



news

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TEACHERS' UNION OF IRELAND / AONTAS MÚINTEOIRÍ ÉIREANN



**Full report on last year's motions
ahead of Annual Congress 2015**

CONTENT

- p.3 A Word from The President
- p.4 St Angela's College strike action
- p.4 Junior Cycle dispute update
- p.5 Opposition to forced mergers
- p.5 Consultation on union restructuring
- p.6 TUI Education conference 2015
- p.8 Report on resolutions of Congress 2014 & actions taken
- p.28 Crossword

'Grace period' for retirements extended to June 2016

A further extension of the retirement grace period to June 2016 has been announced. Under the Haddington Road Agreement (HRA), the Government agreed "to provide in legislation for a grace period for pension purposes during which both the reduction in pay and deferral of increment progression will be discounted".

This agreement initially covered teachers retiring up to and including 31st August 2014. TUI, through the Public Services Committee of ICTU, sought an extension to this period. In April 2014 the government extended the grace period under HRA to 30th June 2015. In response to requests for a further extension of the grace period, the Government announced an extension until June 2016.

Section 9 of the Financial Emergency Measures in the Public Interest (FEMPI) Act 2013 allows public servants with a preserved pension benefit to have their gross superannuation benefits calculated on the basis of the pay rates that applied prior to the passing of the Act.

The period within which this applied was originally up to August 2014. This was extended by the Minister (under section 9(1)(b)(ii) of the Act) to 30 June 2015 initially, and has now been further extended to 30 June 2016.

TUI members India-bound this summer with Global Schoolroom programme

Barra Hallissey from Dundalk, Co Louth who teaches in Killester College, Dublin 5, will be travelling with four other TUI members to North East India this summer with Global Schoolroom. While in India, Barra will work as a volunteer tutor as part of a 3-year Teacher Training programme for Indian teachers accredited by University College Dublin and recognised by Assam Don Bosco University, Guwahati.

Since 2002, Barra has worked in Further Education and has always taken a keen interest in union issues. In 2011 he remembers hearing three Indian graduates

from the Global Schoolroom programme speaking at the TUI Congress in Tralee. "This was the first time I heard about the work of Global Schoolroom and I was so impressed by the Indian teachers' stories of hope against the odds."

"This year, I was delighted to accept a position with Global Schoolroom. There's extensive pre-departure training to ensure that everybody gets as much as possible out of the opportunity – so far it has been great and I certainly have an interesting summer ahead!"

Updates from the 2015 volunteer team will be available through the Global

Schoolroom Facebook page throughout the summer. The Global Schoolroom volunteer recruitment for 2016 will begin in October 2015. Make sure to keep an eye on TUI News and on the Global Schoolroom website for updates. Global Schoolroom is grateful for the on-going support from the TUI and from their lead sponsor Cornmarket Group Financial Services Ltd.



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TUI PRESIDENT, GERRY QUINN

Third Level

Third Level branches have taken a number of important industrial action initiatives. St Angela's Branch held a strike on Tuesday 10th March as part of a wider campaign of industrial action arising from a number of serious grievances including the failure of their prospective employer, NUIG, to negotiate with the TUI. This is an affront to democratic principles and should be a cause of concern for all our members and trade unions generally. Further strike action will follow if required and additional details on this campaign are contained in this issue of *TUI News*.

The Cork Colleges and Tralee IT branches recently voted overwhelmingly for industrial action, up to and including strike action, in opposition to the planned merger of their institutes. Both branches have highlighted in the media their reasons for opposing a merger and have lobbied local political representatives. Threats to terms and conditions of employment, to the regional mission of IoTs, as well as transfers and rationalisation measures are among the serious concerns of lecturers. Waterford IT and Carlow IT branches are currently balloting members for industrial action in opposition to merger proposals. At national level the TUI has started a series of engagements with education spokespersons in the Dáil and senior civil servants in the DES with a view to having

the draft bill, called *General Scheme of Technological Universities Bill*, on third level restructuring changed in a number of respects including removing the requirement to merge before applications are made for technological university status. These engagements are in line with our national policy document and are accompanied by ongoing work on the overarching TUI strategy on the restructuring proposals.

Similarly strong action by Dundalk IT Branch has reached a successful conclusion. With a 91% ballot for industrial action, branch representatives were empowered to secure a satisfactory LRC agreement. This agreement prevents planned reassignments of lecturers to positions outside of the academic field. Any reassignments will now be of a partial nature into other academic or academic administration positions and on a temporary basis. In this dispute, the union also opposed the use of reassignment while flex hours were being applied and used as a basis for the employer to conclude that there was a breach of the Employment Control Framework (ECF).

There is still the general question of how IoT management can implement a reassignment/redeployment agreement across the sector while our members are delivering substantial additional hours. In 2013/14, 220,000 lecturing hours, or the equivalent of 490 jobs, were delivered for free.

The Junior Cycle dispute

While considerable progress has been made in the Junior Cycle dispute, the union is seeking to make further advances. It should be recalled that the previous Minister planned to unilaterally dismantle the entire Junior Cycle examination process as co-ordinated by the SEC and replace it with a school based assessment model i.e. teachers assessing their own students for a new JCSA. Judged against this starting point we have moved forward as a result of our campaign. We have secured the retention of an externally assessed state certified

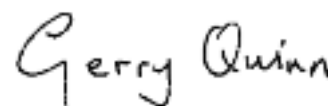
examination which will be co-ordinated by the SEC. Put simply, the current terminal examination in the month of June with its external superintending and assessment will remain in place. For technology subjects, Art and Home Economics, where the current practical and performance components represent more than 50% of the final mark, these components will remain within the externally assessed and state certified system. Teachers will not be required to assess their own students for state certification.

All of these new proposals are contained inside the revised Dr Pauric Travers' document called *Junior Cycle Reform – A Way Forward*. However, this is an incomplete document which contains outstanding problems on assessment and project work. There are also ongoing serious concerns among teachers of English who are in the front line on this issue. Despite these serious difficulties we are expected to accept the document as a basis for agreement in order to move into further negotiations on resources, time and implementation. To accept the document would also require us to suspend all industrial action with immediate effect. Both second level unions have decided to keep our directives in place and are seeking a means of further talks in order to address our concerns with *Junior Cycle Reform- A Way Forward*.

The document *Junior Cycle Reform- A Way Forward*, with the revisions brought about by the unions identified and highlighted, is available on the TUI website. It is vital that teachers take the time to read this document and inform themselves of the current situation.

Annual Congress

This edition contains a full report on actions taken on last year's Congress motions. I look forward to further debate on a range of vital issues at this year's conference in Wexford.

A handwritten signature in black ink that reads "Gerry Quinn". The signature is written in a cursive, slightly slanted style.

St Angela's College lecturers take strike action over incorporation concerns



URSULA GILRANE, DR DYMUNA WALSH GALLAGHER, EVELYN DEACY AND DR MICHELLE GLACKEN ON THE PICKET LINE. 10/3/15

St Angela's College, Sligo lecturers took a day's strike action on Tuesday March 10th over serious concerns related to the incorporation of the college into NUI Galway (NUIG). Management at the college has repeatedly and abjectly failed to engage with the TUI, the union representing the lecturers, despite the concerns of members in relation to their terms and conditions of employment. Further strike action will follow if required. Other forms of industrial

action currently in place include non-cooperation with curricular development, non-cooperation with both programme/course development and programme/course co-ordination and no engagement with administration duties.

The college is of huge importance to the local community and has a remarkable record in producing graduates of the highest quality who excel in their areas. TUI is insisting

that the provision of third level education must continue at St Angela's College. As it stands, there is no guarantee that the provision of Home Economics and Nursing Studies will continue on the campus, nor is there a guarantee in relation to the retention of lecturing jobs on the campus. Under the current plans, staff would carry

out the same duties as colleagues but their job titles would be changed and they would have little or no opportunity for career progression.

A document issued by NUIG claims that it will not negotiate or enter into collective agreements with any trade union that is not currently recognised by the University. However, TUI and our members in St Angela's insist that this union will continue to represent members in St Angela's College now and beyond the incorporation.



PRESS CONFERENCE ON MORNING OF STRIKE

Junior Cycle dispute update

Following a meeting of the TUI and ASTI executive bodies on Friday February 27th, the unions accepted that the revised document produced by Dr. Pauric Travers (Junior Cycle Reform – A Way Forward), while not representing a comprehensive resolution, represented a basis for further intensive negotiations.

The unions announced their decision not to proceed with a strike day 'at this time.'

However, because of the absence, so far, of meaningful progress on key issues, the current directives in relation to the Framework for Junior Cycle would remain in place. Having regard to the level and quality of any engagement, the unions stated that they would keep their industrial action under review.

In the event of meaningful progress in relation to the key issues, the unions said that they were prepared to re-visit the issue of non-cooperation. In such circumstances,



JIMMY KELLY AND LAETITIA TESSIER, NEWPARK COMPREHENSIVE SCHOOL 22/1/15

the unions would envisage a reciprocal measure by the Department in relation to the assessment timeframe for English.

The TUI and ASTI subsequently wrote to the Minister for Education and Skills stating that in the absence of further intensive discussions regarding resources, assessment and other identified issues, Dr Travers' document would remain incomplete. The unions also suggested that it would be of benefit if the Department were to indicate that it would suspend further

implementation of the Framework for Junior Cycle were the unions to suspend industrial action. The unions stated that it would be appropriate for both parties to create a clear opportunity for discussion by means of a mutual suspension of actions.

In her response, the Minister did not accept this reasonable and positive proposal to move the situation forward. The unions stated their disappointment and once again identified talks as the

only way to resolving the outstanding issues in this dispute.

In correspondence to members on March 6th, the union stated that in accordance with its directives, no union member may register for or engage with the newly launched online CPD for teachers of Junior Cycle English or attend a Junior Cycle Gaeilge conference in Dublin Castle on March 12th.

Check the TUI website and social media for any recent updates on the dispute.

Growing opposition to forced institute mergers

There is growing opposition to forced mergers of institutes of technology and the associated rationalisation agenda. At recent meetings, both the union's TU Working Group and Colleges Advisory Council expressed trenchant opposition to such mergers and rationalisation. Both meetings pointed to the critical need for further funding to enhance and develop the regional remit. Individual branches have also declared their opposition to forced mergers because of the damaging impact they could have on the individual identity and reputation of institutes and their regional provision of programmes.

