semesterise courses in the IT sector. Congress further notes that payment structure for examinations/module assessments does not adequately compensate members for the extra work.

Congress instructs the Executive to inform the Council of Directors and the Dept of Education and Science that the TUI will instruct its members not to submit examinations or assessment briefs for any modularised or semesterised courses in the IT sector unless it is agreed that payments for semesterised/modularised exams and assessments be made at the full rate, in all colleges for all semester/module exams and continuous-assessment-based module assessments.

60 Galway-Mayo IT (Amended by Blanchardstown IT)

Congress notes with concern, that face-to-face teaching is being replaced at an increasing rate with self-learning, work-based learning and e-learning in Institutes of Technology, with detrimental affects on the quality of the learning environment and on the working conditions of members.

Congress instructs the Executive to devise, as a matter of urgency, a TUI policy to be implemented nationally, which is focused on the need to:

- (i) compensate members affected by a reduction in the teaching load.
- (ii) protect the academic standards of courses.
- (iii) ensure that proper “back-up” facilities are put in place to ensure effective student-lecturer interaction in such courses, and that these are included as part of the 16/18 hour allocation.

62 Galway-Mayo IT

Congress instructs the Executive that teaching and all associated work for non-standard programmes and activities

(to include inter alia ACCS programmes, distance learning modules, Outreach programmes, placement of students in industry, work – based learning) be recognised and quantified as part of the 16h/18h allocation of hours per week taught by Lecturers/Assistant Lecturers.

79 Dublin Colleges

Congress agrees that senior academic posts in Institutes of Technology be filled on a rotating basis and instructs the Executive to commence negotiations on a new system for filling senior posts. These negotiations should be completed before Congress 2007.

71 Galway-Mayo IT/Dublin Colleges (Amended by Dublin Colleges)

Congress is concerned at the varied and fragmented approach to the implementation of modularisation/semesterisation throughout the IT sector. It calls on the Executive to:

- Ensure that members’ conditions are not worsened by the introduction of modularisation/semesterisation.
- Ensure that members are not responsible for the tracking of students in relation to the modules they are studying.
- Ensure that all members have sufficient time to deal with examinations and continuous assessments and are not required to teach during examination periods.
- Negotiate payment for semesterised exams at the full rate.

It calls on the Executive to negotiate a comprehensive IR agreement covering the conditions applying to members working on modularised/semesterised courses.

72 Waterford Colleges (Amended by Cork Colleges)

That this Union negotiate that where a lecturer of any IT is successful in a competition for appointment to a teaching post at any grade in any other IT, his/her salary and conditions of appointment, on a personal basis, will be not less than his/her existing salary, grade and conditions of employment.

[Explanatory Note: This is to deal with the existing situation that since all posts are advertised as AL level, if you’re already at L1 or L level, you’re effectively stuck in your existing post unless you’re willing to take a substantial pay cut.]

78 Dundalk IT

Congress reiterates it’s opposition to any timetabling of members on Saturdays.

82 Galway-Mayo IT

Congress instructs the Executive to seek to prevent teaching work that has arisen due to the unfair dismissal of TUI members in the GMIT from being undertaken by other teaching staff as overtime or by technicians.

76 IT Tallaght (Amended by Blanchardstown)

Congress instructs the Executive to negotiate 4 hour lecturing remission from their weekly lecturing load for lecturers who are formally registered for a level 10 qualification and 2 hours for lecturers registered for a level 9 qualification as per the arrangement in DIT.

68 Dublin Colleges (Amendment Dublin Colleges)

This Congress notes that the following issues among others have been with the IR Forum for a considerable length of time:

- Claim for additional Teaching SL1s;
- Claim for credit based examination and continuous assessment payment;
- Claim for progression of L1s to the Lecturer grade;
- Claim for paid substitution for lecturers in an emergency.

Congress notes that little or no progress has been made in resolving them. This Congress instructs the Executive Committee to seek, through the Colleges Sub Committee, and in consultation with the DES and the IT Management a formula for the resolution of claims within a much more reasonable timeframe than at present.

The Union reserves the right to take industrial action on these issues if they are not dealt with adequately and promptly.

81 Galway-Mayo IT

Congress notes the lack of promotional opportunities for the Lecturer grade in the IT sector. Congress instructs the Executive to formulate a claim for :

- (i) the creation of a significant number of more SLI (T) posts in the colleges.
- (ii) the ring fencing of SLI vacancies that arise in Colleges in the future for providing lecturers of at least 5 years service with promotional opportunities.

65 Dundalk IT/Dublin Colleges

Congress demands that in all Institutes of Technology adequate time be allowed during the working week for the correction and administration of examination results by our members.

61 Dun Laoghaire IADT

That Congress instructs the Executive to review developments in e-learning to ensure that they do not affect or diminish the conditions of service for all lecturers in Institutes of Technology.

E CONDITIONS OF SERVICE – GENERAL

84 Executive Committee

TUI is totally opposed to the introduction of performance appraisal of teachers by colleagues in the second level teaching service and seeks the elimination of the system of performance appraisal of individual lecturers by colleagues in the third level system.

85 Executive Committee

Congress rejects any unilateral attempts to lessen the security of employment of TUI members, whether brought about by the removal of the requirement of Ministerial sanction for the termination of employment as is currently enjoyed by many members, or by any interpretation of legislation which was designed to protect those appointed to non permanent positions. Congress commits the support of the union to the protection of the employment of any member threatened by termination of employment brought about by either of these situations using whatever means are required up to and including a commitment to strike action.

89 Dublin Colleges

Congress notes that the terms of national agreements now have widespread implications not only for the pay of members but also their conditions of employment.

Congress agrees that there should be as much discussion as possible among members before they vote on these agreements.

Congress believes that in future a special congress of members should be called to decide on a recommendation to members before they vote.

Congress therefore instructs the Executive to call a special congress before any new pay agreements are put to a vote of members with the purpose of deciding

on a recommendation to members in relation to the vote.

86 Executive Committee (Amended by Executive Committee/ Waterford City)

Congress authorises the Executive Committee to instruct members not to monitor and evaluate or cooperate in the monitoring and evaluation of FETAC Quality Assurance procedures until the DES provides the personnel and supports necessary to implement Quality Assurance procedures as outlined in the McIver recommendations.

F DISCIPLINE

97 Shannon/Executive Committee/ Limerick City Schools/Co. Clare (Amended by Co. Donegal)

Congress instructs the Executive Committee to make urgent representations to the Department of Education and Science to implement the recommendations of the Task Force on Student Behaviour, consistent with TUI policy. Congress calls on the government to fund interventions and supports to foster positive behaviour and support learning in all post-primary schools.

Congress instructs the Executive Committee to continue to campaign for the implementation in full of TUI policy on student behaviour, as set down in 'An Approach to Discipline in Schools, 2004' and our submissions to the Task Force on Student Behaviour, 2005, and that Congress, noting the serious disciplinary problems in Irish second-level schools and their likely impact on the health and safety of teachers, and conscious of the inadequate provisions and recommendations in the interim report of the Task Force on Student Behaviour published in July instruct the Executive to enter into negotiations with ASTI on a common approach to the Department with a united front on the use of industrial action should the requirement for formal and legislative measures designed to end the current discipline crisis not be met."

95 Donegal C&C

That the TUI policy on discipline as outlined at the Special Discipline Congress be implemented in full.

G EDUCATION

116 Co. Sligo

Congress instructs the Executive to recommend to the Department of Education

and Science that no subject inspections be held in the last six weeks of the school year due to the disruption this causes.

104 Co. Kildare

Congress instructs the Executive to negotiate that all inspectors be qualified in the subject in which they are inspecting and have at least five years experience teaching the subject at the level being inspected.

127 Co. Louth/Shannon

Congress deplores the selective admission policies of many second-level schools and calls on the Executive to initiate discussions with DES in order to ensure that all schools equally share the responsibility of education for all.

108 Dublin City PP

"Congress notes that the role of teachers is to teach and that this job cannot be currently carried out because of the diverse factors that impinge on the life of children in the classroom and their ability to learn.

Congress notes that the DES does not currently adequately resource the needs of children in our schools. Congress believes that the DES is unaware of the issues being dealt with on a daily basis by second level teachers. To redress this Congress demands that the TUI commission an in depth survey and analysis of the factors that impinge on the education of each child in at least one urban and one rural school and this analysis be presented to the DES with a demand for proper resourcing.

This survey/analysis should take the following factors into account:

- Learning needs at entry point
- Learning levels at entry point
- Guidance needs
- Behavioural factors impinging on classroom teaching for the individual and the group Psychological/therapeutic needs affecting the learning happening in the classroom for the individual student and each class member
- Curricular needs
- Current provision in the schools."

Congress notes the above motion from Congress 2002 and demands an immediate response to this in recognition of the crisis situations in many of our centres.

H EQUALITY

132 Dublin City PP

Congress states that it is genuinely committed to gender equality in the Teachers Union of Ireland and resolves to implement plans to achieve this.

131 Dublin City PP

Congress calls on the Executive to provide gender awareness training for members of the Executive Committee, full time officials and for members, with a view to creating a fully inclusive environment.

I EXAMINATIONS

136 Co. Sligo

Congress instructs the Executive to seek a significant increase in the remuneration and travel and maintenance allowances paid to teachers involved in Oral Assessments, Superintendents and Examiners at all levels.

137 Co. Wicklow

That Congress demands that full and prompt payment be made to all teachers involved in work for the Examinations Commission.

138 Co. Kildare

That Congress instructs the Executive Committee to seek reasonable accommodation in State Examinations for all students with learning difficulties regardless of IQ.

