



TEACHERS' UNION OF IRELAND / AONTAS MÚINTEOIRÍ ÉIREANN

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#TUI26



# A Word from the President - Anthony Quinn

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Cuirimid fáilte le teacht an earraigh agus an lá ag sineadh, tá Aontas Múinteoirí Éireann díreach tar éis an Chomhdháil bhliantúil i gCill Chainnigh ag um Chásca, agus bhí an díospóireacht sin fíorthábhachtach dúinne uilig mar tagann polasaithe nua amach agus diríonn na tairiscintí an bealach chuig an gcoiste feidhmiúcháin agus leiríonn siad na níthe ata ag iarraidh ag na bhail.

This edition of TUI News reflects a union that is growing, organising and refusing to accept that goodwill can substitute for investment. From Annual Congress in Kilkenny to the classrooms, centres and campuses where our members work each day, one message is unmistakable; Education in Ireland is being sustained by the professionalism of educators, but that professionalism is being stretched beyond reasonable limits.

The growth of TUI membership by

over 8% is not merely a statistical achievement. It is evidence of confidence in collective action. It reflects the work of workplace representatives, branch officers, Executive Committee members and Head Office staff who ensure that members are protected, informed and heard. I also want to acknowledge the service of Colm Kelly and to welcome Ray Ryan and Anthony Dowling to their roles as Assistant General Secretaries. Our union is strengthened by the experience, commitment and competence of those who serve it.

The publication also sets out significant developments on Senior Cycle redevelopment. The additional supports and clarifications secured by TUI matter because reform must never be imposed on the back of exhausted teachers. Implementation of funding,

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permanent posts, legal indemnity, the right to disconnect and a workload process are not optional extras. They are necessary protections. However, the Department must understand that agreements must be honoured in full. Members cooperated in good faith. The 3% linked to that cooperation must be delivered, including the overdue 1% from September 2025.

**‘Education in Ireland is being sustained by the professionalism of educators, but that professionalism is being stretched beyond reasonable limits.’**

Workload remains the defining issue across education. Our survey findings are stark. Initiative overload, bureaucratic demands, unaffordable housing, inadequate facilities, insufficient AEN supports and the rapid arrival of AI are shaping a profession under severe strain. Teachers are not resistant to change. We are resistant to unmanaged change, under resourced change and change that erodes the time to teach.

The same pattern is visible across sectors. In third level, long standing matters around workload,

precarious contracts, career structures, research pensions and national negotiation remain unresolved. In FET, the language of a College of the Future cannot be allowed to disguise unilateral change, increased travel, QQI workload and the erosion of conditions. Adult educators and Youthreach members deserve action, not sympathy. Cuts to ESOL and adult literacy are unacceptable and must be reversed.

Artificial Intelligence (AI) requires vigilance. AI may offer useful tools, but education cannot be shaped by tech companies whose primary obligation is profit. The teacher, not the algorithm, must remain central. Proper training, ethical governance, public accountability and union involvement are essential if AI is to enhance rather than distort Education.

This issue also records our wider commitments: apprenticeship reform, equality, climate justice, member welfare, and solidarity with those affected by war and humanitarian catastrophe. These are not separate from trade union work. They are part of the same belief, that public education is a public good, rooted in dignity, fairness and democratic responsibility.

Mar Uachtarán, gabhaim buíochas le gach ball a d’fhreastail ar an gComhdháil, a chuir tairiscintí isteach, a rinne ionadaíocht ar chomhghleacaithe agus ar a



TUI PRESIDENT, ANTHONY QUINN

mBrainsí. Tá ár dtasc soiléir. Ní mór dúinn ualach oibre a laghdú, coinníollacha a chosaint, maoiniú cuí a fháil agus a chinntiú go gcomhlíontar gach comhaontú le hoideachasóirí.

# TUI staff changes – farewell to Colm Kelly and congratulations to Ray Ryan and Anthony Dowling



We wish Colm Kelly all the best in his future career after his departure from TUI to pursue another employment opportunity. Originally from Co Kildare, Colm was a TUI activist throughout his teaching career, serving as branch officer in the Dublin Dun Laoghaire branch. He was appointed to the position of Assistant General Secretary in 2013 and served the Union with great distinction throughout his employment. A significant asset to the TUI, Colm was an excellent negotiator with a keen eye for detail and a great knowledge of the terms and conditions of employment of the various grades that TUI represents across the sectors. His many friends and colleagues in TUI will miss working with him.



Congratulations are extended to Ray Ryan on his permanent appointment as Assistant General Secretary in TUI. Ray was already working in the same role on a fixed-term basis.

Ray was appointed as an Assistant General Secretary (Fixed Term) in September 2025 and was previously a member of the TUI Executive Committee for four years from 2018-2022, representing Area 17. He was Honorary Treasurer of the Union in 2021-2022 and has many years' experience as a Branch Officer in a variety of positions. Ray was previously a Lecturer in Accounting in WIT/SETU Waterford for over thirty years. He served on the final governing body of WIT and the first of SETU, as well as being a member of the Academic Council.