Branches in Cork IT and IT Tralee have lodged a formal dispute with the Labour Relations Commission relating to the plans of management to merge the two institutes. Both Branches have balloted members for industrial action up to and including strike action. The ballot results announced on March 4th are unambiguous. With an average turnout of 77%, members in Cork IT voted 92% in favour of industrial action and members in IT Tralee voted 86% in favour.

Ballots for industrial action in opposition to forced mergers will shortly commence in Waterford IT and IT Carlow. Both Branch Committees have informed Mr Michael Kelly, who was appointed by the Minister to consult with interested parties, of their opposition to a merger. The Branches are very concerned by the undue external political interference in the autonomy of the two institutes. The Branch in Waterford IT supported their governing body's decision to stop the merger, and consider that there is direct political interference at play in attempts to reconstruct the forced merger.

The union has concerns that mergers may become takeovers of smaller institutes by larger ones, erasing local identity and decision-making and removing educational provision from local communities. Such a takeover process would undermine regional equity in the provision of programmes. The Minister and Higher Education Authority have stated that there will be no additional funding to support mergers. Institutes planning to merge will have to resource the process by means of deeper internal efficiencies, almost inevitably resulting in cuts to services. The sector has already

sustained savage cuts to funding of up to 20% over the last five years. For technological universities to develop, there needs to be an explicit political commitment to provide substantial additional funding. It cannot be done by way of 'shoestring' resourcing.

Teaching workloads are currently excessive in the context of institutes of technology and would be entirely unsustainable for teaching at TU level. A reduction of up to 50% in the teaching workload would be required to move towards the existing university norm in the sector. This would require very significant investment in recruiting additional academic and research staff. Unfortunately, it would seem that austerity policies are being used to inform the HEA's position.

The union is calling on the Minister, her Department and other agencies to engage in a strategic dialogue for the development of a higher education system appropriate for the social, cultural and economic needs of post-recessionary Ireland.

Consultative process on union restructuring continues

The third Consultative Conference on restructuring the union was held on Saturday 28th February 2015. Over eighty members attended the event which was held in The Garage, Monaghan/Cavan Education and Training Board's new state-of-the-art performance and conference facility. The local Branch and Area Representative hosted the conference and provided assistance in running the event.

The consultative process commenced in March 2014 with a conference in the Galway/Mayo Institute of Technology. A second conference was held in November 2014 in the Dun Laoghaire Institute of Art and Design and Technology. The consultative process sought a strategic dialogue with members with a view to identifying how to:

- increase the participation of membership within the union
- build representation capacity within the union structure.
- enhance advice & information processes

The consultative process emerged from a Congress motion which requested that the union develop a restructuring proposal in consideration of the new ETB structures and the potential technological university structure. A draft report on the consultative process will issue to delegates attending Annual Congress 2015. The union will have to consider the draft report and identify the most appropriate structure to meet the needs of members within the changing employment context. Any final proposals on restructuring will have to be put forward at either a Special Congress or

to Congress 2016. Branches will be kept informed of developments as this matter progresses.

The consultative process is part of the union's broader strategic aim to provide better resources and services to Branches and members. Other initiatives launched last year were the Branch Extranet, a membership card and the members' portal page which provides members with access to their own personal details. A Case Management System for Branch Officers, a Workplace Location App and a Digital Resource Repository are currently in development. The union is also exploring ways to equip Branch Officers with up-to-date technologies (including tablets and smartphones) to enable more effective management and organisation of workloads.

Introducing Educational Change: What Works?

TUI ran a conference on the topic of **'Introducing Educational Change: What Works?'** in NUI Maynooth on January 31st, 2015. Over 150 delegates attended the event and full conference presentations are available on the TUI website. A flavour of the contributions is set out below.

Keynote Presentation: Alan McKenzie, Scottish Secondary Teachers' Association

Curriculum development in Scotland has been protracted in terms of timespan and problematic in regard to implementation over the last several years. A number of lessons can be learned from the Scottish experience.

- Lesson 1: Don't let the 'great and the good' depict teachers as a 'backwoods' breed when and/or because teachers express real and justified concerns.
- Lesson 2: Beware of 'adman' gimmickry as the process can become heavily politicised.
- Lesson 3: Curriculum development should be led by practising teachers rather than by "the great and the good".
- Lesson 4: All groups with decision-making functions in relation to curriculum must have teacher representatives.
- Lesson 5: In terms of polling the views of interested parties regarding curriculum, it is vital to conduct proper, professional surveys and carry them out thoroughly. This cannot be done on the cheap.

Keynote Speaker: Prof. Emer Smyth, ESRI

Professor Smyth analysed the challenges facing second-level education in Ireland. She looked in particular at findings from the ESRI Leaving School in Ireland longitudinal study. A number of these findings were examined.

- Good teaching allowed students to express opinions, and respect and enthusiasm are vital teaching qualities.
- Poor teaching involved excessively didactic methods.
- The pace of teaching is closely related to the stream or ability range of the class group.
- In relation to Junior Cycle, students contrast what they see as 'good teaching' with the 'exam focus' of third year.



GERARD CRAUGHWELL, JOANNE IRWIN AND ASTI GENERAL SECRETARY PAT KING

- Sixth year students see 'teaching to the test' as the sign of a good lesson. This is more evident for middle-class students with high aspirations.
- Over half of sixth years were taking 'grinds' but this varied by gender and social background.
- Students saw the biggest benefits of second-level education as being the making of new friends and the development of skills to enable good communication.
- Many students felt that teaching methods in further and higher education were very different from second-level.
- Of 210,000 students in Higher Education, 41% are in Institutes of Technology. A significant number of these are from non-traditional groups.
- Most people will not spend their entire working lives in the same career so we need to ensure that courses are in place to allow for those career changes.
- Among the damaging effects of the funding crisis and cutbacks is that one-to-one engagement with students has been severely curtailed.
- In spite of the fact that the student contribution charge rose very steeply over the period of recession and austerity, overall funding per student fell over the same timeframe.

'Institutes of Technology and the future of higher education' by Professor O'Cathain, President, Institutes of Technology Ireland

This session examined the changes in the Institute of Technology sector since 1980 and looked at future developments as anticipated in the National Strategy for Higher Education to 2030 document. It was observed that

The wish of some institutes to move towards technological university status was also discussed.

'The Future of Third Level' by Tom Boland, CEO, Higher Education Authority (HEA)

Higher Education is undergoing radical reform. Government – through the agency of the HEA - sets out broad objectives for



ALAN MCKENZIE, SCOTTISH SECONDARY TEACHERS' ASSOCIATION, GERRY QUINN, PROF EMER SMYTH, ESRI

higher education. Higher Education Institutions (HEIs) choose which ones they can carry out and set up an agreement with the HEA. Next May the institutions will review their performance to date in respect of the chosen objectives and will provide feed-back to the HEA. This will be a rolling three year programme. There is a hard edge to the agreements as funding can be reduced by 10% if the institution fails to meet criteria/perform well.

Regional access to higher education was identified as being of crucial importance. In addition, more pathways to higher education are required for students who are not academically ready at the age of 17 or 18 to proceed to higher education by the CAO route.

‘The evolving role of teacher trade unions’ by John MacGabhann, General Secretary, TUI

High quality public education is an intrinsic part of the social contract and is an inalienable right of citizens. As public servants who provide that service we accept the requirement to be appropriately accountable and, indeed, teachers are accountable through a variety of mechanisms. However, while having a duty to students and to the government as employer/paymaster to do our job competently, we also have a professional duty - and right - to tell government when it is wrong. We have sought to do this over recent times in relation to a variety of matters, notably Junior Cycle and the Higher Education strategy.

Public education at all levels must be accessible and, therefore, free to learners. This implies that it must be state-provided and funded. The necessary corollary is that the state must have in place a taxation system that is progressive and capable of funding this level of access. As a union we must unambiguously campaign for such a tax regime.

As a union we also need always to be willing and available to negotiate on behalf of members and in defence of and advocacy for our guiding principles. To this end, we must remain fully independent of political parties. The experience of the unions in England is instructive. It would appear that their ability effectively to oppose policies of the current (Conservative) government was compromised by the fact that those policies were simply more aggressive versions of policies introduced by the previous (Labour) government with which the unions were too cosily aligned. The consequence for the teaching profession in England has been very damaging.

We also need new models of activism that understand the pressures – particularly time pressures – experienced by members in their daily lives, that are more family-



(L-R) NOEL RODDEN, SEAMUS FERRY, JOE O' DONNELL

friendly and that attract new activists. Activism is not confined to and cannot be exclusively defined by attendance at meetings – although such attendance is obviously extremely important. New forms or conceptualisations of activism may be engaged in from home or may be confined to an issue of particular interest to a member.

As teacher unions we have identified and campaigned on the crisis of casualisation. It stands to reason that we also need to engage with unemployed and underemployed teachers and ask them what the union can do to address their plight.

An associated issue concerns engagement by the unions with the broader community. By way of illustration: the influence that the American Federation of Teachers (AFT) can exercise in regard to industrial relations varies markedly from state to state. Therefore, in order to enhance public awareness of the importance of trade unions, to make common-cause with parents and students and to inform public discourse regarding public education systems, the AFT has put in place a policy of robust local debate and engagement, involving, for example, “town-hall” fora. It has defined community as the new density. Politicians are taking note of this.

The need for unions to work collaboratively – and where possible to unite – has never been more apparent. In Ireland, historical differences in structure and emphasis between the teacher unions have been rendered increasingly irrelevant by changes in demographics, public expectation and government policy, especially government policy that has been enshrined in legislation. We must therefore seek out and strategise in relation to what unites us, the better to serve members and broader society.

‘Trinity Access 21 : A collaborative vision for 21st century schools’ by Cliona Hannon, Director of the Trinity Access Programme and Ann Mannion, Balbriggan Community College

The Trinity Access Programme works in

partnership across the education sector and with students, teachers, families, communities and businesses to widen access to and participation in third-level for under-represented groups.

Trinity Access 21 is a new initiative set up to help improve access to higher education in Ireland by working directly with students, teachers and the wider school community. It is a network combining the Trinity Access Programme and Bridge21, College for Every student (CFES) and Trinity College Dublin schools of education, computer science and statistics. There are currently 11 schools in the project.

A school that is implementing the CFES programme, such as Balbriggan Community College, requires a shared vision in the school community, champions of change, core practices that support the programme and mentoring.

‘Recent TUI Research’ by David Duffy, Education//Research Officer, TUI

The findings of two recent TUI research projects were outlined.

A survey of teachers of Junior Cycle English found that recent training had left them very frustrated. The teachers expressed considerable sympathy for those who were tasked with delivering the training. However, there was genuine and widespread concern amongst the teachers as to their readiness to deliver the new programme.