135 Dublin Colleges

Congress notes that the ITAC Examination Procedures document which has been adopted by the third level membership is not been fully implemented by management in some IT's. Congress therefore instructs the Executive to make immediate representations to ITAC and the Council of Directors to have this matter rectified immediately.

134 Donegal C&C

Leaving Certificate Art Practical Examination work be returned to candidates/schools after the deadline for appeals and rechecks has passed, and the material is no longer 'live'.

J FURTHER EDUCATION

150 Co. Longford

That Congress instructs the Executive, in relation to FETAC courses, to

- Seek a substantial increase in fees for internal correcting of modules in centres,
- Seek an administration fee for correctors,

similar to that paid at Junior and Leaving Cert. level,

- Review the overall scales of pay for corrections, as there appears to be little relation between the work expected and the remuneration for many modules.

147 Co. Wicklow(x2)/ Dublin City PP(x6)/Cork City Schools(x2)/ Co Mayo/Co. Kerry

Congress demands that the Executive seek increases in the level of funding for FE colleges in order to meet the increased capital and current expenditure which is needed if the Mclver Report's recommendations are to be properly implemented.

The state of the FE sectors buildings stock, equipment and future accommodation and equipment needs, are such that major investment is required. Levels of current funding are such that there are inadequate resources for teaching and administration.

164 Co. Carlow/Co. Cavan/ Co. Wicklow

Congress instructs the Executive to demand the immediate removal of the PLC cap and urges the TUI to give this matter top priority.

148 Dun Laoghaire/Dublin City PP

Congress rejects the manner in which FETAC is attempting to change our working conditions, (e.g. QA system). This is the role of the DES and should be negotiated as part of the implementation of the Mclver Report.

Congress agrees to direct all members not to implement such changes to our working conditions as sought by FETAC.

154 Co. Louth

Congress deplores the non-implementation of the Mclver Report, and instructs the Executive as a matter of urgency, to negotiate the implementation of the Mclver Report.

141 Dublin City PP

Congress demands that FETAC give members a detailed breakdown of monies paid for corrections. The situation, as it stands, where remuneration is unexplained is unacceptable and degrading of the teaching profession.

140 Dublin City PP (Amended by Waterford City)

Congress wishes to raise awareness amongst our own paid officials of the seriously negative impact that the cap on numbers in

FE is having on the sector. This government-imposed ceiling is destroying the growth potential of this clearly undervalued sector.

Congress demands immediate talks with the DES on the development of PLC and other courses and subsequent progress to eradicate this destructive and divisive policy.

165 Dun Laoghaire/Executive Committee/Limerick City Schools

Congress views with dismay, the dismal response of the Department of Education and Science to the implementation of the Mclver Report for Further Education Colleges. Congress instructs the Executive that should the present situation continue a series of planned industrial actions be delivered.

K HEALTH & SAFETY

175 Dublin City PP (Amended by Dublin Colleges)

There is an urgent need for review of the code of practice for dealing with complaints of Bullying and harassment in VEC workplaces and its implementation.

Experience has shown a grave lack of awareness of what constitutes Bullying and of its devastating effect on its target.

Congress should be alerted to the serious consequences of failure to insist upon prompt and comprehensive implementation of procedures.

All personnel involved in investigating complaints should have developed adequate expertise – and have been adequately trained – in the area.

A crisis situation – such as an allegation of Bullying – demands urgent and supportive action from the TUI Executive and that Congress instructs the Executive to carry out the decisions of Congress 2003 and 2004 to appoint an official whose duties will include all cases of alleged bullying and harassment in which members of our Union are involved.

173 Waterford City/Co. Louth

That the Executive establish if appropriate Safety Statements are available and operational in all places of work of members, and initiate a national campaign to ensure that all the protections and provisions of the Health, Safety and Welfare at work legislation apply to all members.

L INSERVICE

178 Shannon

That any in-service courses organised outside of school hours be paid at the appropriate point on the incremental scale and that appropriate expenses and subsistence, in line with the DES rates for examinations, be paid to attendees.

185 Co. Galway (Amended by Co. Longford)

That Part-Time staff be paid for attending in-service training, staff meetings and school planning days seen as essential to their jobs.

180 Co. Sligo/Co. Kildare

Congress instructs the Executive that teachers who attend in-service training be paid realistic travel and maintenance rates.

182 Tipperary NR

The Child Protection Guidelines which all schools are required to implement have been designed and developed by the Health Services Executive, with no input or consultation from the Educational Sector 2nd level, or TUI.

This Congress demand that proper training for teachers in the implementation of the Guidelines be carried out by trained HSE personnel in this area, and in conjunction with the Department of Education and Science. Congress further note that the need for in-depth training is a matter of great urgency, and instruct the Executive to act on this motion without any further delay.

M MISCELLANEOUS

192 Connemara (Amended Co. Monaghan/ Waterford City/Co. Donegal)

In relation to the Irish Ferries strike action, the TUI should commend the members of the Union for their support; and ask the Minister for Education to apologise for publicly humiliating teachers by raising the matter of pay in public, considering other Ministers didn't and that Congress call upon all members to avoid using Irish Ferries or any other commercial concern which attempts to dispense with the services of Irish workers and replace them with cheap and exploited foreign labour.

189 Dublin C&C

The Teachers Union of Ireland (TUI) demand that the Minister for Justice and Law Reform Mr. Michael McDowell grant Leave to Remain

to a small group (max 250, aged 18 to 21 years) of asylum seekers known as 'Aged-out Minors'. The majority of these have been through the Irish Education system and many are currently in their Leaving Certificate year. The constant threat of deportation is having a detrimental effect upon them.

The TUI ask that:

The situation in which in which the small group of Aged-Out minors find themselves is regulated: that is, that they may be granted leave to remain in the country.

While this is under consideration all deportation orders of Aged-Out minors be suspended; and

No additional deportation orders to be issued to this group until full consideration be given to this appeal.

N ORGANISATION

202 Co Cork

Congress instructs the Executive to ensure that the practices surrounding the operation of the AVC scheme be investigated by independent professionals and a report of their findings be published in the first edition of TUI News in the new school year.

230 Executive Committee

Congress notes with regret the decline in membership of Trade Unions as a proportion of employees throughout employment. Congress also notes that a high level of membership and an informed membership is crucial to the success of the Union and determines to prevent any decline in membership in TUI by the prioritisation of recruitment of members in all sectors, committing whatever resources are necessary for this and by seeking to maximise information availability to members using the best available appropriate methods of information transmission to members, commissioning the relevant expertise where necessary.

Congress also notes recent research which highlights employee fears of joining a Union and resolves to vigorously oppose any covert or overt management pressure which would interfere with employees' rights to join a Trade Union.

220 Co. Laois

This Congress reminds the TUI Executive of the erosion of our conditions of service as a consequence of so-called productivity in

social partnership deals. Congress instructs the Executive as a matter of extreme urgency to negotiate an alliance with the ASTI and INTO in order to devise a strategy which will prevent this happening in the future.

200 Co Cork

Congress directs the Executive to investigate the setting up of a dedicated officer for the dissemination of information regarding pension entitlements, benefits and options.

198 Waterford City

That Congress confirms that Rule 78 requires candidates for membership of TUI to apply directly to their local Branch for such membership, and that no persons should be welcomed into the TUI until they have become a member of the Union in accordance with Rule.

O PART TIME ISSUES

243 Co. Carlow

That all relevant part-time teaching work be recognised for incremental purposes.

242 Co. Louth

Congress deplores the delay in appointments of pro-rata part-time teachers under memo V7 and CL 32/92, particularly in Youthreach.

244 Co Cork

Congress instructs the Executive to enter into negotiations with the DES with a view to rationalising the payment of part-time teachers.

245 Co. Dublin

That part-time teachers should be paid either a minimum of 30% of their qualifications allowance or on a pro-rata basis - whichever is the higher sum.

P PAY

265 Dublin Colleges/Executive Committee

This Congress instructs the Executive Committee to make clear, in writing, to the ICTU the policy of this Union, as adopted at Congress 05, that any future national wage agreement will not put conditions of service of members of this union to an aggregate vote of all of the unions of congress, but that members of TUI will decide and vote on their own conditions of service.

250 Dublin City PP/Dublin Colleges

Congress directs the Executive Committee not to accept any increase in the workload

of teachers in return for an increase in pay, nor to seek an increase in pay at the expense of working conditions, in the name of productivity or otherwise.

266 IT Tallaght

Congress notes that the first Benchmarking exercise gave the same percentage increase in salary to lecturers and assistant lecturers. Congress notes that it was decided in advance of the new benchmarking exercise that lecturers and assistant lecturers will again receive the same percentage increase. Given that the gap between the salaries of assistant lecturers and lecturers is too wide, Congress instructs the Executive to insist on a greater percentage increase for assistant lecturers than lecturers in any further benchmarking exercise.

255 Co. Meath/Co Mayo/ Executive Committee

Congress demands that a review of the incremental salary be undertaken in any future pay negotiations as it is no doubt the longest of all public servants' pay scales. This being the case, over our teaching career, we earn significantly less than our counterparts in the public sector. A shorter pay scale is also necessary as many enter the teaching profession in later years while others take career breaks or resign and re-enter teaching and therefore may never reach the highest point, thus having a knock-on effect on their pension entitlements.

Q POSTS OF RESPONSIBILITY

286 Shannon/Limerick C&C

Due to ever-increasing work-loads in second-level schools, e.g. preparation for inspections, WSE, changing curricula, the increase in behavioural problems, the increase in foreign national students, extra posts of responsibility are required in second-level schools.