Congratulations also to Anthony Dowling in his new role as Assistant General Secretary. Since September 2025, Anthony had worked in the Union's new Associate Official role.

A native of Co. Meath, he started teaching in 2012 and graduated from St Patrick's College, Drumcondra with a BA in Humanities before later completing a Postgraduate Diploma in Education at Dublin City University. He also holds a Master's in Education from DCU. After commencing his teaching career in Donabate CC and Riversdale CC (now Rath Dara), he taught for ten years in Collinstown Park CC. Anthony served as a branch officer for a number of years, supporting member engagement, casework, and local union organisation. He later served on the TUI Executive Committee.

## TUI membership grows by 8%

The membership of the TUI grew by over 8% between 2024 and 2025. The latest figures were set out in this year's Annual Report, which was presented to members at Annual Congress in Kilkenny. Membership grew from 21,777 in 2024 to 23,576 in 2025. These totals include 1,426 and 1,482 retired members respectively. TUI General Secretary Michael Gillespie praised the work of workplace representatives, branch officers, Executive

Committee members and head office staff in reaching this historic total. He said that in addition to protecting the terms and conditions of employment of members, the Union will continue to improve and expand the range of services available to members. Recent new developments include an online training programme for members, in-person training for branch officers and the MRM system's online portal for members.

In addition, the range of additional services available to members has been expanded to include an assistance fund for those dealing with serious issues, free access to GP services through Cornmarket's Income Continuation Plan and independent taxation and mortgage advice through Tax Return Pro and Educ Mortgages respectively.

# TUI secures significant additional supports for implementation of Senior Cycle redevelopment

The TUI has secured a range of additional supports for Senior Cycle redevelopment and a number of clarifications around key issues.

Members accepted an initial package of support measures in a national ballot in May 2025. Members were not voting on the actual curriculum, which the Minister has the power to prescribe under the Education Act, and which other stakeholders have no veto over. Since then, the TUI has engaged intensively with the Department of Education and Youth around key issues and additional resources and clarifications have been confirmed to the union.

General Secretary Michael Gillespie said that the union will continue to engage with the Department around the critical area of resourcing for the redevelopment.

‘The revised programme must not increase the pressure on students or the already excessive workload of teachers, and the Leaving Certificate’s hard-won integrity and standing must be upheld,’ he said.

A summary of the main supports/clarifications that have been confirmed to the Union is set out below. Full details can be seen in the letter from the Department of Education and Youth accessible from the TUI’s website.

## Laboratory assistants/ICT technicians

The Union had raised the concerns of members in relation to safety in school laboratories and it has been agreed with the TUI that the introduction of laboratory assistants/ICT technicians will be explored.

## Implementation grant to schools

In addition to supports already agreed, an implementation support grant totalling €2m will be made available to schools. In addition, the Department will review the annual science subject grant

immediately following the first Leaving Certificate examinations of the Tranche 1 subjects.

## Workload Working group, AI Taskforce and Post Primary Implementation Group

The TUI has attended meetings of these groups for a number of months and will continue to raise the critical concerns of our members in these fora. It is confirmed that the Implementation Group will now also discuss the timing and frequency of formal reporting to parents given the additional workload involved with Additional Assessment Components (AACs).

## Voluntary relocation scheme

The Department will consider a joint proposal from the TUI and the ETBI on the introduction of a pilot voluntary relocation scheme in the ETB sector. This has long been sought by TUI members in the sector.

## Right to disconnect

The Department will engage with TUI and other stakeholders about the right to disconnect. This discussion will take account of: raising awareness of the right to disconnect; encouraging respectful communication practices; making use of technological solutions to facilitate disconnection and creating clear guidelines and guardrails.

## New Senior Cycle redevelopment and L1/L2 posts

It has been confirmed that these posts will be permanent and operate in the same way and have the same status as other API/AP2 posts. It has also been confirmed to the TUI that the time allocation of these posts will be returned in schools and given in full to the teachers appointed to these posts irrespective of the contract hours of said teachers.

## Confirmation of legal indemnity

As confirmed to the TUI in November 2025, teachers involved in the authentication process have legal protection based in cases where they cannot, for valid reasons, authenticate coursework which gives rise to reporting of a suspected inauthentic coursework to the State Examinations Commission. No new guarantees have been given in this regard. The commitment given to the TUI in November 2025 remains.

## Leaving Certificate Vocational Programme (LCVP) Link modules

The Department has confirmed to TUI that it will maintain the current LCVP supports to schools even though the programme is now called Life Community and Work (LCW), including the maintenance of a co-ordinator post.

## State Examinations Commission preparatory fee

In the small number of subjects which have practical components and which teachers are required to prepare materials for candidates in advance of the examination, teachers will continue to be paid a fee for the work.

## Oral examinations

The parameters that apply to assessment in given subjects has been clarified and is consistent with TUI policy, NCCA documentation and clarifications given to the TUI previously.

## Oide feedback

Agreement that a facility will be developed that will allow teachers to provide feedback on training to Oide in addition to feedback they can give on day of the training.