A survey of guidance counsellors found that school management was usually very supportive of guidance staff but there was a doubt as to whether Government understood and appreciated the role guidance counsellors play. There has been an increase in the number of non-guidance personnel and external personnel delivering guidance support. Significant difficulties have also emerged in terms of guidance personnel being able to react to crisis situations and to provide one-to-one/small group support. This has led to serious concerns about their ability to cater for the pastoral care needs of students.

REPORT ON RESOLUTIONS OF CONGRESS 2014 AND ACTIONS TAKEN

RESOLUTIONS CARRIED

MOTION UNDER RULE 22

Cork Colleges / IT Tallaght / IT Sligo / Limerick IT / Dundalk IT / IADT / Donegal Colleges / AIT / Co. Galway / Co. Mayo / Co. Carlow / Cork City / Dublin City

We are invoking Rule 22 in light of the Minister's comments at TUI Congress on radio yesterday afternoon regarding summer working in further education & IoTs.

Congress instructs the Executive to protect members' terms and conditions, including the agreed academic calendars, by all means including industrial action up to and including strike action.

There has not, to date, been any attempt to impose summer working. In the context of prospective re-structuring at third level (as part of the Higher Education Strategy) the union at local and national level has made it plain that any effort to impose summer working would be unacceptable and would be opposed. A similar position will be taken by the union if there is any attempted imposition of summer working in the further education sector.

FINAL AGENDA

A. Conditions of Service – 2nd Level

10 Co Monaghan

Congress calls on the Executive as a matter of urgency and in line with the Croke Park agreement to allow TUI officials to negotiate for a voluntary transfer scheme for teachers on a national basis where a teacher who wishes to move from one part of the country to another part of the country may do so, without any break in service, without any change to their



permanent or CID contract and without any loss of posts of responsibility. It should take place before any compulsory transfers. It would then give teachers similar rights to Civil Servants.

The Expert Group (aka Ward Report) recommended "for implementation in the medium and longer term" that "the voluntary redeployment scheme ... be extended". The Department and managerial bodies have to date been unwilling to consider a cross-sectoral voluntary transfer scheme on a national basis.

I Co Laois/Dublin City (x2)

Congress instructs this Union to be far more proactive in its approach to matters that affect the interests of members. Congress condemns this union's abrogation of its responsibility to its members through its failure to provide clear instructions on the implementation of the additional 33 hours per annum. This failure to communicate effectively has led to a diminution in the standing this union previously enjoyed among its members. Congress instructs the Executive to negotiate with the DES to change

the conditions relating to the 33 hours which were introduced under Croke Park I. These changes should allow teachers to have more flexibility in how they would work these hours. The inadequate response of this union to the IVEA guidelines has led to an erosion of confidence in TUI's ability to defend the interests of members.

The TUI and the other teacher unions had secured a DES commitment to a review of usage of the 33 hours. That review resulted in the issuing of Circular Letters 25/14 and 43/14, allowing for more flexible usage of 5 of the hours.

II Co Monaghan

Congress calls on the Executive to request that principals give teachers with less than full hours first preference of paid substitution hours before a part time teacher is brought into the school.

This is the position that the TUI has consistently advanced in the available fora at school/college/centre, local employer and national level. The union also secured a significant improvement through

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€ 15,000	3.99%	5 Years	€ 275.12	€ 11,560.51
€ 20,000	3.99%	5 Years	€ 366.83	€ 12,080.66

**APR - Annual Percentage Rate

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Recommendation of the Ward report in the arrangements for augmentation of a part-time CID.

15 Dublin & Dún Laoghaire(x2)

Congress instructs the Executive to legally challenge the shortlisting of candidates for Principal and Deputy Principal posts on the basis of specified management courses. Such criteria fail to take into account the financial hardship faced by many teachers and further marginalises those who depend solely on their teaching income to survive. In addition these measures gravely undervalue prior experience in the Teaching Profession. Furthermore, Congress instructs the Executive to legally challenge the shortlisting of candidates for Principal and Deputy Principal posts on the basis of experience gained as an Assistant Principal or Special Duties teacher in light of the moratorium on Posts of Responsibility in place since 2009, as this is inherently discriminatory against teachers who began employment since this date.

In the context of the claim lodged at the Teachers' Conciliation Council for the introduction of an appeals mechanism in respect of appointments to Principal and Deputy Principal positions, there has been ongoing discussion at the TCC of the criteria that should apply in respect of such appointments

18 Co Mayo (Amended by Tipperary SR)

Congress notes that S&S has now become a contractual element of a teacher's day to day work. Congress notes that from a health and safety perspective, this requires teachers being outside in inclement weather and being required to deal with sudden onset illness, bouts of fisticuffs, situations of physical confrontation, dangerous driving, use of illegal substances, boisterous and often aggressive behaviour. Congress considers that teachers should be properly equipped through the provision of suitable outdoor attire for outdoor duties.



Congress further considers comprehensive training for teachers must be provided in order to ensure that they are adequately prepared to deal reasonably with emergency situations bearing in mind the legal implications. Congress instructs the Executive to negotiate revised expenses to reflect supervision duties undertaken in outdoor areas.

This matter has been brought to the other teacher unions for consideration in the first instance.

3 Co Donegal/Executive Committee

Congress calls on the Executive to demand that the DES establishes and introduces, in consultation with teacher unions, a uniform selection and marking criteria for all teaching and promotional appointments and that these are provided to candidates with the application form. Furthermore, Congress demands that a mechanism be put in place nationally to oversee the operation of these procedures.

The union raised this matter in the context of the Expert Group discussions and at meetings of the TCC. A Circular Letter is to issue in relation to appointment processes.

6 Co Limerick

Congress instructs the Executive to

negotiate that all registered teachers who deliver the national curriculum should all have the same conditions and terms of employment.

The union is actively seeking teacher status for members on the register of teachers and who are employed in the Further and Adult Education sector, including in those parts and centres that are not designated as "recognised schools" under Section 10 of the Education Act 1998.

17 Co Cork

Congress instructs the Executive to renegotiate the criteria for the use of Croke Park Hours (CPH) in schools and centres. Congress demands that the Executive seek to redefine the range and types of activities that can be considered for CPH to include extra-curricular activities and relevant in-service training/CPD completed on teachers' own time, for example. The current assignment of CPH is aggravating and arbitrary and has a negative impact on teachers' availability to engage in administration sport, music, drama and pastoral care in schools and centres. This seriously damages the perception of schools and staff as these activities are regularly delayed/cancelled to facilitate meetings that are often functional and unnecessary.

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Jackie O’Neill, Cornmarket Income Continuance Plan
Claimant, Co. Cork

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The TUI engaged with the DES on the issue of the 33 hours and negotiated the changes set out in Circular Letters 25/14 and 43/14, including use of 5 of those hours on a more flexible basis.

7 Shannon/Executive Committee

Congress notes the inherent inequity of the permanency of the opt-out from Supervision and Substitution. Members who opt out in 2014 currently have to stay out of the scheme for the duration of their careers. Congress instructs the Executive Committee to negotiate with the DES a facility for those who have opted-out to enter the S&S hours at a later stage.

This matter has been raised and is being pursued by the teacher unions at the TCC.

B CONDITIONS OF SERVICE - 3RD LEVEL

37 Dundalk IT

Congress notes the expansion of on-line E-learning and other digital delivery methods for courses in the IT sector. Congress instructs the Executive to formulate a claim for the hours associated with design, delivery, support and assessment of these course types.

A national conference on on-line delivery was convened and a working group has been established. The union has supported a claim by members in CIT for an hours weighting and the resultant dispute and the industrial action. This dispute is now subject to an LRC proposal for negotiations, as an initial result of which the flex hours do not apply to staff engaged in delivery of online learning activities.

29 IT Carlow/IT Tallaght/Dublin Colleges

Congress notes that the weekly lecturing load of 16/18 hours per week dates from a time when the IoT sector operated predominantly at levels 6 and 7 on the National

Framework of Qualifications. Congress is appalled at the imposition of extra weekly lecturing hours under the Public Service Agreement. Congress instructs the Executive that the continuation of these extra hours will be highly damaging to the quality of courses in the sector. Congress instructs the Executive to immediately launch a campaign for a reduction in the teaching loads in IOTs. In the incomprehensible absence of any analysis by management bodies of the negative impact of such a high number of teaching hours, Congress instructs the Executive to commission an independent study of their impact on educational quality, and to publicise the results in all media outlets before the end of the calendar year.

A recommendation that a workload study should be carried out was acted upon; a working group was established and there have been discussions with Trinity College Dublin. In addition, a work-related stress survey for the IoT sector is being developed.

39 Dublin Colleges/Tipperary NR

Congress instructs the Executive to seek a fair allocation of Apprentices across all IoTs so that all Institutes retain their capacity to provide apprentice education in the future. Congress condemns the imposition of the student registration charge on apprentices. This Congress instructs the TUI Executive to demand that the DES reverses its decision to impose a student registration charge on apprenticeship training.

Acting through the Apprenticeship Working Party, the union has made representations to the DES, HEA and TEEU.

28 Cork Colleges

Congress demands that the Executive explain why the following motion passed at Congress 2013 is deemed industrial action and instructs the Executive to obtain

independent legal counsel on the matter.

'Congress instructs the Executive to issue a directive that no member accepts a timetable in excess of 18 class-contact hours per week in the Lecturer grade and 20 class contact hours per week in the Assistant Lecturer grade.'

The union has issued clarification relating to this matter and to the flex hours. Under the Industrial Relations Acts, a ballot is required before industrial action can be engaged in and issue of a (new) directive is considered to constitute industrial action. The Executive would have to approve the wording for such a ballot. This is the import of the legal advice received by the union.

45 Executive Committee

Congress condemns the lack of appropriate and meaningful consultation in relation to the Higher Education Landscapes proposal in particular in relation to the proposed new Technological Universities. Congress instructs the Executive to utilise appropriate action up to and including industrial action to resolve this matter to the union's satisfaction.

The consultation difficulties that arose in the MTU were largely resolved. The well-publicised difficulty that arose in regard to the SETU was referred to the LRC as a dispute relating to lack of consultation. Discussions are ongoing, facilitated by the LRC, in respect of DTU and progress has been made. The expression of interest submitted by the CUA is deficient in the union's view and this is being addressed. The union has established a Technological Universities Working Group to monitor TU issues.