274 Dun Laoghaire

Congress directs TUI to seek to have acting POR allowances paid from the date the post became available as there is frequently a time lag filling such posts.

289 Tipperary NR

The appeals procedure for Post of Responsibility as it is presently structured has no time limitation for the establishing of an appeals board or on the outcome of its findings. This Congress demands that the Executive Committee on behalf of our members negotiate a proper structured approach. This to include the agreeing of

a reasonable time limit, from the date of the appeal to the establishing an appeals board, and the communication of the outcome to the applicants.

279 Dublin City PP

Congress instructs the Executive to negotiate an expansion of the current limited promotion system in order to provide an attractive career path for those currently teaching and those who may consider teaching as a profession in the future.

282 Co. Laois

This Congress instructs the Executive to negotiate with the IVEA an agreed system of appointment to acting up positions of responsibility.

280 Co. Monaghan

That Congress directs the Executive to seek an agreement with the DES whereby teachers with a long teaching career who have not got a post of responsibility, are given an allowance equal to the special duties teacher allowance on retirement.

288 Co. Offaly

That the TUI negotiate an appeals procedure, similar to the appeals procedure contained in CL 43/00, to be applied to positions of Deputy Principal and Principal.

R RESOURCES

290 Executive Committee

TUI condemns the de-prioritisation of provision for disadvantage in the education budget for 2006. The union is deeply disappointed with the inadequacy of resources committed to combat disadvantage in the action plan (DEIS) of the Department of Education and Science. This Congress calls on the government to give priority to disadvantage by introducing a quantum leap in the funding of provision. These measures to ensure that all students meet their potential maximum.

291 Cork City Schools

Congress seeks that the Department would increase resources for psychological evaluation of second level students in all schools where such a need is identified.

295 Dublin City PP

Congress directs that a study be undertaken of the resources needed to cater adequately for non-national students in our schools and centres and that a campaign be then instigated to obtain these resources.

314 Co. Louth

That Congress instructs the Executive to negotiate and produce guidelines on Classroom Assistants and other allied non-qualified teaching and/or student support personnel within second level schools: such guidelines to be finalised and published no later than TUI Annual Congress 2007.

S RULE CHANGES

320 Executive Committee

That Rule 43 be amended to include:

Area No.12

Community and Comprehensive Schools in Counties Donegal, Galway, Leitrim, Longford, Mayo, Roscommon, Sligo, Westmeath.

Area No.13

Community and Comprehensive Schools in Counties Cavan, Dublin, Kildare, Louth, Meath, Monaghan, Wicklow.

U VTOS

334 Waterford City

That the Union demand that the Meal and Travel Allowance be increased for VTOS students. This has not increased since 1989 and 60 cents per day meal allowance is totally unacceptable considering that the majority of VTOS students are long-term unemployed.

335 Waterford City

That the Union demand that the DES provide adequate grants for the staffing of crèches in VTOS centres. At this present time, there are crèches funded by the DES lying idle because the DES refuses to provide extra funding for staff.

V YOUTHREACH

338 Co Mayo

That Congress directs the Executive to negotiate with the DES the official recognition by the DES of Youthreach Co-ordinators and Resource Persons as teachers with the same rights and responsibilities as their colleagues in mainstream Education.

339 Co Mayo

That TUI demands that the provisions of the Protection of Employees (Fixed-Term Work) Act 2003 in relation to full-time Youthreach Staff be implemented forthwith and that contracts which comply with the Act be issued immediately.

337 Executive Committee

Congress directs that the introduction of teacher pay and conditions for Co-ordinators and Resource Persons in Youthreach be pursued by TUI as an urgent priority.

W RETIREMENT AND PENSIONS

348 Co Mayo

That early retirement on full pension be made available to teachers after 35 years service.

361 Boyne Area C&C/Co. Wicklow/ Co. Kerry/Co. Roscommon

Congress instructs the Executive to ensure that the present early retirement strands as negotiated under the PCW agreement of 1997 be maintained in their present form.

350 Co. Westmeath

Congress notes with dismay the fact that retired teachers do not receive their pension increase at the same time as working teachers receive their salary increases thanks to pay agreements. Congress instructs the Executive to enter negotiations with the relevant authorities to remove this anomaly.

355 Executive Committee

Congress demands the retention of the existing Early Retirement Strands at second level and directs that similar provision be pursued for third level.

EMERGENCY MOTIONS CARRIED

Emergency Motion - No. 1

Dublin City PP/Co. Wicklow/Co. Kildare/
Cork Colleges/Galway City/
Dun Laoghaire/Dublin Colleges/
Co. Dublin/Cork City Schools/Co. Louth

Congress deplores the attempt by some VECs to bring in a lower grade of teacher to teach the most marginalised of students in Youthreach. Congress demands that fully qualified teachers, paid as teachers, rather than part-time resource persons, paid at a lower rate than teachers be employed to teach in Youthreach Centres.

Emergency Motion - No. 2

Co. Donegal /Co. Monaghan/ Donegal C&C/ Cork Colleges/ Dublin City PP/ Connemara /Co. Dublin/Co. Offaly/ Co. Sligo/Co. Galway/Co. Cork

That Congress directs the Executive to reject any move by the State Examinations Commission to introduce examination/ assessment of the Junior and Leaving Certificate during the Easter break.

Emergency Motion - No. 4

Co. Donegal/Co. Galway/Co. Sligo/
Co. Monaghan/ Donegal C&C/Co. Meath/
Co. Kildare/ Mid West C&C/ Dublin City PP/ Tipperary SR/Co. Leitrim

That the Teachers' Union of Ireland welcomes the publication by the *State Claims Agency* of

The Review of Occupational Health & Safety in the Technologies in Post-Primary Schools.

TUI Congress 2006 recognises this review as a Benchmark in defining Occupational Health and Safety standards in Post-Primary Schools in Ireland.

Congress acknowledges that not only does this review of Occupational Health and Safety form a firm foundation for the systematic provision of a safe place of work for all employees and a safe place of education and training for students.

It also forms the framework upon which the following key formations can be structured:

- The funding of safety provision.
- The management of safety provision.
- The training of Managers in safety provision.
- The training of tutors in safety provision... and
- The education of students in safe behaviour.

Congress regards this publication as a most significant resource to improve Health and Safety provision in all areas where our members work.

The TUI resolves to focus its considerable strength to gain appropriate finance from the Department of Education and Science:

- For training managers in safety management.
- For training Safety Representatives.
- For upskilling Members.
- For updating plant and equipment... and
- For addressing the stress risks imposed on members by antisocial student behaviour.

Emergency Motion - No. 5

Co. Kildare/Co. Donegal/ Cork Colleges/
Athlone IT/ Tipperary SR/ Dublin Colleges/
Dublin C&C/Co. Wicklow/ Dundalk IT

Congress rejects the Minister's proposal/ decision to publish Inspection Reports.

Emergency Motion - No. 6

Co. Dublin/Co. Mayo/ Boyne Area C&C/
Limerick C&C/IT Carlow/Co. Carlow/
Cork City Schools/ Cork Colleges/
Co. Wexford/Co. Galway/ Tipperary SR/Co. Laois/ Dublin City PP/ Donegal C&C/Co. Monaghan/ Conamara C&C/
Midwest C&C/Co. Meath/ Tipperary NR/
Co. Westmeath/ Dublin C&C/Co. Cork/
Limerick City Schools/Co. Clare

Congress deplores the notion that probationary teachers or any other teacher should be assessed by Principals, and directs the Executive to cease immediately all negotiations between themselves and the IVEA on this matter.

Emergency Motion - No. 7

IT Carlow/ Dublin Colleges/ Limerick Colleges/ Cork Colleges/ Waterford Colleges/ Sligo Colleges/ Galway Mayo IT/
IT Blanchardstown/ Dundalk IT/
Co. Carlow/ Athlone IT/ IT Tallaght/
Donegal Colleges

Congress condemns the deplorable practice of IT Managements to lower the standards of public service employment by seeking to replace permanent appointments with 3-year-contracts (as is currently practised by specifically targeting the Apprentice Area appointments in some ITs) and calls on the Minister to halt this attempt at a "race to the bottom" with all the power of her office. Congress also calls on the Executive to stop this lowering of standards by all means of industrial action up to and including strike action.

Referred Motions

16 Dun Laoghaire

Congress directs TUI to negotiate a PTR of not more than 10:1 where there are more than 50% of the class non nationals and where English is not the spoken language in their homes.

Result Referred

120 Dublin Colleges

Congress directs the Executive that apprenticeships be placed at level 7 in the National Qualifications Framework.

Result Referred

80 Sligo Colleges

Congress requests the Executive to negotiate an increase in the number of Senior Lecturer (SL1) Teaching Posts to a ratio of 1:5 (1 SL1 for every 5 Whole time Equivalent Teaching Post).

Result Referred

63 Galway-Mayo IT

Congress instructs the Executive to negotiate a weighting factor for timetabled hours taught on Degree programmes and Taught Master's programmes.

Result Referred

113 Tipperary NR

Despite the introduction of the National Education Welfare Board, absenteeism among students has become a growing problem in schools.

Congress calls on the DES (Examination Commission) to investigate the possibility of crediting attendance for examination purposes at both Junior and Leaving Certificate, which would determine the date when a student could sit an examination. if he/she has not attended school for a required minimum period.

In future a student would be required to have studied each subject for a minimum required length of time.

This Congress instructs the Executive Committee to follow up on this motion without delay.