# ‘We won’t apologise for demanding what is fair’

**TUI General Secretary Michael Gillespie addressed over 500 delegates and guests at Annual Congress in Kilkenny. A summary of his key points is set out on these pages.**

## **A world class education system requires world class investment**

Our members continue to deliver excellence in conditions that are far from acceptable. Chronic underinvestment still hampers our schools, colleges, centres, and campuses. It still widens inequality. It still places unreasonable pressure on staff. And the system still functions because educators absorb the strain, fill the gaps, and protect students from the consequences of bad policy and weak political choices. Your resilience, delegates, saves the day, every day.

Resilience is admirable, but it is also being exploited and abused, when staff are being stretched beyond reason, beyond endurance.

A world class education system requires world class investment. Ministers must ditch the plámás of praising excellence in public while quietly budgeting for decline in private. In raw terms, the proportion of GDP invested in education must rise from the current abysmal level to the EU average, at least.

## **Recruitment and Retention**

In 2025, the pressure on our schools and those who teach and learn in them intensified.

Teacher supply remains one of the most urgent issues before us and over the past twelve months the recruitment and retention crisis has tightened its grip. A system that cannot recruit and retain enough teachers is a system in decline.

Too many younger teachers still subsist on fragmented hours, scraps of jobs. They face long waits for permanency, housing costs they cannot meet, and a profession that too often asks for endless sacrifice before offering security. Critical, time-sensitive, life choices have to be delayed, sometimes abandoned.

Meanwhile, schools struggle to fill vacancies. Subject choice narrows. Students lose out.

## **One Year CID**

This deficit and source of disappointment is a threat to the future quality of public education in Ireland. That is why TUI demanded and secured the 1-year CID entitlement as part of the Senior Cycle (SCRISM) negotiations to give our members security of tenure, and hope. More is required. Schools need enough allocation to offer real jobs. Returning teachers need recognition of overseas service. All barriers that deter recruitment must be removed. The State must stop behaving as if the market will somehow solve a crisis the State itself created.

## **Workload**

Excessive workload overload became even more severe over the past year. Burnout and stress are not side issues. They are central, health and safety issues. They are union issues on which we must and will act. And let’s be clear; exhaustion is not a sign of professionalism. Burnout is not a companion to commitment. Overload is not a badge of honour.

That is why our message to members must stay simple and firm. Say no to unnecessary extra work. Say no early. Say no collectively. Because what one teacher feels pressured to accept today quickly becomes what every teacher is expected to do tomorrow. Every new priority initiative that enters a workplace without time, support, or clarity adds to the burden. We do ourselves no favours by pretending otherwise.

If we are serious about reducing workload, then we must use the demographic opportunity in the years ahead to secure what we have consistently demanded, the 20/20 vision for post primary education, no more than 20 students in a class and no more than 20 contact hours per week. That is not a slogan. It is a necessary condition for a sustainable profession; necessary too for quality and inclusive teaching.

## **Artificial Intelligence**

We are now being told that AI will ease our burden. We have heard this before. Computers, digitalisation, smartphones, video recorders would decrease our workload. It didn’t. The administrative burden would be removed. It wasn’t.



We would have more time to refine our professional skills. We haven’t. The use of artificial intelligence in education settings may bring potential benefits – the jury is out in that regard.

The advent of AI also brings deep pedagogical and ethical uncertainty, especially around assessment, authenticity, and the impact on cognitive development.

Where AI is concerned, premature, panicked procurement could be catastrophic. The old adage still holds – let the buyer beware.

Delegates, we in TUI, tabled a professional demand to involve the teacher unions as partners in every decision-making process related to AI in education settings. As a result, as part of the SCRISM collective agreement, a task force on AI has been established and the TUI has suggested detailed terms of reference for this task force.

## **Senior Cycle**

Alongside all of this, schools and centres also faced major pressure through Senior Cycle redevelopment. To succeed, reform must be properly resourced, realistically phased, and built on fairness. That was our steadfast position in 2025, and it remains our position now. Reform without resources is not reform at all. It is simply cost-cutting with a glossy brochure.

All of this unfolded at a time when the world has become more unstable, more unequal, and more dangerous.

## **Killing of children 'an abomination'**

War and humanitarian catastrophe continued to devastate communities in 2025, with children paying the highest price for decisions made by adults in positions of power. Killing children is never justified; it is always an abomination and a crime.

Depriving them of education and of hope is an act of cynical inhumanity.

On behalf of members, TUI continued to speak for peace, for the protection of civilians, and for the right of children to live and learn in safety. We also continued to give practical support, through donations to recognised humanitarian organisations including UNICEF, the Red Cross, and Education International, so that solidarity meant more than words.

## **Pay**

As to the next public service pay deal, I wish to make it clear to all concerned, that no new pay deal is possible unless the local bargaining element of the current one is concluded. Let nobody misunderstand us: unfinished business cannot become the starting point for a new agreement.

In 2025, TUI members delivered results because we remained organised, disciplined, and focused on achievable and enforceable outcomes. We did not chase shadows or mouth meaningless slogans.

We secured protections. We forced corrections. We put time, pay, staffing, standards and collective bargaining at the centre of reform. That is important, because in this union we do not measure success by headlines captured. For the TUI, success is not spin, it is making life better for TUI members.