48 Executive Committee

Congress notes with concern the increase in student complaints at third level and the over-legalistic procedures utilised by Institutes to



process such complaints. Congress instructs the Executive to negotiate a system for processing such complaints in order that complaints against members are processed in a manner which affords due process, fair procedures and natural justice.

The union has brought this issue to the IoT IR Forum for discussion and resolution.

26 Cork Colleges (Amended by IT Tallaght and Cork Colleges)

Congress instructs the Executive to negotiate a set of Principles and guidelines for online delivery in the IoT sector by September 2014.

See motion 37 (above)

C. CONDITIONS OF SERVICE - GENERAL

50 Shannon/Limerick Colleges/IT Carlow

Congress calls on the Executive to urge ICTU to have the draconian revised sick leave scheme for teachers/lecturers rescinded and to revert to the previous one. This new sick leave scheme is in fact another pay cut as all teachers are now feeling that they must take out

income continuance as the current sick leave scheme is entirely inadequate for anyone who is unfortunate enough to undergo a serious illness. This scheme is inequitable and should be challenged under equality legislation as it punishes teachers more than other workers for being ill. The Executive of TUI is urged to use all means possible, to reverse the changes to sick leave provisions, including the following:

Request that ICTU and the PSC renegotiate the sick leave scheme for teachers/lecturers, TUI to request negotiations with the DES and DPER if necessary to renegotiate this scheme on a sectoral basis for teachers/lecturers.

In conjunction with the other teacher unions, this matter has been raised at the Public Services Committee of the ICTU, at the TCC and at the IoT IR forum. The particularly severe effects of the revised sick leave scheme for teachers and lecturers have been highlighted.

60 Executive Committee

Congress instructs the Executive to resist the introduction of the revised sick leave entitlements. In this

regard, Congress instructs the Executive to initiate a campaign against the introduction of this revised sick leave scheme and that members would be balloted if industrial action is deemed appropriate by the Executive Committee.

See Motion 50 (above).

D. POSTS OF RESPONSIBILITY

69 Dublin City/Dublin & Dún Laoghaire/Co. Clare (Amended by Waterford City)

Congress instructs the Executive to seek to enforce the Directive on Posts of Responsibility which prohibits members from carrying out the duties appropriate to an Assistant Principal or Special Duties Post of Responsibility without appropriate, pensionable remuneration and without being awarded the position through the selection process.

Congress requires the National Executive to instruct the General Secretary of TUI to issue a letter to Branch Officers on the Directive on Posts of Responsibility. This letter should state in detail the reasons why this Directive remains in place. It should also categorically state that a potential charge of unworthy conduct, specified in Section Q of the Rulebook, will be brought against any member of TUI who breaches this Directive where this breach is reported to TUI Head Office.

A letter in this regard issued to members on 20th May 2014. It was accompanied by a description of the process for identifying and assigning post of responsibility duties. The process, which is set out in Circular Letters 20/98 and 43/00 (other relevant circular letters are 21/98, 22/98, 23/98, 25/98 and 53/11) was described as collaborative in nature.

64 Co Donegal/Executive Committee

Congress calls on the Executive to demand that the moratorium on posts of responsibility be revoked immediately so that schools and centres can function without placing further unnecessary burdens on our principals and centre managers. Furthermore, Congress instructs the Executive to undertake an audit of all schools and centres to ascertain the true impact this moratorium is having on TUI members and the education of our students/learners.

The TUI has raised this matter directly with the Minister and jointly with the other teacher unions at the TCC. Arising from concerns that management bodies were advocating a move to devolved budgets, the TUI and ASTI jointly wrote to the Minister in relation to PoRs.

E. TEACHING COUNCIL

78 Co Monaghan

Congress calls on the Executive to allow TUI Officials to negotiate with the Teaching Council that a teacher should only have to go through the full registration process for the Teaching Council once. If a member of the TUI lets their membership lapse for the "Teaching Council" they may re-join the Teaching Council following Garda vetting only.

The union is in regular contact with the Teaching Council on issues regarding registration. Specifically the union has sought that the Council would simplify the regulations made by the Council (under Section 31 of the Teaching Council Act 2001) regarding the "documentary and other evidence" to accompany an application for registration by a teacher whose registration has lapsed. The Council has accommodated some but not all requests of the union in this respect. The union has also consistently

advised members to maintain their registration.

84 Tipperary NR

The Teaching Council should allow Direct Debit or annually repeating Credit Card payment when teachers are required to renew membership each year. This can often cause teachers to fall into arrears due to missing payment dates. This Congress instructs the Executive Committee to negotiate with the Teaching Council to bring about an agreement whereby these methods of payments can be considered in the future.

This facility has been sought by teacher unions. However there is a legal impediment in that the legislation specifies that a period of registration cannot exceed 12 months (Section 33.2) and the Council cannot assume that a person will or wishes to renew registration until and unless an application for renewal is received.



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77 Co Clare

Congress instructs the Executive to resist any attempts to limit the subjects that teachers registered under Section 31(2), Teaching Council Act 2001, are deemed qualified to teach.

The legal position is that a registered teacher is deemed qualified to teach those subjects covered by the teacher's qualifications that satisfy the specified requirements. If a teacher's entry in the Register of Teachers maintained by the Teaching Council is incorrect or incomplete, the registered teacher may so advise the Teaching Council and seek to have the register suitably amended (Sections 29 and 36 of the Act).

F. Junior Certificate

93 Co Cork/Co Cavan/Dublin & Dún Laoghaire

Congress instructs the Executive not to agree to any reforms in the Junior Cycle until adequate provision of training and resources to teachers is provided for. Congress further instructs the Executive to resist immediate plans for Junior Cycle Reform until appropriate arrangements are made to adequately address the very serious concerns held by teachers in respect of curriculum development, in-service training, funding, examination,

assessment and remuneration. Failure to provide such resources, as deemed necessary, should result in non-compliance with the roll out of this new exam model. Congress demands that a greater lead-in time, additional planning and preparation for the delivery of programmes to facilitate an orderly transition to a new curriculum be secured by the Executive to ensure the rigour and integrity of the new curriculum.

The TUI, jointly with the ASTI, has, since 7th April 2014, been engaged in industrial action – and, whenever possible, discussions - in regard to Junior Cycle aimed at securing three key objectives relating to state certification, external assessment and the resourcing that ensures capacity at system and school levels.

87 Co Offaly/Co Longford/ Dublin City

Congress instructs the Executive to demand that the setting, supervising and correcting of the Junior Certificate and Leaving Certificate Examinations (including project and portfolio corrections) does not and will not form part of a teacher's contract.

See motion 93. This matter is encompassed by the action being undertaken.

89 Co Monaghan

As part of the proposed Junior Certificate reforms: All course work and exams should be issued from the State Examinations Commission and corrected by the State Examinations Commission to facilitate a level playing field between private secondary schools and ETB schools.

- a. The current proposal where teachers correct their own students work would expediently increase the workload on teachers and management in an already stretched system.
- b. The only fault of the current Junior Certificate is that it works unlike other major

institutions within the state i.e. Banks etc.

This congress instructs the Executive to conduct a ballot of TUI members to withdraw from all aspects of the proposed Junior Certificate reform including the current in-service for Principals and English teachers until the objective of having all course work and exams issued from the State Examinations Commission and corrected by the State Examinations Commission is achieved.

See motion 93 above. It is important to note that under the Education Act (section 30), the curriculum (expressed as a syllabi/subject specifications) is prescribed by the Minister. Therefore, members are teaching the prescribed syllabus. The unions' industrial action focuses on the proposals in the Junior Cycle Framework for assessment of that syllabus.

G. ORGANISATION

98 Co Donegal/Dublin & Dún Laoghaire

Congress calls on the Executive to establish a members' only section on the TUI Extranet where Branches can upload general information on specific cases won at both local ETB level and at national level. The need for this is ever-increasing as members who possess this information are continually retiring from teaching and taking this knowledge and experience with them. Each year TUI Head Office provides such information to members via the Annual Report. In addition, this will assist other Branches who are pursuing similar cases and reduce the already strenuous workload of Branch Officers by removing the difficulties associated with trying to find comparators throughout the country. Furthermore Congress instructs the Executive to issue guidelines to Branches as to what specific information can be uploaded in order to comply with Data Protection Legislation.



A members' only section ('the portal') was launched at Congress 2014 and has replaced the Branch Extranet. All TUI members have access to this site via a username and password that they create using the details on their membership card. These cards were given to Branch Officers who were delegates at Congress 2014 to pass on to workplace representatives in their area for distribution to members. (If any workplace has not received or is experiencing difficulty in distributing cards, the workplace representative should contact Head Office.) Individual members and Branches cannot upload or edit documents on the portal, but can submit to TUI Head Office any material that they feel would be of use and benefit. Once the document has been checked to ensure it complies with Data Protection requirements, it will be uploaded by Head Office.

The union's Organisation and Training Sub-Committee is exploring the development of an integrated Case Management System which would enable Branch Officers to store and access material. The timeframe for this project is 7 to 9 months.

109 Co Monaghan (Amended by Waterford City)

Congress calls on the Executive to put in place a policy that where a member, including Principals or

School Representatives have an issue, then it must come through the Branch Officers in the first instance and then through the Area Representative, unless neither can be contacted. Some members including Principals go directly to Head Office which totally undermines the Branch Officers and TUI structure. If such calls should come to Head Office they should be redirected to the Branch Officers.

This procedure is in place and, in the great majority of cases, members contacting Head Office are informed, in the first instance, to contact their Branch Officer/s. However, it is important to note that because of the particularly sensitive nature of a relatively small number of queries/contacts, Area Representatives and TUI officials may occasionally make a professional judgement that the matter needs to be dealt with on a strictly confidential basis.

This issue is being kept under continuing review at the Organisation and Training Sub-committee.

106 Limerick City

Congress instructs the Executive to give an undertaking that henceforth all correspondence from Branch Officers will be acknowledged and dealt with in a timely manner. Officials in TUI Head Office are retained and paid by the membership to look after members' interests. It therefore behoves them to treat branch officers who act on behalf of members with respect at all times and this extends to replying to all correspondence in a timely manner.

The Organisation and Training Sub-Committee is developing a protocol in relation to case management and timelines for acknowledgement of and response to Branch correspondence.

153 Executive Committee

Congress instructs the Executive Committee to put in place a series of positive actions which would improve female representation on the TUI Executive with the ultimate aim of achieving equal representation.

The Organisation and Training Sub-Committee has established a working group to explore what positive actions would be of assistance.