Result Referred

166 Co. Wicklow

That Congress demands the Executive negotiate with the DES to provide the necessary resources to comply with the quality assurance provisions recently devised by FETAC.

Result Referred

284 Co Mayo

Congress instructs the executive Committee to seek to establish that all service at Post Primary level counts for seniority purposes, in the calculation of seniority for promotional purposes across the entire Post primary sector.

Result Referred

296 Dun Laoghaire/Dublin City PP/ Co. Louth

Congress directs TUI to issue directives to teachers working in technical areas (such as ICT, Science Related subjects etc) not to carry out the duties of a technician and to seek to have such technicians appointed by the DES to all schools immediately.

Result Referred

Goldsmith International Literary Festival

This year's Goldsmith International Literary Festival takes place as usual over the June bank holiday weekend from June 1st - June 4th. This years theme is "where wealth accumulates and men decay", an assessment of the 21st century tiger economy.

The Goldsmith festival has long been noted as a unique social, cultural and literary event and this year features an outstanding array of informed, sometimes provocative and always entertaining contributors. On Friday June 2nd, under the chairmanship of Paul McGrath TD, the official opening will be performed by Fr. Peter McVerry, one of Ireland's foremost champions of those on the margins of Irish society.

Then the Minister for Finance, Brian Cowen TD, and Labour party Spokesperson on Social and Family Affairs will debate this years theme. This will be followed by a panel discussion and finally musical entertainment.

Saturdays events commence in the Bog Lane Theatre in Ballymahon, Co. Longford where Kieran Allen of UCD and Constantin Gurdgiev of TCD will continue the debate followed by a lecture entitled, "Goldsmith the Radical" by Athlone Historian Dr. Paddy Murray. A literary tour of Goldsmith Country commencing at 2.30 is followed by an evening of musical entertainment in the famous "Three Jolly Pigeons" pub in Tang, near Athlone.

The Festival ends on Sunday with poetry readings from competitors in the Goldsmith International Poetry Competition, which this year attracted a huge entry. Renowned Poets Noel Monahan and John F. Deane will also read from their works.

Further information on this unique event, held in Goldsmith Country in the heart of Ireland, can be had from:

Ann Tully, secretary Tel: 043 71448
or from
Arthur Conlon, PRO Tel: 086 8716763
or goldsmithfestival@eircom.net

ShowcaseIT

ShowcaseIT was developed as an initiative for the Institutes of Technology to be promoted per se as a concept as opposed to the promotion of a group of individual Institutes. The project was undertaken in a partnership manner between unions and management under the auspices of the National Partnership Forum.

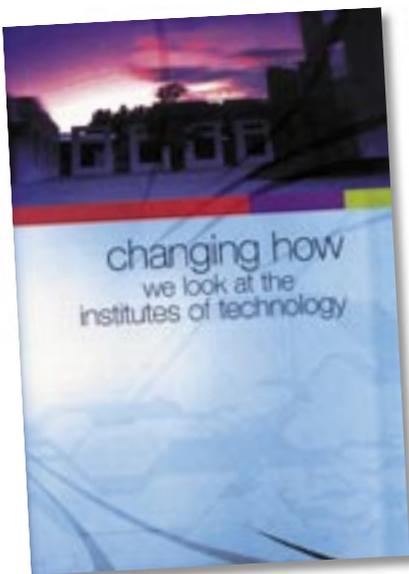
The event was launched in Dublin Castle on May 3rd 2006, with the results of a national survey on the sector released along with an awards ceremony for a student design competition and a new booklet entitled 'Changing how we look at the Institutes of Technology'.

The new national survey illustrates the perceptions of the country's fourteen Institutes of Technology.

Lansdowne Market Research conducted the study in January 2006 and found that only 35 percent of people are aware of the Institutes of Technology (ITs) when spontaneously asked, although awareness does rise to 85 percent once prompted, and is high in areas near a campus.

55% of people are aware that Institutes award nationally recognised qualifications. At the same time, just 35% of people realise that Institutes award internationally recognised qualifications.

Only 42% of those surveyed were aware of the honours degree courses offered by Institutes and just 14% of the public seemed to be aware of the significant contribution being made by the Institutes at the postgraduate "fourth level".



L TO R PROF BRIAN NORTON, PRESIDENT DIT, SEAN DORGAN CEO IDA IRELAND, MARIA HINFELAAR, DIRECTOR LIT, PETER MACMENAMIN, DEPUTY GENERAL SECRETARY TUI, JIM DEVINE, DIRECTOR DUN L IADT

"We are taking great heart from our market research findings. It seems that some of the public is keenly aware of the quality, accessibility and flexibility offered by the Institutes of Technology. The trouble is, the public is still not as aware as we would like it to be, and that is a challenge we as a group aim to take up," said Jim Devine, chairman of the council of directors of the Institutes of Technology, in a statement.

The survey was carried out for the National Partnership Forum for the Institutes of Technology. The report was commissioned as part of a joint management and union initiative to highlight the regional and national contributions of the ITs to the social and economic development of Ireland.

The report was published alongside a new booklet entitled "Changing how we look at the Institutes of Technology", and results

of a student design competition aimed at celebrating achievements of the Institutes of Technology. The report authors note that there is confusion in the public mind as to how many Institutes of Technology there are and whether each is independent or if they operate as a group.

Some 55 percent of people are aware that Institutes award nationally recognised qualifications, but just 35 percent of people realise the Institutes award internationally recognised qualifications.

Just 42 percent of those surveyed were aware of the honours degree courses offered by Institutes and a mere 14 percent of the public seemed to be aware of the significant contribution being made by the Institutes at the postgraduate "fourth level".

The Industrial Development Agency (IDA) chief executive, Sean Dorgan, praised the Institutes for their "real world" quality, and how they are flexible in catering for different ambitions and needs. He said they are relevant, connected and responsive to changing demands and expectations.

McIver Campaign Intensifies



LAUNCH OF TUI POSTCARD CAMPAIGN

As part of the ongoing campaign to secure the implementation of the recommendations in the McIver Report, the TUI recently launched a postcard campaign.

30,000 cards were sent to students attending PLC courses. The cards will be presented to the Minister for Education and Science.

The TUI campaign is ongoing because not one single recommendation in the McIver Report to date has been delivered. In last December's budget not one single cent was provided for the implementation of McIver's recommendations.

Is this the way strategic planning is undertaken by the Department of Education and Science? Six years for a review of needs, and now it does not even budget for its implementation. The amount required is €48 million, more or less the same amount squandered on useless voting machines.

In the Programme for Prosperity and Fairness in 1999, the social partners, including the government gave a clear commitment to review Post Leaving Certificate courses. The result of the review was that PLCs should be distinct Colleges of Further Education and specially funded and resourced as such.

They were to have libraries, study areas, properly equipped IT facilities and staff to maintain them and facilities and resources on a par with the Institutes of Technology and Universities, with a new management structure to develop the colleges and their study programmes, with links to industry, computer links between colleges and support services for teachers.

The Minister for Education and Science speaking at the TUI Congress stated:

Based on the issues identified in McIver, it is my intention to table proposals for discussion on the way forward. These will include important issues which will require a positive union response as a necessary part of agreeing a way forward. I will be asking for the positive engagement of the TUI in seeking to advance this agenda.

TUI awaits with interest the proposals from the Minister, to begin the implementation of the McIver Report. If real proposal are not forthcoming by the summer, TUI will be escalating its campaign in the autumn.

Book Review

Leadership And Liberation: A Psychological Approach

By Sean Ruth

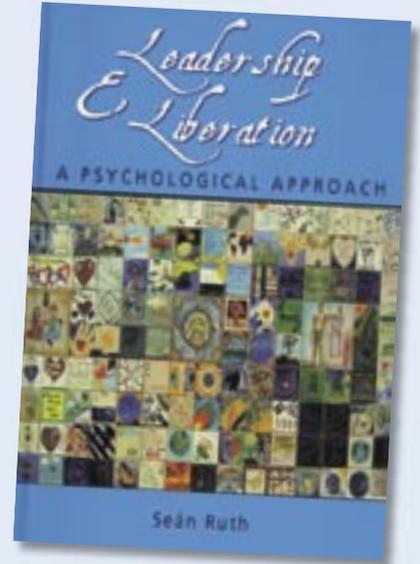
This new book draws on many years of experience in the areas of leadership and liberation, putting forward a simple but hugely effective model of the leadership process.

- What is the role of a leader?
- How do leaders influence the people around them?
- Is leadership about having particular personal qualities or is it more about what leaders actually do?
- Why do leaders get attacked?
- How can they be a positive force for transformation and liberation?
- What roles do the processes of oppression, internalised oppression and liberation play in leadership?
- What practical skills do leaders need in order to be effective?

These are some of the questions explored in this unique approach to leadership. The book presents a model of leadership that has many

practical implications for those who occupy formal leadership roles or those who seek to influence events informally. This model sees leadership as a collaborative process rather than a hierarchical or authoritarian one. From this point of view everyone is a potential leader and one of the things that make someone an effective leader is their ability to develop the leadership potential of those around them. By looking at leadership in the context of liberation, it gives readers a perspective that enables them to think about what they are trying to achieve and about their own effectiveness as leaders.

Whereas many people view leaders with suspicion or cynicism, true leaders, as described here, are focused on liberating people. This means they have to understand the struggles that people have and, in particular, how they face mistreatment and oppression within their lives. Having a focus on liberation means that leaders must understand and be able to tackle issues such as racism, sexism, classism and the myriad of other ways that people experience oppression. No leader can hope to be fully effective if they do not understand the ways in which oppression takes a toll on people and also if they do not have a



clear vision of a world where people are treated with complete respect regardless of their social identity. As well as providing a workable model of how leadership operates, the book also looks at practical skills required by leaders that assist them in becoming agents of change and influence and in dealing with the inevitable conflicts that arise in complex interpersonal situations.