Let me say this clearly: TUI will not allow productivity to become a code word for more work, more intensity, and more pressure. TUI will not allow local bargaining to become a Trojan horse for workload expansion, doing more for the same pay in less time.

## **SCR.**

Important Gains

The single biggest system issue for Post-Primary members in 2025 was Senior Cycle Redevelopment.

Our task was straightforward, secure enforceable supports for implementation and prevent unmanaged change being dumped on teachers. We approached that task seriously, strategically, and with the backing of members.

Well before the final talks concluded, we

had already forced important concessions. The Ministerial plan to locate Paper One of Leaving Certificate English and Irish at the end of fifth year was shelved. The proposal that teachers would mark their own students for State certification was withdrawn.

Those were not minor adjustments. They were major corrections, won because members stood firm and because the TUI and the ASTI made it clear that acceleration without safeguards would be resisted.

The package negotiated, the Senior Cycle Redevelopment Implementation Support Measures, or SCRISM, was overwhelmingly endorsed by members in a ballot. That result mattered, not because it endorsed the curriculum itself, but because it approved a collective agreement on implementation supports and tied co-operation to enforceable protections.

## **Adult Educators/Tutors**

We have secured real progress for adult educators, proper terms and conditions, sick leave, paid maternity leave, access to an incremental scale, and a pathway through conversion. Very importantly, in recent weeks, we have also secured a mandatory sequence for allocating additional hours to our members, thereby ensuring that those members who wish to work full-time now must be offered hours before new staff are hired.

Of course, the first duty of a union is to protect the employment of its members.

That is why what happened in GRETB is of grave concern. In that ETB, the work did not disappear, and the need did not disappear. The learners did not disappear. What disappeared was the funding. You cannot claim to value adult education while cutting the educators, shrinking the provision, and abandoning the learners. ESOL and adult literacy provision were cut back, and dedicated educators serving some of the most vulnerable people in our society were left facing the loss of their jobs. That is not reform. That is failure and betrayal. SOLAS and the Department must fund this sector properly.

## **TUs**

In the Technological University and Institute of Technology sector, the work to ensure a unified sector with parity in pay, conditions, and esteem continues. We reject regional pay variation, fragmented structures, any model that weakens national standards or treats terms and conditions as negotiable extras.

We also welcomed constructive cross-

border proposals between DKIT and Queen's University Belfast where they create regional opportunity, but we made equally clear that members' terms and conditions must be guaranteed.

TUI also seeks a clear path to University status for IADT. We have been assured by the Department that they also support that aim but we await a proposal from the Institute itself.

## **Branches**

And as always, I want to thank branch officers, activists, and delegates. You are the first line of support for members. You organise, advise, represent, and hold the union together at local level.

This year we expanded training opportunities for branch officers, and that work will continue. Your commitment is the living strength of the TUI.

We remember colleagues and friends who served this union with distinction and whom we have lost over the past year. Their work helped shape the union we rely on today. The union we inherit was built by people who did not wait for change. They organised for it. We remember them with respect and gratitude, and we extend our sincere sympathies to their families, friends, and colleagues.

And to those who retired in 2025, and those who will retire before we meet again, thank you. You gave years of service to education and to this union. You shaped learners, you strengthened workplaces, and you helped build the collective voice we carry forward.

## **Conclusion**

Colleagues, the TUI remains in a strong financial position, as the annual accounts show. But this report is about more than finances. It is about direction. It is about priorities. It is about whether we accept drift, overload, and underinvestment, or whether we organise, demand more, and force change.

Our union is strong. Our case is strong. Our members deserve better than a system held together by overwork and goodwill. And our students deserve better than a State that talks about ambition while starving education of the investment it needs.

So let Congress 2026 send a message that is sharp, united, and impossible to ignore. We know our strength. We know our worth. And we won't apologise for demanding what is fair.

# ‘Vision without action is not enough’

## **Key extracts from TUI President Anthony Quinn’s response to Minister for Further and Higher Education, Research, Innovation and Science, James Lawless, TD at TUI’s Annual Congress 2026**

A Aire James Lawless, a chairde, a thoscairí, a chomhghleacaithe agus a bhaill den TUI, tá fáilte romhat chuig Comhdháil Bhliantúil an Aontais Mhúinteoirí Éirinn. Gabhaim buíochas leat as bheith linn inniu. Tá sé tábhachtach dúinne go dtagann Aire an lae os comhair an aontais seo chun éisteacht go díreach leis na daoine atá ag obair ar an talamh gach uile lá — i dtrú leibhéal, sa bhreiseoideachas, in oideachas aosach agus i Youthreach. Ní cruinniú gearánach é seo. Ní tionól leas-sealbhóirí amháin é seo. Is tionól saineolaithe é seo. Is tionól cleachtóirí é seo. Is tionól daoine a choinníonn earnáil mhór phoiblí ina seasamh trína gcuid oibre, trína ndílseacht agus trína ndiongbháilteacht féin. Agus do na toscairí uile sa halla seo, gabhaim buíochas ó chroí libh. Bail ó na déithe ar an obair.