H. Adult Education/ Further Education

157 Co Donegal/Dublin & Dún Laoghaire/Executive Committee

Congress notes with deep concern, the continued failure by the Minister for Education and Skills to allow TUI representation on the board of SOLAS. Congress directs the Executive to demand that all stakeholders be represented on the Board and Congress deplores this lack of partnership by the Minister. TUI, as the primary union representing members in further education and training in Ireland, will be integral to the success of SOLAS.

This issue was the subject of repeated representations to and was raised directly with the Minister as a matter of major importance. However, the minister did not accede to the union's demand for inclusion of a TUI representative/nominee on the board of SOLAS, stating that it is the policy of government to move away from membership of boards, including statutory boards, on a representative basis to boards comprising persons with the requisite specific expertise.

161 Cork City/Dublin & Dún Laoghaire

Congress instructs the Executive to provide a detailed policy (to be published within 9 months of this Congress) of union strategy regarding the future development of

the FE sector in the context of the role that will be played by SOLAS and the merger of FÁS into the ETB structure. These threats may include the tutorisation of courses, removal of educational provision in favour of training, threats to the integrity of the 167 class contact days and consequent threats to the conditions of service to members.

Work is in train at present on a composite policy document and ongoing representations have been made to the DES and the ETBI/SOLAS Project Management Office.

165 Dublin City (x3)

Congress believes that the increase in PTR introduced in September 2013 was wrong and ill-considered; it has led to the loss of courses and student places in FE courses; it has resulted in a decrease in staff levels of over 10% in all FE colleges through loss of virtually all non-permanent staff, non-replacement of retired staff and transfer of teachers.

Congress condemns the Government for its failure to support the FE sector. Instead of cutting teaching jobs the government should be providing jobs in the FE sector including technicians, librarians and support staff jobs as recommended in the McIver report. The total opposition of this union to this cut to a vital educational sector should be raised, where possible, at all future meetings with the Minister for Education and Skills.

Congress instructs the TUI Executive to launch a strong campaign to seek the reversal of the increase in the PTR starting with clearly informing the government that we will not tolerate the destruction of the FE sector and the loss of over 200 jobs. The campaign should include a major public demonstration and a plan of resistance to the implementation of the proposed change to the PTR.

Congress calls on the Executive of



the Union to work with other Unions to defend jobs and services and, in particular, calls for the TUI Executive to put a strong motion to the Public Services Committee of the ICTU for concerted industrial actions against the cuts to jobs, pay and conditions.

Representations were made to the Department of Education and Skills throughout the year; representations were made directly to the Minister for Education and Skills at a meeting on 17 September 2014.



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Cuirfear an clár cumaisc foghlama seo ar fáil thar thréimhse dhá bhliain acadúla. Beidh an fhoghlaim chumaisc mar ghné lárnach, i. cuid den chlár curtha ar fáil ar líne agus an chuid eile curtha ar fáil ar láthair. Cuirfear soláthar for-rochtana san áireamh ag brath ar riachtanais na mac léinn. Mar thoradh ar an gcur chuige cumaisc agus ar dhearadh an chlár, beidh taighdeoirí agus saineolaithe idirnáisiúnta i láthair agus pléifidh siad torthaí agus saincheistanna nua i réimse an tumoideachais, an oideachais dháttheangaigh agus an dara teanga ar líne leis na mic léinn le linn an chlár.

Glacfar suas le fiche duine ar an gclár sa bhliain acadúil 2015/2016. Glacfar le h-iarrataisí ón lá inniu suas go dtí **31 Bealtaine 2015**. Chun tuilleadh eolais a fháil, déan teagmháil le Dr T.J. Ó Ceallaigh, Comhordaitheoir an Chláir, An Roinn Teanga, Litearthachta agus Matoideachais, Coláiste Mhuire gan Smál, Luimneach ag tj.océallaigh@mic.ul.ie nó ag 061 204325.

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159 Cork City

Congress deplores the designation of some PLC courses/modules to be tutor delivered, Circular letter 52/2013 appendix C. Congress instructs the Executive to intensify the campaign to have this re-designation reversed. Congress further instructs that a ballot for immediate industrial action be initiated should any additional courses be re-designated.

The DES has, to date, not agreed to rescind the re-designations set out in Appendix C of CL 52/2103. No further re-designations have taken place and the union is keeping the matter under review.

Representations were made to the Department of Education and Skills, with a view to ensuring that no further re-classification of teaching posts as 'tutor' posts occurs. Discussions, under the Public Services (Stability) Agreement, are in train in respect of 'tutor' posts, with a view to regularisation of the sector.

173 Dublin & Dún Laoghaire

In the context of the merger between the FE sector and FAS under SOLAS, and the establishment of Education and Training Boards, Congress affirms the achievement of the FE sector as a success story of Irish education over the last thirty years. Congress instructs the Executive to defend the FE sector in the present reform process. Defending FE should include the following stances:

- Rather than causing FE standards to be downgraded in the direction of 'tutorised' training courses, the existing training provision in FAS should be upgraded to incorporate a stronger educational component. As labour market requirements have become more dynamic, the education model (modified to incorporate increased periods of work placement) has become more relevant for career preparation than the training model.



- The proposal to facilitate competition between FE providers and private providers should be resisted as an ill thought out ideological fad. Education is a public good, best provided in the stable environment of the public sector. Strengths of the public system include: continuity of staff, long-term stability, conservation of high standards, protected employment conditions for staff and freedom from the distorting effects of payment by results. If FE providers get it wrong, in terms of the service they provide, learners stop applying for places on the courses.

- The FE sector still lacks formal recognition. A reform of the sector (as proposed in the McIver report in 2003) incorporating greater administrative and technical support allowing teachers more time for their teaching duties would yield a better return on public investment than chasing the chimera of public-private competition.

The TUI has been engaged in ongoing discussions both with the ETBI and with the Project Management Office of the Department of Education and Skills

regarding the integration of FÁS into ETB structures. In this regard, it is important to note that the unions representing FÁS staff are also involved in discussions with the ETBI and the DES. It has been agreed that the TUI will be party to any discussion or activity that could affect grades represented by TUI. The union is also in continuing contact with associations such as the Adult Education Organisers' Association in respect of matters of concern to particular grades. Representations were made to the Department of Education and Skills; representations were made directly to the Minister for Education and Skills at a meeting on 17 September 2014.

169 Dublin City (x2)

Congress instructs the National Executive to seek that this Union vigorously challenges any future attempt by educational institutions to introduce "tutor" positions when the work is clearly comparable to "mainstream" teaching. TUI must stand firm against the current onslaught on the awarding of proper terms and conditions in the profession, already evidenced in the treatment of new entrants and in the ongoing victimisation of teaching staff, as in the case of TUI



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members in the Adult Refugee Programme, through the application of specious arguments such as funding and the future viability of a programme

The TUI is consistently engaged in grade reclassification for 'tutors' in areas where the work is comparable to mainstream teaching. The TUI has secured agreement that the "tutor" grade is not appropriate in Youthreach and – depending on qualifications - the conversion to teachers or resource persons of those in Youthreach who had heretofore been regarded and paid as tutors. The TUI is currently engaged in negotiations with the DES with a view to securing teacher status for those (with teacher qualifications) who are currently regarded and paid as "tutors" under the BTEI scheme. Talks, facilitated by the LRC, are underway in relation to contracts for Adult Education Tutors – Haddington Road Agreement/Education Sector Appendix.

163 Cork City

Congress requests that this Congress calls on the Minister for Education and Skills to remove the €200 charge for PLC students.

The TUI has at every opportunity called for the removal of the charge, characterising it as a regressive measure that exacerbates disadvantage and an obstacle to the realisation of public policy in respect of lifelong learning. Representations were made to the Minister for Education and Skills on this matter at a meeting on 17 September 2014.

160 Cork City

Congress instructs the Executive to take whatever means necessary to ensure that part time hours being offered as teaching hours this year in courses covered by Appendix C of circular letter 52/2013 will not be offered as tutor hours in future academic years but will remain as teacher hours.

Developments in this regard are being monitored at school/college and branch level.

176 Dublin & Dún Laoghaire

Adult learning plays an important role in helping adults to develop and maintain key skills, and acquire other knowledge and skills, throughout life. It is crucial to provide, and ensure access to, organised learning opportunities for adults beyond initial formal education, especially for the unemployed who need to adapt to changes.

And noting that the BTEI, VTOS and Community Education programmes in the Adult Education Services predominately cater for those from the lower socio economic group, who have not attained upper secondary level education and noting the extra costs necessary to attending courses, Congress instructs the Executive to take such action as is necessary in conjunction with ICTU to ensure that the block grants to programs, and that student grants and allowances are restored to pre 2013 budget levels.

The union is continuing its campaign in this regard. However, Budget 2015, while not introducing further cuts, did not restore the position to pre-2013 levels. Information to inform ongoing representations to the Department of Education and Skills is being sought and collated at present.

177 Dublin & Dún Laoghaire/Galway City (Amended by Tipperary SR)

Congress instructs the Executive to enter discussions with the Department of Education and Skills to secure improvements in the pay, conditions, recognition of prior experience and career progression for all educators in the Adult Education Sector, recognising the valuable contribution these educators make to Irish Society. Congress instructs the Executive to begin negotiations regarding the awarding of CID's to tutors and resource workers.

The TUI entered into negotiations with a view to improving the terms and conditions of Adult Education Tutors under the auspices of the LRC further to Appendix 5 Section 4 of the Public Service Stability Agreement. These discussions are ongoing.

166 Dublin City

Congress recognises that the Further Education sector has been under-represented and poorly served within the TUI. Congress notes that despite motions 125 and 148 at TUI Congress 2013 the Union has failed to launch a significant campaign in defence of Further Education.

Congress, therefore, determines that a Further Education Advisory Council be established within the TUI. The FE Advisory Council will be composed of representatives from the FE sector nominated by branches and it will meet on a regular basis.

A Further Education Advisory Council has been established. Terms of Reference and Standing Orders are being finalised by the Executive Committee and an initial meeting of the Advisory Council will be convened early in 2015. Notification of that inaugural meeting of the Council has issued to Branches.

I. IMPOSED CUTS

186 Co Carlow/Co Cavan/Limerick City/Dublin City/Dublin & Dun Laoghaire/Tipperary NR

Congress condemns as a retrograde and destructive act the Government's decision to incorporate Guidance counselling hours within the school allocation. In light of the current child protection guidelines, the current economic climate, rising mental health issues and the student's legal entitlement to 'appropriate guidance', it is essential that all schools and centres have proper guidance counselling services in place. Congress instructs the

Executive to demand that the Department of Education and Skills reinstates the provision of ex-quota guidance hours to schools and centres as a matter of urgency.