London: Routledge. Price: €62.00



RETIRED MEMBER OF TUI, PADDY BREEN FORWARDS THIS PHOTOGRAPH OF AN ADVERT TAKEN ON A RECENT TRIP TO, HAMILTON, NEW ZEALAND. THE 'SEAT OF LEARNING' REFERRED TO IS NOT IN THE CLASSROOM, BUT THE BAR - TUI IS THE BRAND NAME OF A POPULAR NEW ZEALAND BEER.



THE CO GALWAY BRANCH OF THE TUI WERE DELIGHTED TO MAKE A PRESENTATION RECENTLY TO THE DUNLEAVY FAMILY, HOTEL SACRE COUER, SALTHILL, GALWAY. THE BRANCH HAVE HELD THEIR MEETINGS IN THE HOTEL FOR MANY YEARS AND WILL MISS THE CORDIALITY AND HOSPITALITY AFFORDED BY THE HOTEL WHICH HAS NOW CLOSED. L-R: TONY DEFFELY, AREA REP, LIAM McDONAGH, BRANCH CHAIRMAN, DEIRDER DUNLEAVY, IMELDA MOLONEY, BRANCH TREASURER, SEÁN DUNLEAVY



TUI TEACHING COUNCIL MEMBERS PICTURED WITH MINISTER FOR EDUCATION AND SCIENCE. L-R JACQUELINE SHEIL, TOMMY GLYNN, MINISTER MARY HANAFIN, PAT MCQUAILE, DEREK DUNNE



CONGRESS 2006

IMPORTANT !

We Need Your Details...

Please ensure that we have a home or other contact address for you in order that you may receive a ballot paper on the New National Partnership Agreement if it is necessary to hold a ballot during the summer holidays.

The talks on the New Partnership Agreement are still ongoing and at this stage it is unclear whether they will be completed in time to allow for a ballot to be held prior to the summer holidays. To ensure that you receive a ballot paper, forms for completion have been sent to all School/College Representatives requesting the home or contact address of members.

If you have not already done so, please give your contact address to your School/College Representative for return to Head Office.



TIM O'MEARA

Congratulations!

Congratulations are extended to Tim O' Meara, who has been elected unopposed as President of TUI. He will take up office on July 1st 2006. Tim, who teaches at St Enda's Community School, Limerick, was elected as Vice President of the union in Spring 2004.

Notices

Congress Launches 'No Sweatshop' Clothing in Ireland

Customers can buy online at www.ictu.ie

The Irish Congress of Trade Unions has launched a new range of no sweatshop, exploitation-free clothing in Ireland.

Congress has teamed up with the Boston-based company, No Sweat, to allow Irish consumers purchase No Sweat goods through the Congress website. Simply visit www.ictu.ie and click on the No Sweat banner.

The No Sweat range of casual clothing is manufactured by union labour and is guaranteed sweatshop free. It is produced in the US, Canada and in developing countries like El Salvador and Indonesia.

All workers producing No Sweat garments are guaranteed a living wage, healthcare/pension benefits and union membership. No Sweat orders come with a fact sheet detailing the wage rates and other benefits enjoyed by the workers that produced the goods.



NO SWEAT CLOTHING

Pedals in the Park – A Special Day in the Phoenix Park, Sunday 18.06.2006

Fun for All the Family.... Events include:

Best Buddies Challenge Ireland – a 90 mile and 25 mile cycling challenge to raise funds for Best Buddies will start and finish in the Phoenix Park. Best Buddies fosters one to one friendships between people with and without intellectual disabilities.

Other events include Cycling with Celebrities, Wheeling in the Years, Ride Right, Ride Safe and Two to Tandem.

Sunday June 18th...
Pedals in the Park... a day to remember

Computer Ergonomics in School Survey

The Irish Ergonomics Society has recently sent questionnaires to all Post Primary Schools in the Republic of Ireland. Our survey aims to establish the current situation with regard to the training and education on ergonomic issues of computer usage throughout the country. We would like to thank those who have responded, and to take this opportunity to remind those who have not responded. All responses are very much appreciated, and will contribute to more comprehensive and representative survey findings. If you still wish to take part in the survey, it is not too late. If you have a questionnaire please complete it and forward to me. If you require a questionnaire, please do not hesitate to contact me.

Again, many thanks to the respondents.
Sara Dockrell, Chairperson, IES (Ergonomics in Schools).

Tel: 01 6082126
Email: sara.dockrell@tcd.ie
Address: School of Physiotherapy, Trinity Centre for Health Sciences,
St. James's Hospital, Dublin 8.

VTOS and Traveller Education Centres Claims



CO WEXFORD BRANCH DELEGATE STEPHANIE GILLEN WINNER OF THE TUI CREDIT UNION LAPTOP DRAW AT THIS YEARS CONGRESS. ALSO PICTURED ARE MADELEINE AND JJ OF THE TUI CU



PAUL F COLE, FORMER VICE-PRESIDENT OF THE AMERICAN FEDERATION OF TEACHERS AND DIRECTOR OF THE AMERICAN LABOR STUDIES CENTRE; TUI PRESIDENT PADDY HEALY; SEAN CONNOLLY, GRANDSON OF JAMES CONNOLLY AND TUI ACTIVIST. PAUL COLE DELIVERED A LECTURE ON THE LIFE AND WORK OF KATE MULLANEY, IRISH-AMERICAN TRADE UNION PIONEER, TO MARK THE 90TH ANNIVERSARY OF THE 1916 RISING AT CONGRESS

Management Structure Claim

Following disagreement recorded in respect of TUI Claim 382 – “that the in-school management structure for post-primary schools be applied to VTOS and Traveller Education Centres” – the claim was referred for arbitration to the Arbitration Board. The board noted that the review of structures in Core VTOS centres, provided for in Circular Letter 45/99, had not taken place. In its finding, the board recommended that the review take place within a period of four months from the date of its finding and given the links between VTOS centres and Traveller Education Centres that it should extend to the management structure in regard to both. The board stated that if the carrying out of the review failed to resolve the claim to the satisfaction of both sides, the claim could be re-entered before the board for determination.

A number of meetings between TUI and the Official Side in review of the management structures in the centres concluded without

agreement in March 2006 and an early date for a hearing of the claim by the Arbitration Board has now been sought.

Supervision/Substitution Scheme Claim

A circular letter – 0049/2006 (on the TUI website) – has now issued, giving effect to the determination of the Arbitration Board that for the period prior to the beginning of the 2005/06 school year, 37 hours per annum in respect of each whole-time equivalent teacher in VTOS and Traveller Education Centres should be funded in respect of supervision/substitution in the centres. The standard claim form for teachers in mainstream schools has been appended to the circular for each of the three years (2002/03, 2003/04 and 2004/05) to facilitate claims from members in the centres for these retrospective payments. Teachers who demonstrated a willingness to co-operate with and assisted with Supervision/Substitution in this period will qualify for payment on submission through their centre

director/co-ordinator of the certified claim forms. The payment in respect of each year is as follows:

2002/03	€1,423
2003/04	€1,465
2004/05	€1,549

Eligible part-time teachers, regular part-time teachers and job-sharing teachers will qualify for payment on a pro-rata basis to be calculated by reference to the weekly contracted hours.

Going Forward

The Circular also provides for funding for supervision/substitution of 16 hours per annum per whole-time teacher equivalent in VTOS centres, and 30 hours per annum per whole-time teacher equivalent in Senior Traveller Training Centres with effect from the 2005/06 academic year and thereafter. These arrangements will be set out in a separate circular letter.

Congress Gender Audit

The TUI Equality Council undertook a gender audit of the speakers at the recent TUI Annual Congress in Tralee.

There were 369 delegates, (excluding the Executive and officials). Of the 369 delegates 63% (234) were male and 36% (135) were female.

The following is a gender breakdown of those who spoke to motions and questions in the various sections:



Category	Number of Speakers	
	Male	Female
Pay	87% (N = 13)	13% (N = 2)
Organisation	93% (N = 25)	7% (N = 2)
Further Education	71% (N = 20)	28% (N = 29)
Conditions of Service Second Level	81% (N = 22)	19% (N = 5)
Conditions of Service Third Level	72% (N = 13)	28% (N = 5)
Resources	78% (N = 25)	22% (N = 7)
Part-time Issues	64% (N = 7)	36% (N = 4)
Discipline	77% (N = 10)	23% (N = 3)
Allocation/Class Size /PTR	67% (N = 10)	33% (N = 5)
Youthreach	80% (N = 8)	20% (N = 2)
VTOS	0% (N = 0)	100% (N = 5)
Posts of Responsibility	73% (N = 27)	27% (N = 10)
Conditions of Service 3 rd Level	75% (N = 36)	25% (N = 12)
Conditions of Service 3 rd Level Continued	57% (N = 20)	43% (N = 15)
Rule Changes	82% (N = 18)	18% (N = 4)
Rule Change on RMA	89% (N = 8)	11% (N = 1)
Equality	46% (N = 6)	54% (N = 7)
Health and Safety	77% (N = 10)	23% (N = 3)
Inservice	64% (N = 7)	36% (N = 4)
Conditions of Service General	87.5% (N = 7)	12.5% (N = 1)
Adult Education	40% (N = 2)	60% (N = 3)
Miscellaneous	80% (N = 4)	20% (N = 1)
Emergency Motions	78% (N = 7)	22% (N = 2)
Speakers to Questions	68% (N = 28)	32% (N = 13)

Congress Golf Winners



WINNERS OF CONGRESS 2006 GOLF TOURNAMENT. 1ST PRIZE – DENIS MAGNER, 2ND PAT O DWYER, 3RD MICHAEL O’ RIORDAN, 4TH - DECLAN GLYNN, 5TH – CATHNIA O’ MUIRCHARTAIGH 6TH – PADDY HOGAN. 1ST LADY WINNER – NOLEEN BOYLAN 2ND LADY WINNER – FINOLA BUTLER. THIS WAS SPONSORED BY JOHN FITZGERALD, MARSH FINANCIAL SERVICES.