### **Reality is not found in briefing notes**

A system does not become serious because it has learned to speak seriously about itself. A sector is not transformed by adjectives. A college does not improve because it has been rebranded. A forum does not become effective because it has been named. A department does not discharge its responsibility by describing its intentions in elegant terms.

Reality lies somewhere else. Reality is not found in briefing notes. It is found in payslips, timetables, contracts and workloads.

Reality lies in the lecturer still waiting for nationally significant matters to be progressed in a forum supposedly created to do just that. Reality lies in the adult educator left dealing with inconsistent implementation, delayed payments and contractual confusion. Reality lies in the FET teacher asked to carry QQI workload, digitisation, structural churn and the so-called College of the Future without nationally agreed protections. Reality lies in the Youthreach staff member who has heard enough warm words to wallpaper the room and is still waiting for actual movement on the calendar and

supports. That is where your Department is judged. That is where its seriousness lives or dies.

### **‘Let it deliver’**

When national industrial relations machinery fails, the damage does not remain in the machinery — it lands on workers.

Because the present situation suits nobody except those who prefer ambiguity, fragmentation and drift. It does not suit lecturers. It does not suit researchers. It does not suit students. And it certainly does not suit a sector that is supposed to be coherent, modern and nationally organised. If a matter is of national significance, it should be dealt with nationally. If a condition of service applies across the sector, it should not depend on local management mood or institutional whim. And if a forum exists for sectoral negotiation, then let it negotiate, let it reach agreement, let it conclude, and let it deliver.

### **Pay – agreements must be honoured**

The same point applies to pay. When cooperation is secured, payment must follow. When agreements are made, they must be honoured. When members have delivered, neither employers nor government can simply retreat behind process, delay or reinterpretation. There is now deep and understandable anger across the technological sector that pay linked to agreed change, including cooperation around the introduction of professorships and related local bargaining elements, has not been delivered with the clarity and timeliness that members were entitled to expect.

Because delay in payment is not neutral. Delay is a decision. Delay is a signal. Delay says to members: our cooperation is immediate, but your obligations are optional. And after a point Minister, delay becomes disrespect. Ní ghlacfaimid le sin.



### **Apprenticeship – listen to the experts**

If reform in apprenticeships, further education or higher education is to succeed, it cannot be designed at a remove from those who deliver it every day; it must be shaped through genuine consultation with the TUI and with staff on the ground before change is proposed, during its development and implementation, and after it is introduced, so that its impact can be properly assessed and its shortcomings addressed. Too often, those with the deepest knowledge of the system, the lecturers, teachers and staff who sustain it, are brought in too late, when decisions have already been framed and when consultation becomes a formality rather than a meaningful process. That approach does not build confidence, does not secure trust and does not lead to durable reform.

### **Increasingly complex workloads**

And the difficulties at third level are not only about pay. They are also about the basic shape of working life. Lecturers are carrying excessive and increasingly complex workloads. Programme co-ordination, online delivery, student support, research expectations,

administration and institutional change have all expanded, yet the national structures governing workload and recognition have not kept pace. Too many colleagues remain trapped in forms of precarity that should long since have been consigned to the past. Too many issues that should have been resolved through a serious national industrial relations process remain mired in ambiguity. Too many researchers are still left facing pension injustice that has gone on for years beyond what any fair-minded person could defend.

### **Wider world: Devastation, grief and an erosion of basic protections**

Minister, no speech about the future of education can ignore the world our students and staff are living through. Across Palestine, and again now in the shadow of widening conflict involving Iran and the wider region, we are witnessing devastation, grief and a terrible erosion of the basic protections that international law is supposed to guarantee. Ireland has itself called for an immediate and permanent ceasefire in Gaza, for the full resumption of humanitarian aid, and for restraint and diplomacy in relation to Iran and the wider Middle East. Those positions matter, but they must be matched by continued political pressure from every part of Government. I am asking you, as a senior Minister, to use your office and your voice to advocate for peace, for humanitarian solidarity and for the protection of civilian life, and to remind Government colleagues that education cannot be separated from the moral conditions in which young people are asked to grow, think and hope.

And let me say this plainly: if the Government is serious about justice, then it must honour its own commitment on the Occupied Territories Bill.

### **'FET College of the Future'**

Minister, if third level is marked by drift in national structures, the position in FET is marked by a different but related danger: the use of modernisation to push through change without agreed frameworks.

The phrase "FET College of the Future" may sound catchy. It may suit a strategy paper. It may look well on a briefing document. But members know that behind that language, in too many places, lies a much less attractive reality: structural changes introduced without clear national agreement, increasing travel demands, altered reporting arrangements, merged programmes, intensified

verification and authentication burdens, and the quiet transfer of extra work onto staff without corresponding protections. A College of the Future cannot be built on the erosion of present conditions. There is nothing modern about old-fashioned unilateralism. It cannot be built on the assumption that every structural idea generated by management is somehow self-justifying.

Most importantly, Minister, lasting reform in FET will not be built by setting aside existing agreements.

If you want modernisation, negotiate it. If you want reform, agree it. If you want a College of the Future, stop trying to build it by destabilising the present.