The union has, at every opportunity and in every relevant forum advanced the demand and the case for restoration of ex-quota guidance counselling provision. The matter was raised directly with the Minister and the DES officials and has been highlighted in union commentary in the media at every opportunity and especially in the context of the publication of an ESRI survey in August 2014 that indicated the acute damage inflicted by this cutback in areas of socio-economic disadvantage. The matter was also referenced in the union's pre-budget submission. The TUI has also conducted a survey of schools in the greater Dublin area on the impact of the abolition of ex-quota provision and has liaised closely with the Institute of Guidance Counsellors.

184 Co Laois

Congress calls on the Executive to condemn this Government on its continual erosion of public services including the education service as it

- reduces staffing levels placing even more stress and workload on existing staff members,
- offers so-called incentives to teachers to retire prematurely thus depriving the service of irreplaceable skill and expertise,
- allows employers to reduce full-time positions created by the retirement of teachers to casual positions below the 18 hour threshold.
- creates a demoralised teaching profession caused by years of pay-cuts, poor promotion prospects, diminishing conditions of service relating to sickness benefits and pensions, the imposition of the 33 hours which must be whole-school and after school and an ever increasing workload.
- denies schools much needed resources for further development.



The general issue of the damage to the social fabric as a result of cuts in public services has been consistently raised by the union in all relevant fora. The individual matters referred to in the text of the motion have also been addressed by the union through the Expert Groups on Part-time and Fixed Term employment in teaching/lecturing, at the TCC where we have sought the extension of the "Grace Period" and in the talks that resulted in the introduction of a limited element of flexibility in the use of the 33 hours.

187 Shannon

Congress notes, with alarm, the significant drop in numbers of schools providing LCA. This is due to the change in the pupil teacher ratio and to the withdrawal of necessary resources. Congress urges the DES to have the previous pupil teacher ratio and resources, which were initially allocated to providers of this program, restored.

TUI's position on this was set out publicly at the time of issue of the Leaving Certificate results.

189 Dublin City

This Congress rejects the proposed cuts in education for the period up to 2015. These cuts are regressive and will in time diminish this country's chances of fully utilising

its educational system as an important component in the drive towards economic recovery.

This is the position advanced by the union at every opportunity, both in negotiating fora and through the media.

J. UNION CO-OPERATION

193 Co Laois/Co Meath

Congress calls on the Executive Committee to immediately engage in talks with the ASTI for the purpose of bringing about unity of the two unions.

Following Annual Congress 2014 the TUI wrote to the ASTI – see page of this annual report. The ASTI is giving consideration to the letter. It was agreed by both unions that, given the exigencies of the situation in regard to Junior Cycle, it would be better to concentrate in the immediate term on ensuring optimum co-ordination in respect of that issue. It is noteworthy that there has been very significant and effective collaboration and co-operation between the unions in the past year and clear evidence of a determination to ensure its continuation.

K. PAY & HADDINGTON ROAD AGREEMENT

202 Executive Committee/ Co Meath/Dublin & Dún Laoghaire/Co Kildare

Congress deplores the enactment of the Financial Emergency Measures in the Public Interest Act 2013 noting that it

- Unfairly discriminates against public servants
- Is wholly disproportionate in its effects on public servants
- Fundamentally undermines appropriate and recognised industrial relations processes, particularly collective bargaining
- Applies arbitrary prospective timeframes
- Confers anti-democratic powers on the Minister for Public Expenditure and Reform
- Applies an arbitrary definition of high pay and an unfair application of this on a pro-rata basis
- Adversely affects the pension entitlements of public servants.

Congress instructs the Executive Committee to pursue a vigorous campaign to have the Act rescinded and to seek the broadest level of support for this campaign both within the trade union movement and in civil society generally.

The TUI, through the Public Services Committee of the ICTU, has sought to have the Act rescinded. In response, the Minister for Public Expenditure and Reform has indicated that, in the first instance, consideration is being given to rescinding particular sections of the Act.

203 Executive Committee

Congress instructs the Executive Committee of the TUI to formulate a claim (or claims) to improve the pay of members, across all the grades that the union represents.

The Executive Committee has given consideration to the structure and timing of pay claims. There has also been discussion between the teacher unions in this regard. Noting the steady improvement in the public finances and the economic situation, the ICTU, including the Public Services Committee, has signalled the need for pay increases. It is anticipated that pay discussions will commence in summer 2015.

204 Executive Committee

Congress notes the slight improvement to the pay scale for new entrants as an initial step and

further notes that it remains the Union's primary aim to improve the post December 2010 new entrants' salary scale. Congress therefore instructs the Executive to continue to campaign to improve the salary scale for new entrants until they are on par with their colleagues who were recruited up to December 2010.

It is intended that a pay claim will encompass this demand.

205 Executive Committee

Congress calls on the Executive to join with the other Teacher Unions to commission a study to examine the impact that the Haddington Road Agreement, Croke Park and the other initiatives introduced by the Department of Education and Skills and other relevant bodies is having on teachers' and lecturers' physical and mental health and work-life balance.

The Union has conducted a survey in this regard, initially in the IoT sector. It is intended to extend the survey into the other sectors in which members work. It is hoped that the survey can be conducted at regular intervals in order to give the information a longitudinal dimension that will add to the value of the data captured.

195 Co Limerick

Congress instructs the Executive to seek that all teachers employed should be on the same pay scale the pre-2011 common basic scale.

See motion 204.

196 Co Monaghan

Congress instructs the Executive to conduct a ballot of TUI members to pull out of the Haddington Road Agreement if the Government and the Department of Education and Skills do not honour all aspects of the Haddington Road Agreement at the time they should be honoured.

The implementation of the HRA is being monitored in this regard.

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198 IT Carlow/IT**Tallaght/Dublin Colleges**

Congress deplores that repeated instructions to the Executive to take industrial action in defence of new entrants were ignored. Congress notes that under the Haddington Road Agreement the union has consented to discriminatory pay scales and that the resulting losses in career earnings are typically in the order of €150,000 or more. Congress instructs the Executive that a campaign of, as well as a ballot on, industrial action in defence of equal pay for equal work be planned for implementation on the expiry of the Haddington Road Agreement and be communicated to Branches by October of this year.

Under the HRA, and with effect from November 2013, the max of the relevant pre-2011 scales have been provided to new entrants. Notwithstanding this advance, a discrimination remains in place, most notably in regard to teachers who entered the profession in February 2012 or later (because of loss of qualifications allowances). It is the clear demand of the union that there has to be complete equalisation of income. This will be reflected in pay claims.

L. PENSIONS**212 Executive Committee**

Congress instructs the Executive vigorously to oppose and resist by all means up to and including a ballot for industrial action, any attempt by Government to interfere with any of the existing defined benefit pension schemes for members.

The position in this regard is being carefully monitored by the TUI and other public service unions.

210 Dundalk IT/IT Tallaght/IT Carlow/Dublin Colleges/Executive Committee

Congress directs the Executive to

lodge a claim for the immediate removal of the public sector pensions levy which is in force since 2009. Congress further instructs the Executive to put a motion to the ICTU PS Committee to seek their support for this claim from other public service unions. Congress further directs the Executive to ballot for appropriate industrial action in support of its claim.

This matter was raised at the Public Services Committee of the ICTU. It is a matter that may be encompassed by a pay claim.

M. EQUALITY**213 Limerick City/Dublin City(x2)/Dublin & Dún Laoghaire(x2)**

Section 37.1 of the Employment Equality Act has a paralysing effect on individuals (including gay and lesbian teachers in schools) who are particularly vulnerable to its consequences. It privileges the rights of religious organisations over those of individual workers. Congress calls on the Executive to demand that the Houses of the Oireachtas repeal this draconian piece of legislation to guarantee teachers the legislative protection afforded to other workers and to embark on strong media campaign to achieve this end.

TUI made a submission to the Equality Authority seeking the deletion of Section 37.1 Minister of State, O Riordain, announced that he would be introducing amending legislation. TUI issued a statement in the media, addressed the issue in radio interviews and sought a meeting with the Minister.

220 Dublin & Dún Laoghaire/Co Roscommon

Congress instructs the Executive, in consultation with the Equality Council, to draft and implement a policy document on mental health and well-being. In the current

climate this policy document is urgently required in order to highlight the challenges facing our members and students and the supports required to ensure positive mental health and well-being. This document to be available before Congress 2015. A sub-committee of the Equality Council is drafting a policy document.

222 Dublin & Dún Laoghaire

Congress calls on the Executive to establish a working group of women who are actively involved in the Union, with a view to informing the Executive how best to increase female participation in the TUI at local and national level.

A sub-committee of the Equality Council is working on this matter.

N. CASUALISATION/FIXED TERM/PART TIME**234 IT Carlow/IT Tallaght**

Congress notes the policy of the Government that all new entrants to the Public Service be employed on fixed term contracts. Congress further notes the legal requirement on the Government of Ireland to comply with the European directive relating to fixed term workers, and the fact that current Government policy breaches that directive by treating new entrants (in relation to pay and pensions) less favourably than their permanent whole-time comparators.

Congress instructs the Executive to make a formal written complaint to the European Commission requesting them to bring a case against Ireland for breach of the directive to the European Court of Justice. Congress further instructs the Executive to provide a copy of this letter to all branches.

The matter of casualisation is being addressed through the mechanism of the Expert Groups at second and third levels. The Ward report, issued in September 2014, is being implemented and represents a

significant advance for casualised teachers. The report of the Expert Group at third level is awaited. It is important to note that the Department of Education and Skills has formally confirmed that permanent initial appointments may be made provided that they are within allocation.

240 Executive Committee

The new poor in the Irish education system are those with pro rata contracts of less than 22 hours. The entry into the teaching profession is almost never by being appointed to a permanent whole time position, a newly qualified Teacher can spend a number of years trying to survive on the salary gained by doing pro rata contracts often of 3, 4 and 5 hours. Survival was made possible until now by availing of paid substitution hours, but alas this is now gone due to the Haddington Road Agreement. Teachers have no choice but to stay with these poorly paid contracts and are borrowing money to support themselves. These Teachers should be entitled to avail of the support of the social welfare system and get unemployment benefit as we believe that a Teacher with a contract of for example 11 hours is unemployed for half of the working week and should receive the appropriate benefit for the other half.

Congress instructs the Executive to engage with the Department of Social Protection to point out the extreme difficulties that Teachers are experiencing and to seek to allow payment of appropriate support for those on less than full contracts.