JOHN FITZGERALD, MARSH, WITH WINNERS FROM LEFT TO RIGHT DENIS MAGNER, NOLEEN BOYLAN AND BILLY DALY (INTO REP)

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contact us on **058 40050**
OR
email us at **Ireland@i-to-i.com**



Teach, Conserve, Build, Care, Create www.i-to-i.com

Retired Members Association News

As I write this we are making final arrangements for our AGM/Conference in Killarney.

It promises to be a great event. Dora has done a tremendous amount of work to make it so – you will get a full report in the next issue of TUI News.

I must apologise for an error I made in the last issue, we are not twenty-five years old we are only twenty-one years old and we intend to make a special occasion of it in Killarney. Should you miss Killarney don't be too upset as we are arranging a super five night autumn break in Westport more about that in the next issue.

For some time now the RMA has had a difficulty with the Executive of the TUI. I have not written about it as the matter requires more light than heat, like parents fighting it is best dealt with at home. The matter is being dealt with and hopefully it will be resolved soon. As you may know the Executive proposed a motion at Congress to declare a retired member an Associate Member of the TUI, at present a retired member is a full Member of TUI even though they pay no subscription to the union. The motion being a change in the Constitution required a two-thirds majority, and the motion was defeated.

Could I make a request that when you phone me and leave a number that you speak the number slowly and repeat it, many calls I receive I cannot make out the number and hence cannot return the call.

Don't forget to make a claim for the Income Continuance Scheme if you have over subscribed.

Christy Conville,
Secretary, RMA.



RMA VISIT DOWNPATRICK



ST. PATRICK'S GRAVE, DOWNPATRICK



VISITING ST. PATRICK'S GRAVE, DOWNPATRICK

TUI Golf Society

February 15th and 16th, 2006 Dundrum House Hotel

The weather didn't look too promising. Heavy showers and wind followed us as we made our way to Dundrum House for our mid-term outing. Golf in February is a lottery. TUI Golf Society is lucky. The clouds brightened, the wind abated and the challenge began.

It was tough!!!! Dundrum is not as benign as it appears. The heavy ground conditions, tricky greens, trees, lakes and rivers all took their toll. Amazingly the competition was still intense and excellent scores were returned.

The evening meal was, as usual, excellent. The entertainment, too, was top class and a good night was had by all.

Fortified by the Full Irish we challenged Dundrum for the second time in our Three Ball Scramble. Improved weather conditions made for a very enjoyable competition. Kisses were exchanged by some team members each time a birdie was scored. One can only wonder what might have happened if one scored an eagle or, God forbid, an albatross! Our three ball team format encouraged new friendships and cemented many old ones. We shall consider it more often!

Category	Place	Name	Points
1	1 st	John Melville	41
	2 nd	Brian O'Reilly	39
	3 rd	Don Ryan	37
2	1 st	Eamon O'Riordon	41
	2 nd	Thomas Bryne	38
	3 rd	Shane Foley	34
Ladies	1 st	Liz Sherlock	32
	2 nd	Anne O'Brien	30
	3 rd	Winnie Neary	30
Visitors	1 st	Paul Glynn	29
	2 nd	John Bracken	24

April 10th, 2006 Mount Juliet Golf Club

When Jack Nicklaus designed Mount Juliet, transforming a country estate into one of the great golf courses of Ireland, little did he think of the enjoyment the course would provide for the TUI Golf Society.

A bright, sunny April day brought 87 members and guests to test their skills on this championship course. Early risers like Denis Magner and Paddy Hogan had plenty of time for a breakfast roll as play was delayed because of frost. But at 10:45 a.m. the first drive split the fairway and we were away! "Very long, very challenging, a lot of water, bloody huge bunkers, beautiful scenery, brilliant greens, hasn't Jim Dorney a lovely house!" were some of the remarks overheard at the dinner table.

We had played a top class course which appealed to both the high and low handicappers. We congratulate all prize winners!

Thanks to our local contact and to our usual hard working Committee who put in a 13 hour day to ensure the success of the outing.

Category	Place	Name	Points
1	1 st	Tom Buckley	40
	2 nd	Paddy Hogan	38
	3 rd	Ollie Bolton	36
	4 th	Seán Daly	35
2	1 st	Mick Burns	38
	2 nd	Declan O'Loughlin	36
	3 rd	Shane Foley	35
	4 th	Darryl Smith	35
Ladies	1 st	Angela O'Doherty	32
	2 nd	Noleen Boylan	27
	3 rd	Carmelita Madden	27
Guests	1 st	Liz Sherlock	
	2 nd	Ian Lennon	



The next TUI Golf Society outing is to Athlone Golf Club on Thursday 29th June 2006. Text Don Ryan (087 2831059) to reserve your place on the timesheet.

We are going to Estoril, Portugal, departing Dublin on Saturday, 28th October and returning on Saturday, 4th November. Places on the trip are almost full! Any members, members' family and friends, wishing to travel must contact Ms. Lorraine Cunningham, 29 Dexter Terrace, Northbrook Road, Ranelagh, Dublin 6 (Tel: 01-4965723) immediately with a deposit of €200 per person travelling.

Details of the cost of this trip are:-
 €749.00 per person per golfer;
 €549.00 per person per non-golfer
 Supplements:
 Seaview supplement (per person) €50.00
 Superior seaview supplement (per person) €65.00
 Single supplement €145.00

Declan Glynn, Captain



L-R AT MOUNT JULIET: TONY JOYCE, FRANK MCGINN, PADDY LYONS, VINCENT RAFFERTY

Appreciations

Colum Cox

Colum has gone from us – long before his time. No more will he clunk his weighty briefcase on top of your filing cabinet and fish out a technical article concerning engineering or the latest gizmo or a critical article suggesting that overall, courses are being “dumbed-down” right across academia. Principles were important to Colum – if it didn’t feel right then it could not be right – and he stuck to his guns!

Colum spent his early years in London and completed his secondary education at Clongowes Wood College where he played cricket for the school. Along with a colleague, who is now a very prominent Jesuit priest, he played as A.N. Other in the Leinster Cricket League.

He returned to London and joined the Engineering section of Post Office Telephones. After some years, he met Maureen and they married. He subsequently completed his engineering studies at Essex University as a mature student and this gave him a great insight into the hurdles that mature students have to cross to successfully complete their studies.

He had a talent for drawing and for fine detailed woodwork and, even in the last few weeks of his life, was drawing and colouring fine images of local flowers as he lay in his hospital bed. This attention to detail was carried into his course and lecture notes and he spent many hours preparing and finely honing his material. He earned the great respect of his students as evidenced by the number visiting him in hospital, the inquiries about his condition when they were unable to visit and the massive turnout at his funeral.

Column had the great satisfaction of seeing his son Damien and daughter Claire completing their doctoral degrees. Just weeks before his death, he received a most precious gift when his daughter Nicola gave birth to his grandson – the significance of the biblical wish ‘May you live to see your children’s children’ would certainly not be wasted on Colum.

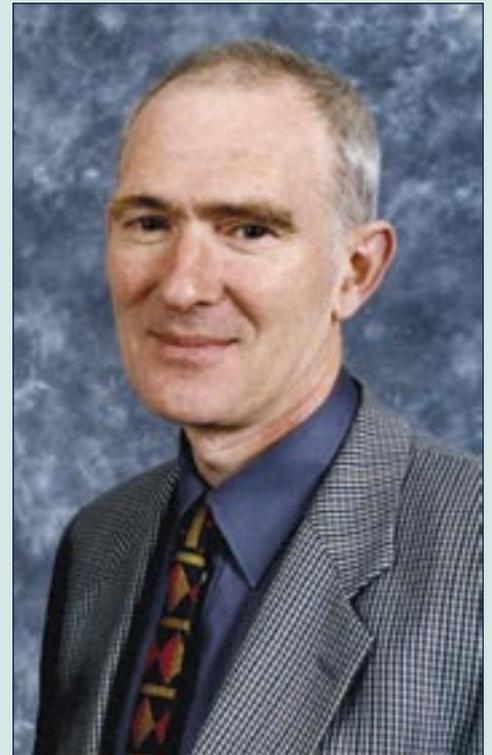
He was a man of great faith both at the spiritual level and at the human level and his efforts on behalf of students and colleagues are legendary. He did not stop at simply boosting morale but produced a screwdriver or a hammer, rolled up the sleeves and pitched in. When disaster threatened, Colum was always there to help. A phone-call was enough to bring Colum racing to your aid. His time was not his own but belonged to those of us, who needed it more than he did.

Colum was the first recording secretary of the then RTC Galway branch of TUI. He served as a member of the RTC Board of Management as well as a member of the Student Hardship committee.

He was active on many committees ranging from the IEEE Pedagogical Group, the local primary school Board of Management, Software Engineering panels, local credit union etc. etc.