The same honesty is required in adult education.

### **Adult education**

Because adult educators have had more than enough of being praised in principle and left to fight for basics in practice. Their work is indispensable. It opens doors for learners returning to education, for communities often left on the margins, for people seeking confidence, skill and opportunity. Yet too often the members who do that work are left navigating inconsistent implementation, insecure structures and needless delays. There remains a persistent sense that while adult education is warmly spoken of, adult educators themselves are too often expected to make do — to adapt, to wait, to trust, and to carry uncertainty while others debate fundamentals that should already have been settled.

Well, Minister, there is a point at which waiting ceases to be patience and becomes policy failure. No workforce should be expected to subsidise State indecision.

Adult education cannot continue to operate on the basis that members absorb uncertainty while the system absorbs no responsibility.

Minister, the TUI strongly condemns the cuts to ESOL and adult literacy funding in ETBs arising from a reduction in budget from SOLAS and we commend our members in GRETB for demonstrating already their dismay at these cuts. These cuts are unacceptable and short-sighted. The TUI is calling for the immediate reversal of these cuts and for urgent engagement to protect these vital services.

### **Youthreach**

Youthreach members are doing work of immense importance with some of the

most vulnerable young people in the State. They are carrying not just teaching, but relationship-building, support, consistency and, increasingly, the emotional weight that comes with working every day in environments where trauma and disadvantage are not abstract concepts but lived realities.

Youthreach members are entitled to more than sympathy. They are entitled to action. Minister we have been told that the TUI proposal on the aligned calendar is on your desk awaiting a decision on the aligned calendar. I now directly call upon you and your Department to act upon this proposal and engage with the TUI to finally bring Youthreach into alignment with second level provision.

### **Same pattern, different forms**

Minister, when one steps back from these sectors — third level, FET, adult education, Youthreach — one sees the same pattern repeated in different forms.

National problems pushed downwards. Agreements not fully honoured. Forums not fully functioning. Reform without enough framework. Implementation without enough consistency. Workload without enough recognition. Members expected to carry what the system has not yet resolved.

### **If the system will not change, TUI will force it to change**

In conclusion, Minister, vision without action is not enough. Fine words without real progress are not enough. It is not enough to say that this sector matters if the people who keep it going are not treated with respect and seriousness. Matters of national significance must be resolved nationally. Payments that are due must be paid. Proper answers must be given to the issues facing FET, adult education, Youthreach and third level. And above all, the delay, uncertainty and drift that have taken hold in the system must come to an end. The TUI will stand by its members. We will speak clearly. And if necessary, we will act boldly. Our members have waited long enough, carried enough and conceded enough. If this system will not change through goodwill and patience, then this union will force it to change through strength and solidarity.

# ‘Excessive, unsustainable workload is now the great disfiguring fact of teaching’

**Highlights from TUI President Anthony Quinn’s response to Minister for Education and Youth, Hildegarde Naughton TD, at Annual Congress 2026**

## **The realities that define second-level education**

Let me be plain, because the issues facing second-level teaching are far too serious for euphemism and coy diplomacy. Schools and teachers are at breaking point; the strains unsustainable; the gap between what is asked of the profession and what is provided to it too wide. And your Department, Minister, bears much, if not all, of the responsibility for this sorry state of affairs. Reform layered upon insupportable reform, initiative layered upon unsupported initiative, expectation layered upon unrealistic expectation – such a frenzy of demand does not improve educational quality. It destabilises it.

## **The abuse of goodwill**

That is the central truth I want to put to you today. The Irish second-level system is being held together by teacher goodwill, and teacher goodwill is being abused. The State has come to rely on the professionalism, patience and commitment of teachers as though these were inexhaustible public resources. They are not. They are human resources. They have limits. Once exhausted, they are not easily restored. Minister, the ship is heading towards the reef. On behalf of our members, the teachers of this country, on behalf of our students, I ask you Minister, please adjust course before it is too late.

## **Unsustainable workload**

Excessive, unsustainable, often pointless, workload is now the great disfiguring fact of second-level teaching. It stalks every facet of the job. It distorts the school day, colonises the evening and night, hollows out the weekend and haunts the holiday. This morning Congress passed resolutions asserting the right to disconnect, opposing the encroachment of work into personal time, condemning the ever-expanding, inequitable burden on postholders. The fact is that the “always on” culture is becoming normalised in schools and that should alarm you, Minister. A profession that is denied a defensible boundary between work and private life is a profession being worn down in plain sight.



It is not simply that teachers are busy - we have always been busy. It is that the work has become swollen with demands that are often tangential to the core, professional act of teaching. The teacher is increasingly expected to spend valuable time – waste it, most would say – on bureaucratic and procedural workload that serves no useful educational purpose. De-professionalising demands abound - to document, record, monitor, upload, attend, complete, report, plan, review, align, evidence and, of course, to account for every one of those things to those who understand little of schools in a system increasingly distrustful of professional judgement. The profession is not merely being asked to teach. It is being asked to continuously prove that it is teaching.