See motion 234. The effect of the pattern of working hours on Social Protection allowances has been discussed with the other teacher unions and raised at the TCC. The



demeaning effects of casualisation have been consistently raised by the TUI in the media.

228 Co Monaghan/Co Mayo

Congress calls on the TUI to negotiate with the expert group (which is currently being set up) to investigate, identify and implement procedures to prevent the sharp practice by some school managements in reducing or collapsing the hours of members in their CID reference year.

This matter has been addressed by the Expert Group, the recommendations of which (the Ward report) are being implemented. Seven of the Report's recommendations are to be commenced for September 2015.

239 Executive Committee/ Co Offaly

Congress instructs the Executive Committee to continue the Union's campaign to tackle and eliminate the culture of casualisation that has characterised appointments in the teaching and lecturing professions in recent years. The primary goals of the campaign should be the making of initial appointments on a permanent basis and securing full time contracts for those teachers

and lecturers who are in part-time positions.

See motions 234 etc. above.

O. EDUCATION AND TRAINING BOARDS

250 Dublin City(x2)

Congress instructs the National Executive to ensure that there is no diminution in the existing contractual entitlements and statutory rights of teachers transferring to Education and Training Boards (ETBs) under the proposed new legislation. Congress instructs the National Executive that a robust legal defence of the full entitlements of existing teachers in ETBs transferring to Education and Training Boards be conducted, if necessary at European level, to ensure that the relevant EU Directive (98/50/EC) is upheld.

This matter is being carefully monitored. As necessary, issues have been brought to the Teachers' Conciliation Council.

241 Co Donegal

Congress directs the Executive to demand that there is no worsening of the conditions of service for TUI members following the integration of the former FÁS organisation into the ETB structures.

The TUI has made this demand and is in on-going contact with the ETBI and the DES (Project Management Office).

249 Co Longford/Co Offaly

Congress instructs the Executive to demand that all registered teachers, employed in a teaching capacity, in Education and Training Boards are paid not as tutors but as teachers with commensurate conditions of service.

The TUI is pursuing this matter in discussions with the DES. See motion 169 etc. Individual cases are pursued through complaints under the Part-Time and Fixed-Term Work Acts, where

'comparable permanent employees' are identified. Discussions with the DES and ETBI have commenced on the regularisation of teaching under the Back to Education Initiative.

246 Co Limerick/Dublin City

Congress notes the refusal of the Government to extend the provisions of the Freedom of Information Act to Education and Training Boards, and instructs the Executive Committee to pursue a serious campaign to identify and remove the impediments to progress towards a culture of transparency and accountability in Irish Education. Congress seeks that the Freedom of Information Act be applied to Education and Training Boards (ETB) with the utmost urgency.

This matter was raised with the Minister who advised the union that it is the intention to apply the Freedom of Information legislation to ETBs (with an exclusion applied to certain sensitive data retained by schools).

P. EDUCATION

257 Dublin City/Co Meath(x2)

Congress instructs the National Executive to oppose the imposition of any hostile system of probation for members of this union. This union adopts the position that probationary powers must be vested in the DES Inspectorate, and nobody else. Principal teachers and deputy principal teachers in membership of the TUI should be directed not to facilitate the use of any probationary procedure that has not been agreed with the TUI. The use of un-agreed probationary procedures is a breach of an agreement at the Teachers' Conciliation Council. Until an agreed Probation Procedure is in place it is unacceptable that locally devised, un-agreed procedures be used in the interim.

The union has resisted the implementation of any un-agreed, locally devised, probationary

procedures for members of the union. The development of a national probationary procedure is with the TCC. The Union has also kept principals and deputy principals apprised of the position regarding probation through the Principals' and Deputy Principals' Association.

251 Co Laois

This Congress instructs the Executive to take immediate action to deal with the educationally counter-productive and trade union undermining aspects of Subject Inspections, Whole School Evaluations and Incidental Inspections which have included:

- the subjectivity of an inspector's judgements,
- the lack of a holistic overview of a teacher's ability,
- the lack of transparent and accountable inspection criteria relating to teaching and learning, planning and preparation,
- the lack of unambiguous feedback to individual teachers,
- the lack of consistency in inspecting and in reporting,
- the grading/group grading of teaching and learning,
- the undermining of the professionalism of teachers.

This Congress instructs the Executive to re-engage with the DES to address these issues as a matter of urgency. This Congress then instructs the Executive to provide members with an up-to-date user-friendly information pack on all aspects of inspections including informal and formal review mechanisms relating to Subject Inspections or other types of inspections.

TUI made a submission to the Inspectorate on procedures and met with the Inspectorate in July 2014 about appeals processes etc. Information on inspections is being developed for distribution to members.

262 Dublin C&C

Congress demands that the SNA should only be used for working with students who have assessed

educational needs. The SNA has no role in monitoring teaching, monitoring the work of the teacher in the classroom or in making comments and/or observations on the dynamics of the classroom.

The union had discussions with the DES prior to finalisation of Circular Letter 30/2014 that clarifies the role of the SNA and ensures that the above concerns have been addressed. Circular 30/2014 clarifies that the role of the SNA is in the caring, and not the teaching, dimension.

261 Donegal Colleges

Congress requests the Executive to monitor developments in e-learning and to resist any attempts by big businesses to force through, purely for profit, untried and untested e-learning models to replace tried and tested educational practices.

See motion 37. Issues related to e-learning also continue to be monitored and discussed by the Education sub-committee.

Q. HEALTH & SAFETY

268 Dublin City

Congress instructs the National Executive to ensure that this union acts decisively on behalf of members subject to abuse, intimidation and violence in their workplaces. The strongest response possible should be made by this union where local management and the employer clearly fail in the duty of care due to teaching staff. In this respect a policy of routine reporting by TUI to the Health and Safety Authority (HSA) of instances of health and safety concerns affecting our members should be applied.

This has been raised (and its serious nature emphasised) by the TUI in the media. The Irish Times ran a feature on this situation in May 2014.

TUI supports fully any member of the Union who has been subjected to intimidation and/or violence in the workplace, including

consideration, on a case-by-case basis, of civil or personal injury claims against employers and claims for the discounting of sick leave attributable to assault, as may be appropriate. TUI will engage with the Health and Safety Authority on widespread neglect of the reporting requirements set down in DES CLI 8/99.

R. RULES

271 Co Donegal/Executive Committee

Congress instructs the Executive to amend Rule 98 by the addition of the following as point (iii):

- (iii) Any member who loses a teaching/lecturing position and who was in benefit or who was not more than three months in arrears at the time of termination of their contract, will not be required to pay the re-instatement fee in order to re-join the TUI providing that the application to re-join is made within six months of taking up the subsequent teaching/lecturing position.

Rule 98 has been amended and the (revised) Rule book circulated.

S. YOUTHREACH

296 Executive Committee

Congress instructs the Executive Committee to negotiate with the Department of Education and Skills to ensure that teaching service undertaken in Youthreach by former Co-Ordinators and Resource Persons appointed subsequently to teaching posts is fully reckonable for incremental credit purposes. Congress also instructs the Executive Committee to negotiate with the Department of Education and Skills to ensure that the teaching service of Youthreach Co-ordinators and Resource Persons is fully reckonable for the purposes of meeting the service thresholds for eligibility to apply for Principal and Deputy Principal teaching.

Discussions on an incremental credit scheme for Youthreach

Co-Ordinators and Resource Persons with the Department of Education and Skills are in train. It is TUI's intention that any such scheme provides for the transfer of incremental credit to the incremental credit scheme for teachers, thus ensuring transferability of staff between valuable educational grades.

289 Limerick City

Congress instructs the Executive Committee to demand from the Department of Education and Skills the full recognition of the professional status as members of the teaching profession of Youthreach Co-ordinators and Resource Persons set out under Memo V7.

Current attempts to remove the professional teaching status of Youthreach Co-ordinators and Resource Persons are not acceptable. Furthermore, it is essential that all current and future correspondence from the DES and ETBs in relation to Youthreach Co-ordinators and Resource Persons accounts for their professional status as members of the teaching profession and allows them and the students they teach the dignity and respect they deserve.

These concerns were raised with both the DES and ETBI and both organisations have affirmed their recognition of the Youthreach Co-Ordinator and Resource Person grades as valuable frontline educators. However, currently neither grade is classified as a teacher grade requiring registration with the Teaching Council and neither grade is paid according to the teacher salary scale. Also see motion No. 296.

295 Executive Committee

Congress notes that Youthreach Co-ordinators and Resource Persons are integral members of the teaching staff in Youthreach centres. As such, congress instructs the Executive to demand that the Department extend the three-year

qualifying period for a CID under the HRA to all teaching staff, including Youthreach Co-ordinators and Resource Persons.

The TUI continues to seek the application of the provisions of the HRA (inclusive of the Ward report), in relation to the award of CIDs, to Youthreach Co-ordinators and Resource Persons (and other categories of members) as apply to teachers generally.

287 Co Clare/Dublin City

Congress instructs the Executive to use its influence in the ongoing clarification of the application of HRA provisions to uphold the concerns of members in Youthreach that the additional 2 hours per week worked by Resource and Coordinator grades under the HRA should clearly be designated "non class-contact hours" on the model of extra hours worked under recent agreements by teaching staff. The increase of 2 hours, from 35 to 37 hours per week, should be utilised only for administrative purposes.

Through negotiations with the DES, the TUI secured the undertaking that the 2 hours would be assigned as 1 hour of administration and 1 supplementary class period. An assurance was also secured that these hours would be separately funded and would not displace the teaching hours of existing teachers in the Youthreach service.

EMERGENCY MOTIONS CARRIED

EMERGENCY MOTION NO. 1
IT Tallaght / Dublin Colleges /
Athlone IT / Dundalk IT /
Donegal Colleges / IT Carlow /
Cork Colleges / Dun Laoghaire
IADT / Co. Louth / Tipperary NR
/ IT Sligo /

Congress notes that:

- I. Congress is the Governing Body of the union

2. The following motion was passed at Congress 2013:

44 Dublin Colleges

“Congress instructs the Executive that no agreement on redeployment in the IoT sector is to be signed unless it is first approved by a ballot of third level members.”

Congress also notes that the Redeployment Scheme at Third Level provides that a lecturer may be subject to compulsory re-assignment or redeployment out of the lecturing profession.

Congress instructs the Executive Committee that the required ballot be held on the specific Redeployment Scheme, at an early date, in accordance with Congress instructions, and further instructs the Executive Committee that every effort be made to complete the ballot by the 20th June 2014.