He and Maureen were very involved in set dancing and, although not a musician himself, he greatly enjoyed traditional music.

We will all sorely miss him!



COLUM COX



TERESA FORAN

Teresa Foran

On the last day of July 2005 in the sun drenched graveyard at Glenmore in South Kilkenny, Teresa Foran was laid to rest. It was a scene

of great grief and sorrow for the large gathering of family, friends, students past and present. It is difficult to imagine that Teresa has passed to her eternal reward, she was only 50 years old. Everyone who knew Teresa will never forget her.

I remember the first day the young teacher from Clare came to the staff room in the old Vocational School (now Coláiste Cois Siúire) in the historic parish of Mooncoin in South Kilkenny. Bounding with energy and resourcefulness she proved to be a vital force on the teaching staff of our school from the first day she came through the front door.

Teresa loved her job and everything that it entailed. She taught Maths and Science at Junior and Leaving Certificate Level, she was

a very conscientious and dedicated teacher. These qualities came across to everyone, especially the students. It followed then, that she had a great rapport with them. They saw her as someone they could depend on and trust. Teresa got automatic respect from the students by her behaviour towards them. Her innate courtesy was an important part of her personality. Teresa was a good friend to all the young teachers that formed the staff during her 27 years of faithful service to Coláiste Cois Siúire. She was everything a good teacher should be and more.

Teresa was born in Lisdoonvarna, Co Clare 50 years ago, (20 April). Educated in the local National School and Convent. She went on to University College Galway to take a Science Degree and Higher Diploma in Education. Her first teaching post was in Mooncoin, where she was very happy, and had a wonderfully fulfilled life, thanks to her natural warmth, sincerity, unselfishness and great capacity for making friends. You knew when you met her that she was delighted to see you.

Teresa Hogan met and married John Foran; they made their home in Aylwardstown, Glenmore. There she again excelled in the role of wife, mother and homemaker par excellence. Teresa became part of parish life at Aylwardstown and Glenmore. For someone who was very shy she made friends easily. The friends she made in her adopted parish, were to prove a tower of strength to her in her final tragic illness.

And so to the final scene at Teresa's last resting place in the old graveyard at Glenmore, where her generous spirit was laid to rest, in the presence of a huge congregation – her family, friends, teaching colleagues, students past and present, and all who loved her were numbed with grief.

To John, Niamh, Eoghan, James and Thomas, Babs and the Hogan and Foran Families, her Colleagues, her many Friends on their behalf, we offer this appreciation for someone we all loved and will never forget.

Ar Dheis Dé go raibh a h-anam.
Denis Buckley

Martin KIELTY

It is with extreme regret that I write this appreciation of my dear colleague and friend Martin Kielty, who passed away on 11th December last. Martin was a true gentleman in every sense of the word. He was a gifted linguist – fluent in 6 or 7 languages. Martin, who grew up in Mill Street, Galway, where his parents ran a grocery shop, got his first taste of spoken Spanish through his conversations with sailors at Galway docks. Even as a teenager he was often called upon by the gardaí to act as interpreter in difficult situations.

Having graduated from UGC, Martin married Fidelma McGann, who was at that time a nurse at St. Bride's Nursing Home. The newly-weds set off for Nigeria, where they spend two years; Martin took up a teaching post, while Fidelma nursed at a local hospital. On their return to Ireland they settled in Co Kilkenny. Martin taught French, English and Spanish at Slieveroe Vocational School, Co Kilkenny for five years. On

returning to Galway in 1974, Martin began a long association with Moneenageisha Community College, where he taught French for many years. He also taught German to Post-Leaving Cert Students. He was widely sought after whenever there were trips abroad where his linguistic talents were much in demand. He was a valued member of the staff for many years until he took early retirement in September 1995. Sadly, by then his dear wife Fidelma, who was a nurse at Merlin Park Hospital, had gone to her reward.

Martin spent the last years of his retirement with his daughter Nadia and grandson Alex in Westport. Sadly he was diagnosed with a serious illness in October last. It was amazing the manner in which he accepted his illness and how he was so candid in the way in which he spoke of it. His funeral Mass at St Joseph's Church in Galway was celebrated by his colleague and friend Fr. Michael Crosby, who paid a fitting tribute to him – a tribute



MARTIN KIELTY

which was nicely interspersed with little anecdotes of his teaching days in Moneenageisha.

Martin is sadly missed by all his former colleagues and students in Moneenageisha, as well by his many friends and relations. To Nadia, Padraic and Alex we offer our deepest sympathy.

Solas na bhFlaitheas d'á anam uasal. D.H.

Bernard Houlihan

In his book "Bowling Alone" Robert Putnam, regrets the passing of community. On the 24th March last we had the sad and unexpected passing of someone who epitomized Putman's ideal. Someone, who gave his time, and expertise without reserve, to his profession, to his colleagues in the Teachers Union of Ireland and to his community through the credit union movement.

On that morning, we learned of the sudden and unexpected death of Bernard Houlihan of The Cork Colleges Branch of our union. This branch was most fortunate in having Bernard as Chairman and Secretary during its formative and critical years, 1974, 75, 76, 78, 79.

In that time, he steered a course of dynamic activism which consolidated the Branch and set a bench mark for the developing Colleges Sector. Bernard served on Congress Standing Orders Committee, in 1977, 78, and as chairman in 1979. He impressed everybody with his encyclopedic knowledge of the rule book, his fair procedures and it is true to say, the wise did not challenge his rulings.

When Bernard passed on his work to others in our branch, the beneficiary was his local Credit Union. Here in The Lough Credit Union, he again applied his organizational talents, from 1985 to his last meeting just hours before his passing. He served as director, treasurer and chairman. His last six years as chairman.

Bernard's teaching career to 31/8/2005 spanned forty two years of dedicated professional service and he was recognized for the understanding of his calling as a teacher, with all that implies.

The esteem in which he was held by his former students, colleagues and his legion of friends, was given testimony to by the packed church of The Way of The Cross, Togher.

To Maria, whom we know was looking forward to their long retirement together and to his grieving family, we extend our deepest sympathy. In his family, professional and social life, Bernard truly lived the motto of the credit union movement.

"Not For Profit,
Not For Charity,
But For Service".

Ar dheis De a annam dhilis.
F. O'R.



BERNARD HOULIHAN

Jack Mahon

While much has been written about the late Jack Mahon since he passed away on 23rd October last it is only right and fitting that we in T.U.I. should show our appreciation of a man who devoted his whole teaching life to Vocational Education. Jack was well known as a dedicated G.A.A. man, who won numerous honours and awards for Gaelic Football – at club, colleges, University and county level. He was also an author of renown having written 19 books, mostly about the G.A.A. He also wrote numerous articles for local newspapers and compiled many match programmes for county and Connacht finals. So much could be said about Jack and his writings that a short appreciation like this could not do him justice.

Jack was a man who devoted his life to Education particularly in the Vocational Sector. Having graduated with a B.Sc. from Maynooth College in 1953 Jack took up a teaching post in Enniskillen where he spent two years before joining the teaching staff at Fr. Griffin Road Post-Primary school in September, 1955, where he taught Science and Maths. Jack was in his prime then and having won his first Galway County Championship with Dunmore MacHales in 1953, he starred as centre-half back on the victorious Galway team that beat Cork in the All-Ireland Final of 1956. Jack always took a keen interest in promoting Gaelic Football – he trained many teams the most memorable of which was the team that beat Kerry in the All-Ireland Vocational Schools' Final of 1966.

In September, 1969, Jack was appointed Principal of the new Vocational School at Moneenageisha, a post which he held until his retirement in January, 1993. Jack saw Moneenageisha grow from humble beginnings to become one of the largest Post-Primary schools in the West of Ireland.

When a large extension was added some years ago the school also had a name-change to Moneenageisha Community College. During his time as Principal sport played a prominent part in the life of the school. The school had many successes in Hurling, Football, Camogie and Basketball.

Jack was a dedicated member of T.U.I. – was Branch Officer and Delegate to Congress on a number of occasions. Jack is sadly missed from the prom. in Salthill, where he was regularly seen having his daily swim at Blackrock, or just strolling along the prom. Despite his serious illness, Jack displayed his fighting spirit as he fought against it for almost three years.

It was truly amazing how, even in spite of his suffering he managed to pen his final contribution in the form of “Memories”, most of which was written while receiving treatment in U.C.H.G. It was a fitting tribute to him that so many of his friends and acquaintances attended the launch of his book “Memories” in the Sacre Coeur Hotel, Salthill, on 7th October last, just two weeks before he passed away. His friend Fr. Tom Shannon, who was the chief celebrant at the concelebrated funeral Mass in the Church of Christ the King, Salthill, paid a glowing tribute to Jack for all his achievements during his life.

Jack is sadly missed by his many friends – his former teaching colleagues and friends in the G.A.A. and in the racing world. He is especially missed by his own family, to whom we extend our heartfelt sympathy, to his wife Eileen, daughters Lisa and Genevieve, sons John, Pearse, Carol, Branwell, sons-in-law, daughter-in-law, grand-children, brothers Tom, Brian, sisters Eithne, Louis and Peggie.

Suaimhneas siorrai d’a anam uasal.
D.H.