And so what happens? The school day ends, but the work does not. The copies, as was ever the case, come home and the lesson preparation is done. However, now, the emails continue and instantaneous responses are expected, the online systems wait, the forms have to be filled. The next day, the student who is struggling still needs the empathetic conversation. The parent still needs the call back. The SEN documentation still needs attention. The meeting still runs over. The in-school committee still requires a report. The new initiative still needs to be embedded. And through all of that, what gets squeezed is the very thing the system claims to value most – and certainly needs most: good teaching.

## **Initiative overload**

As well as being extremified, the work of

teachers is being relentlessly intensified.

One of the main engines of this intensification is the ever-increasing volume of instructions, updates, compliance demands and guidelines emanating from the Department of Education and Youth and associated agencies. Every such demand may look modest in isolation. Every instruction may appear manageable on paper. But nothing in a school exists in isolation. Everything lands somewhere, becomes somebody’s additional workload. Everything has to be read, interpreted, explained, timetabled, actioned, monitored and absorbed. And where does it all ultimately land? It lands on principals, on deputy principals, on assistant principals, on class teachers. It lands on year heads, on SEN coordinators. It lands on those whose actual working days, and nights, are already full before the next demand even arrives.

The public education system cannot be run on the finite fuel of volunteerism. A profession at breaking point cannot endlessly absorb more. The profession deserves better than this; so do the students we serve.

## **Recruitment and retention**

I now must speak directly to teacher supply; because workload and teacher supply are not separate problems. They are inextricably connected. If a profession becomes harder to endure, it becomes harder to sustain. If it becomes harder to enter, fewer will enter. If it becomes impossible to build a life around, people will leave. The teacher supply problem is not a mystery. It is the logical consequence of policy choices.

And why would a young person who is considering teaching as a career not hesitate? They see a long and expensive route into teaching. They see fragmented first contracts, often on low hours and low income, distant from home. They see themselves falling victim to the housing crisis - a crisis, a scandal, that successive governments have abjectly failed to address, much less resolve. They see a profession whose social value is loudly proclaimed but whose practical conditions are neglected. They see teachers – often siblings, family - leaving, or planning to leave, or calculating how soon they can leave. And they make a rational judgement

This is why the teacher supply crisis cannot be solved by public relations soundbites and slogans. It cannot be solved by stretching the existing teaching workforce further, by patching gaps with emergency measures, or by pretending that the problem is chiefly one of communication. When the house is cold, you do not warm it by praising central heating. You fix the boiler. In the same way, when the profession is struggling to attract and retain teachers, you do not solve it with displacement activity. You solve it by making the profession more liveable, more sustainable and more attractive.

### Senior Cycle redevelopment

Another elephant in the room here today is Senior Cycle redevelopment.

Let me say, clearly and without qualification, the TUI is not opposed to meaningful reform. We know there are real pressures around the points race. We know students need a broader and more humane experience. We know assessment should recognise more than performance under terminal examination pressure. We know curriculum must evolve. But reform that is educationally well intentioned can still be practically unsound. Reform that looks persuasive on a slide deck can still be chaotic in a school. Reform that promises equity can still deepen inequality if delivered into an unevenly resourced system.

That is why Senior Cycle redevelopment must be judged not by aspiration alone but by deliverability. Congress this morning debated the SCRISM framework - voted on and accepted as a collective agreement by our members - and the pressing need for full and timely delivery of its commitments. We also identified the need to promote subject class contact time, the acute concerns around AAC authentication, the very significant

implications of AI, the excessive burden of project-type AACs, timetable pressures associated with one-hour classes, and the need for a national timetabling framework that protects instructional time for students. Those are not side issues. They are the practical test of whether reform is real or merely rhetorical.

On behalf of teachers, we in TUI legitimately ask whether schools have the specialist rooms they need, the laboratory capacity, workshop space, PE halls, ICT, and adequate teacher allocation, whether the SCR comes with sufficient, high quality professional learning opportunities and realistic implementation timelines. Teachers are entitled to ask whether what is piloted or supported in one setting can fairly be expected of every school in the country. These are not the questions of people resistant to change; they are the questions of committed professionals who actually have to make change work.

We want the 3% pay increase promised and agreed for delivering on Senior Cycle redevelopment. We want our money. Our members need it. They live in a world where bills must be paid, on time. It was due from last September. Teachers have delivered. Teachers have cooperated. Teachers have moved. The Department must move now, not eventually. Not after more process, another futile round of administrative choreography. Now.

And if Senior Cycle redevelopment is to have any chance of credibility, then this point matters enormously. A reform process built on delayed delivery becomes a trust-destroying machine.

### Artificial Intelligence

Congress has already debated the reality that schools are not ready, that teachers are not adequately trained or resourced, and that AI has the potential to intensify workload, undermine assessment integrity and widen inequalities unless it is approached with seriousness, prudence and investment. Again, that is not a separate problem. It is another example of a system being asked to absorb a major change without the time, space and resourcing needed to do so well.

We must have in place regulatory structures that authorise the use in education settings (which, after all, are defined as “high-risk”) only of such AI enabled-technologies as are designed and customised to meet the genuine needs of our students, our teachers and our country, that are purged of biases and recommender algorithms, that are subject to our oversight and compliant with our

ethical guidelines.