In a ballot that concluded on 19th June members rejected the redeployment arrangements. In September/October, following discussion facilitated by the LRC and clarifications provided by the DES, a further ballot was held and members accepted the redeployment arrangement with the clarifications secured from the DES and at the LRC.

EMERGENCY MOTION NO. 2 Co. Monaghan / Co. Donegal / Co. Wexford / Co. Laois / Dublin Dun Laoghaire / Dundalk IT / Co. Louth / Co. Meath / Co. Limerick/ Co. Kerry / Co. Mayo / Galway City / Co. Cavan / Co. Westmeath / Shannon

Congress notes the clarification on the directive on posts of responsibility which was printed in the February issues of TUI News. With this in mind, and in light of the nominations and election of staff representatives onto ETBs and school Boards of Management, this Congress instructs the Executive to issue a protocol that any TUI member in breach of any TUI directive is not eligible to stand as a TUI nominee to represent TUI members on:

- ETBs
- School Boards of Management

- TUI school work place committees
- TUI branch officers
- NCCA Committees etc.

This matter is being considered by the Organisation and Training Sub-committee.

RESOLUTIONS REFERRED

32 IT Carlow/IT Tallaght

Congress instructs the Executive that if the injustice visited upon TUI members by the failure to implement LCR 18366 is not righted by the close of this Congress, then the union is to immediately ballot third level members to take industrial action, up to and including strike action, in response.

RESULT Referred

The difficulties in securing a satisfactory resolution in respect of LCR 18366 were discussed by the Colleges Sub-committee and the Executive Committee. It was considered that a fresh claim should be lodged in the LRC in respect of the outstanding issue and that there should be specific consultation with affected members at branch level and by way of a national consultative meeting. This consultation should include consideration of possible industrial action in support of the union's position.

80 Dublin City

Congress instructs the Executive to demand that newly qualified teachers are enabled to be fully registered with the Teaching Council upon successful completion of their PGDE, and not temporarily registered dependent upon a period of probation.

RESULT Referred

The TUI has met with the Teaching Council regarding registration issues, including the difficulty experienced by teachers in accumulating the quantum of hours required for full registration/QTS.

258 Dublin & Dún Laoghaire

Congress instructs the Executive to issue a directive prohibiting participation in peer evaluation or mentoring. Such a directive should encapsulate the issue that some Principals and Deputy Principals coerce staff members to participate in such schemes.

RESULT Referred

The TUI has clarified the position of the Union in this regard; no member of the TUI may be required to participate in peer mentoring or observation on a mandatory basis. Furthermore, it is TUI's policy that no member would engage in peer evaluation as the evaluation of teaching is the responsibility of the inspectorate.

EMERGENCY MOTION NO. 3

Co. Donegal / Galway City / Co. Sligo / Co. Carlow / Dublin City / Co. Kerry / Tipperary NR/ Donegal Colleges / Dublin Colleges

In light of the revised sick leave arrangements introduced by the Government (and in light of questions asked in relation to these revised sick leave arrangements at Congress 2014) the TUI seek formal support from other teacher and public sector unions in bringing a legal case to the appropriate court. Failing support from other unions in this regard, Congress instructs the Executive to prepare and bring this case to the appropriate court.

RESULT Referred

This matter was raised with the other teacher unions and is receiving on-going consideration. Specific representations were also made for the discounting of pregnancy-related sick leave taken prior to 1st September 2014 and for the appropriate recognition of critical illness for the purposes of sick leave taken before 1st September 2014 (when such a categorisation did not apply).



Congratulations to
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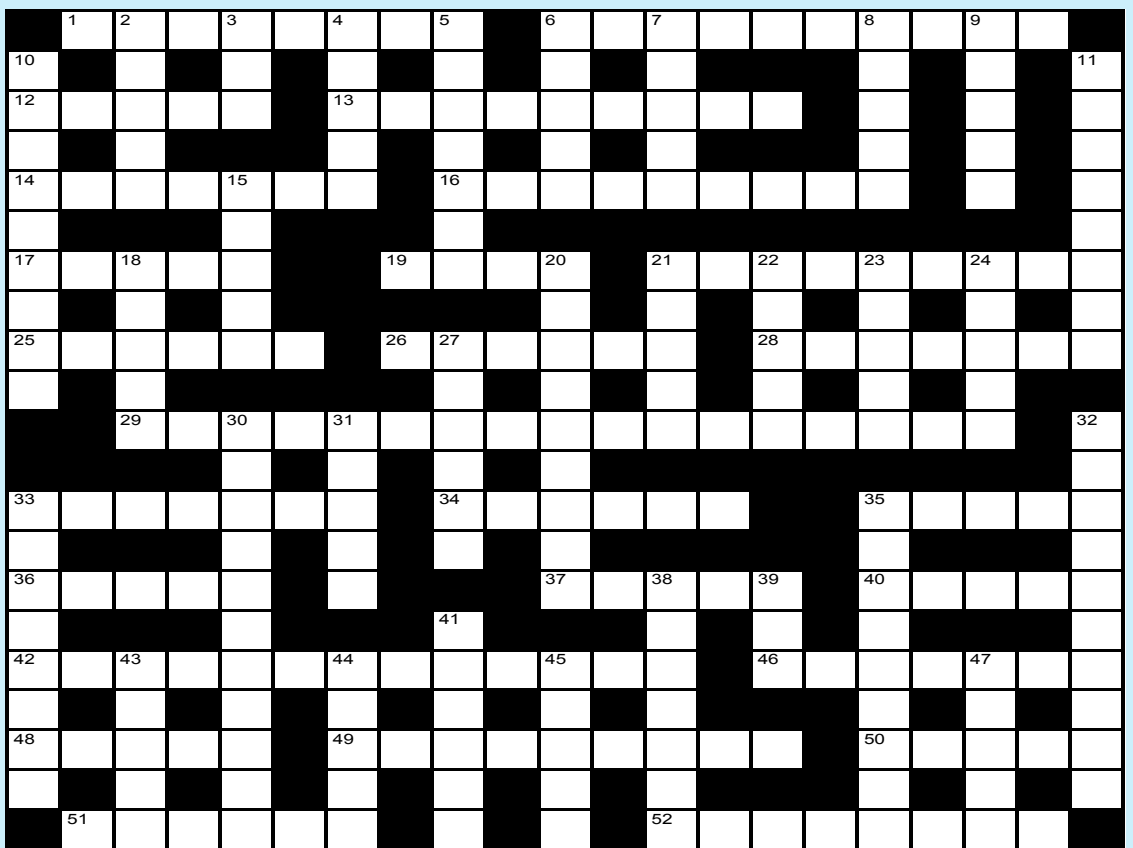
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TUI Branch _____

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

Closing date for entries:
Friday, 24th April 2015



Across

- 1 Forest in Nottinghamshire, alleged hiding place of 49 across (8)
- 6 Exact copies (10)
- 12 A hand-written book, folded concertina-style or in a continuous scroll (5)
- 13 Kansas city, famous in American culture for its history as a wild frontier town of the Old West (5,4)
- 14 Christian room for prayer (7)
- 16 A female lover (9)
- 17 French impressionist painter (1840-1926) (5)
- 19 ---- Redding, American singer-songwriter (4)
- 21 An abnormal lateral curve to the vertebral column (9)
- 25 An artistic movement in France beginning in 1907 that featured surfaces of geometrical planes (6)
- 26 Oblong pastry filled with cream (6)
- 28 A family of languages or dialects belonging to the Semitic family; believed to be the language which Jesus spoke (7)
- 29 2014 short film about two boys growing up in 1970s Belfast, nominated for an Oscar in 2015 (8,3,6)
- 33 ----- Simnel, pretender to the throne of England, 1487 (7)
- 34 A spike of ice (6)
- 35 Wild or domesticated South American cud-chewing animal (5)
- 36 Country house in ancient Rome consisting of residential quarters and farm buildings around a courtyard (5)
- 37 Trees or shrubs of the genus Acer bearing winged seeds in pairs (5)

- 40 Apt ---, Steven King novella and 1998 Bryan Singer Film (5)
- 42 An entomologist who specializes in the collection and study of butterflies and moths (13)
- 46 Winner of 2015 Academy Award for Best Picture (7)
- 48 The Pillars of the ----- 1989 novel by Ken Follett (5)
- 49 Heroic outlaw with a band of merry men (5,4)
- 50 Hawaiian greeting (5)
- 51 A small sofa (6)
- 52 Tea blend with citrus flavour (4,4)

Down

- 2 In Greek mythology a monster with nine heads; when struck off each head was replaced by two new ones (5)
- 3 Oedipus ---, opera composed by Igor Stravinsky (3)
- 4 In a manner differing from the usual or expected (5)
- 5 A follower of a nihilistic art movement that flourished in Europe early in the 20th century (7)
- 6 Norse goddess of love and fertility (5)
- 7 A twilled cotton cloth, often dyed khaki, used for uniforms (5)
- 8 Below, esp. when used in referring to parts of a text (5)
- 9 The feeling of being bored by something tedious (5)
- 10 Peter Dodds -----, composer of the Australian national anthem (9)
- 11 A street with only one way in or out (3,2,3)
- 15 Joyce Carol -----, US novelist born 1938 (5)
- 18 A governor in India during the Mogul empire (5)

- 20 A practice that involves reaching altered states of consciousness in order to encounter and interact with the spirit world (9)
- 21 Any of various whitefish, such as young cod or haddock that are prepared and eaten as food (5)
- 22 Broadcasting (2,3)
- 23 Village, parish and river in Co Clare (5)
- 24 A painful and involuntary muscular contraction (5)
- 27 The Chronicles of -----, 1911 short story collection by Saki (6)
- 30 So obvious as to be easily solved or decided (4-3-4)
- 31 A member of the Nahuatl people who established an empire in Mexico that was overthrown by Cortes in 1519 (5)
- 32 Village in Co Cavan, name derives from "The Iron Foundry" (10)
- 33 A radical who advocates the abolition of social distinctions (8)
- 35 Scottish loch on the south coast of Islay, famous for whisky distillery (9)
- 38 A pit or hole produced by wear or weathering (7)
- 39 Flow back or recede (3)
- 41 A language or person from North Africa, west of the Nile Valley (6)
- 43 Oust politically (5)
- 44 To break (a sentence) down into its component parts of speech with an explanation of the form, function, and syntactical relationship of each part (5)
- 45 Of or pertaining to the Ionic order of classical Greek architecture (5)
- 47 Thomas -----, Irish poet who wrote nostalgic and patriotic verse (1779-1852) (5)