JACK MAHON

Salary Scales wef 01/06/06

Incorporates 2.5% Increase Payable under Sustaining Progress

(The following are working figures provided by the Department of Education and Science)

TEACHERS' COMMON BASIC SCALE			Academic Qualifications		
	01/12/05	01/06/06	Deputy Principals' Allowances		Revised Scale
1	€28,814	€29,534	Category	01/12/05	01/06/06
2	€29,834	€30,580	I	€3,506	€3,594
3	€30,855	€31,626	II	€4,588	€4,703
4	€31,880	€32,677	III	€6,066	€6,218
5	€33,467	€34,304	IV	€7,603	€7,793
6	€34,498	€35,360	V	€9,092	€9,319
7	€35,527	€36,415	VI	€10,647	€10,913
8	€38,116	€39,069	VII	€12,143	€12,447
9	€39,410	€40,395	VIII	€13,612	€13,952
10	€40,956	€41,980	IX	€14,769	€15,138
11	€42,495	€43,557	X	€15,898	€16,295
12	€44,045	€45,146	XI	€17,645	€18,086
13	€45,340	€46,474	XII	€18,728	€19,196
14	€47,056	€48,232	XIII	€21,069	€21,596
15	€47,056	€48,232	XIV	€21,526	€22,064
16	€47,056	€48,232	XV	€23,520	€24,108
17	€49,421	€50,657	XVI	€24,425	€25,036
18	€49,421	€50,657	XVII	€25,321	€25,954
19	€49,421	€50,657			
20	€49,421	€50,657			
21	€52,548	€53,862			
22	€52,548	€53,862			
23	€52,548	€53,862			
24	€52,548	€53,862			
25	€56,003	€57,403			
Principals' Allowances			Posts of Responsibility		
Category	01/12/05	01/06/06		01/12/05	01/06/06
I	€8,662	€8,879	Assistant Principal	€ 7,927	€ 8,125
II	€9,706	€9,949	Special Duties Teacher	€ 3,506	€ 3,594
III	€11,386	€11,671	Special Functions Allowances	€3,006	€ 3,081
IV	€13,360	€13,694		€4,588	€ 4,703
V	€15,542	€15,931		€6,067	€ 6,219
VI	€17,755	€18,199		€7,602	€ 7,792
VII	€19,898	€20,395		€7,927	€ 8,125
VIII	€22,063	€22,615			
IX	€23,657	€24,248			
X	€25,304	€25,937			
XI	€27,703	€28,396			
XII	€29,326	€30,059			
XIII	€32,464	€33,276			
XIV	€33,522	€34,360			
XV	€36,359	€37,268			
XVI	€37,938	€38,886			
XVII	€39,513	€40,501			
			Other Allowances		
			1. Rural Science Teachers (for organisation and development of education activities outside formal class instruction)	€1,714	€1,757
			2. Itinerant Domestic Science Teachers	€1,714	€1,757
			3. Teaching through Irish	€1,472	€1,509
			4. Gaeltacht Grant payable to teachers in the Gaeltacht other than those in receipt of an allowance equal to 10% of scale salary	€2,849	€2,920
			5. Island Allowance	€1,714	€1,757
			6. Special allowance payable to teachers in Comprehensive Schools	€2,299	€2,356
			Teachers Allowance for 35 years service	€2,162	€2,216
			Secretary Board of Management Allowance	€2,607	€2,672
			Allowance Payable to Teachers in the Prison Service	€4,439	€4,550
			Honorary		
			Education Units in Prisons		
			Rates - Revised Teachers' PCW Proposals		
			Supervising Teacher		
			Size of Unit		
			WTE Teachers		
				01/12/05	01/06/06
			1-6	€7,927	€8,125
			7-9	€12,143	€12,447
			10-12	€14,769	€15,138
			13-16	€18,728	€19,196
			16+	€21,526	€22,064
			Deputy Supervising Teacher	€7,927	€8,125
			Assistant Supervising Teacher	€3,506	€3,594
			Self Financing Part-time Adult Education Posts of Responsibility CL 46/00 (Appendix 1)		
			Director of Adult Education	01/12/05	01/06/06
			Category A	€3,506	€3,594
			Category B	€4,588	€4,703
			Category C	€6,066	€6,218
			Category D	€7,603	€7,793
			Category E	€9,092	€9,319
			Category F	€10,647	€10,913
			Category G	€ 12,143	€12,447
			Category H	€13,612	€13,952
			Category I	€14,769	€15,138
			Category J	€15,898	€16,295
			Category K	€17,645	€18,086
			Category L	€18,728	€19,196
			Category M	€21,069	€21,596
			Allowance payable to Principals of 5 Community Schools for management role in sports complexes (AR2/01)	€4,484	€4,596

Adult Education Organisers			VTOS				
	01/12/05	01/06/06		01/12/05	01/06/06		
1	€46,455	€47,616	Co-ordinator Allowances				
2	€48,667	€49,884	No. of Students in Attendance				
3	€50,881	€52,153	< 40 students	€2,015	€2,065		
4	€53,094	€54,412	40 -79 students	€4,430	€4,541		
5	€55,305	€56,688	80 -119 students	€6,545	€6,709		
6	€57,517	€58,955	> 120 students	€8,561	€8,775		
7	€59,732	€61,225	Assistant Co-ordinator Allowances				
8	€61,942	€63,491	No. of Students in Attendance				
9	€64,153	€65,757	120 - 159 students	€2,015	€2,065		
10	€66,364	€68,023	> 160 students	€4,430	€4,541		
11	€68,579	€70,293	Academic Staff in Institutes of Technology				
12	€70,790	€72,560	GRADE	01/12/05	01/06/06		
13	€74,110	€75,963	College Teacher				
			€34,654	€35,520	Assistant Lecturer		
			€36,220	€37,126	€37,233	€38,164	
			€37,795	€38,740	€38,765	€39,734	
			€39,360	€40,344	€40,333	€41,341	
			€40,947	€41,971	€41,572	€42,611	
			€42,513	€43,576	€42,825	€43,896	
			€44,081	€45,183	€44,077	€45,179	
			€45,658	€46,799	€45,331	€46,464	
			€47,661	€48,853	€46,571	€47,735	
			€49,271	€50,503	Lecturer Grade		
			€50,883	€52,155	€50,507	€51,770	
			€52,993	€54,318	€52,910	€54,233	
			€55,104	€56,482	€62,254	€63,810	
			€56,766	€58,185	€64,442	€66,053	
			€60,489	€62,001	€66,635	€68,301	
			€62,202	€63,757	€68,837	€70,558	
			Lecturer Scale I		€71,052	€72,828	
			€44,785	€45,905	€73,250	€75,081	
			€46,996	€48,171	€75,446	€77,332	
			€48,803	€50,023	€77,652	€79,593	
			€50,636	€51,902	€79,854	€81,850	
			€52,930	€54,253	Senior Lecturer I (Teaching)		
			€59,829	€61,325	€70,224	€71,980	
			€61,839	€63,385	€72,617	€74,432	
			€63,852	€65,448	€74,997	€76,872	
			€65,861	€67,508	€77,394	€79,329	
			€67,875	€69,572	€79,779	€81,773	
			€69,894	€71,641	€82,161	€84,215	
			Lecturer Scale II		€84,556	€86,670	
			€50,507	€51,770	€86,936	€89,109	
			€52,910	€54,233	Senior Lecturer II		
			€62,254	€63,810	€72,582	€74,397	
			€64,442	€66,053	€74,865	€76,737	
			€66,635	€68,301	€77,143	€79,072	
			€68,837	€70,558	€79,426	€81,412	
			€71,052	€72,828	€81,709	€83,752	
			€73,250	€75,081	€83,988	€86,088	
			€75,446	€77,332	€86,266	€88,423	
			€77,652	€79,593	€88,549	€90,763	
			€79,854	€81,850	€90,827	€93,098	
			Long Service Increments		€93,318	€95,651	
			LSI I	€2,125	€2,178	Senior Lecturer III	
			LSI 2	€2,125	€2,178	€78,090	€80,042
			Supervising Allowance payable to LLI's			€80,829	€82,850
			(Structured) w.e.f. 01/06/06			€83,571	€85,660
			€1,782	€1,827	€86,313	€88,471	
					€89,057	€91,283	
					€91,797	€94,092	
					€94,744	€97,113	
					€97,508	€99,946	
					€100,437	€102,948	
					Asst Lecturer Part Time Hourly Rate @ 01/06/06	€60.58	

Adult Literacy Organisers & Community Education Facilitators		
	01/12/05	01/06/06
1	€38,912	€39,885
2	€40,275	€41,282
3	€41,636	€42,677
4	€42,997	€44,072
5	€44,359	€45,468
6	€45,723	€46,866
7	€47,084	€48,261
8	€48,446	€49,657
9	€49,806	€51,051
10	€51,169	€52,448
11	€52,531	€53,844
12	€54,088	€55,440
13	€56,033	€57,434
NALA/WIT Certificate	€933	€956
NALA/WIT Diploma	€1,870	€1,917
Youthreach		
Resource Person	01/12/05	01/06/06
	€27,977	€28,676
	€29,804	€30,549
	€31,635	€32,426
	€33,472	€34,309
	€35,314	€36,197
	€37,160	€38,089
	€39,011	€39,986
	€40,868	€41,890
	€42,729	€43,797
	€44,596	€45,711
	€46,594	€47,759
LSI	€48,253	€49,459
LSI	€49,915	€51,163
Co-Ordinator/Manager		
	€33,883	€34,730
	€37,086	€38,013
	€40,279	€41,286
	€44,185	€45,290
	€46,635	€47,801
	€49,824	€51,070
	€52,993	€54,318
LSI	€55,439	€56,825
LSI	€57,235	€58,666
Qualifications Allowances		
Degree /tch.recognition	€2,801	€2,871
Diploma	€1,870	€1,917
Certificate	€933	€956