TUI's primary demand in regard to the deployment of AI in education settings is simple – we, the teachers, through the Union, must be involved in all decision-making structures related to AI-enabled technologies in education settings. AI, if used, must subserve the teacher and students, not dominate them; should be used only if, when and as decided by the teacher, whose professional judgement must be respected.

### ‘Give teachers their profession back’

Teachers want their profession back. They want the time to teach. They want the space to think. They want schools to be more than administratively efficient, exam-processing centres. They want young people to encounter challenge, culture, care, knowledge, curiosity and fairness. They want a system where reform is credible because it is resourced, where expectations are realistic because they are grounded in school life, and where the burden of holding everything together is no longer dumped so casually on the shoulders of the profession.

There is a phrase often used in speeches about education: that teachers are at the heart of the system. It is repeated so often it risks becoming decorative. But if it means anything, then it must now mean something material. It must mean time. It must mean staffing. It must mean investment. It must mean trust. It must mean that when teachers say the burden is too great, the answer is not another appeal to resilience. That the answer is relief, alleviation, understanding.

Mar fhocal scoir, a Aire, ní leor focail mhaithe ná dea-intinn. Ní leor fíis gan acmhainní, ná gealltanais gan cur i gcrích. Tá múinteoirí na tíre seo ag coinneáil an chórais ina sheasamh gach uile lá, ach tá siad traochta agus tá siad i dteideal níos fearr. Caithfear an t-ualach oibre a laghdú, an ghéarchéim earcaíochta agus coinneála a réiteach, gach gealltanais faoin SCRISM a chomhlíonadh, an t-ardú pá 1% a íocadh ó Mheán Fómhair seo caite a thabhairt do mhúinteoirí, an tSraith Shinsreach a mhaoiniú i gceart, agus infheistíocht fhíor a dhéanamh inár scoileanna.

### That is the task.

Reduce workload. Fix teacher supply. Deliver every element of SCRISM. Pay the promised 3%. Resource Senior Cycle honestly. Invest in schools seriously. Trust the profession. Listen to the union. And stop asking teachers to carry the future of Irish education on goodwill alone.

# TUI IN THE MEDIA

Highlights of some of TUI's recent media coverage

## Extracts from Irish Times opinion editorial by TUI President Anthony Quinn

### Ongoing recruitment and retention crisis

In terms of teacher retention, which is now as great a challenge as teacher recruitment, an overarching requirement is a reduction in the unsustainable workload and work intensification, much of it bureaucratic, that is driving many from the profession to other employments where they feel better valued.

### Legacy of third level underfunding

At third level, we are seeing increased use of short-term, precarious contracts. The student-lecturer ratio is much higher than the OECD average, resulting in less attention and supports for our students and unmanageable workload for academic staff.

### Cuts affecting adult literacy and essential English language courses

These unacceptable and shortsighted cuts have come as a complete shock to all affected, including the often-vulnerable learners they support through literacy programmes, second chance education options and critical service to those for whom English is not their first language.

### Challenges of Artificial Intelligence (AI)

It is critical that places of education are appropriately resourced with the tools, infrastructure and staffing time required to engage meaningfully with it. Key to this is a national professional development programme providing specialist AI training for teachers.

THE IRISH TIMES



## Case Studies

Before and during Annual Congress, TUI members shared their experiences around important issues.



**Higher Education Minister confronted with frustration over unresolved core issues year after year**

Irish Independent 

**'Chronic underinvestment' and unsustainable workloads driving teachers from the profession, says general secretary of the TUI**

Irish Independent 

**TUI warns that teaching no longer viable career for many**

**RTE**

**Four in five veteran teachers say they could not afford to enter the profession today**

Irish Independent 

**Tech barons must not be allowed shape education through 'voracious' profit-driven AI**

 **Irish Examiner**



**Congress on TV**

TUI representatives featured on a variety of television news bulletins on key Congress issues. TUI President Anthony Quinn featured on RTE and TG4 news bulletins, while Vice President Laura Conheady, General Secretary Michael Gillespie and Executive Committee member Jean Beswick featured on Virgin Media News.



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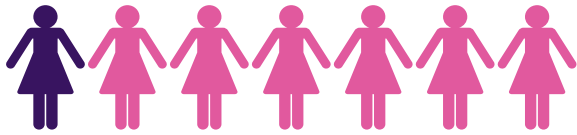
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Breast Health Assessment and Education Programme

# Pink Power invites are on their way for TUI Income Continuance Plan members!

Did you know...



## 1 in 7

women in Ireland are diagnosed with breast cancer during their lifetime?\*



### Join our fight against cancer!

In May, the next phase of invites will be delivered. Spaces are limited. Keep an eye on your mailbox and don't miss out!

Visit [Cornmarket.ie/pink-blue-power](https://cornmarket.ie/pink-blue-power)



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\*Source: Breast Cancer Ireland, March 2026.

The Pink Power programme is brought to members by Cornmarket on behalf of the Plan underwriter and is not a regulated financial product.

The booking website and doctor service is managed by Full Health Medical.

The Plan is underwritten by Aviva Life & Pensions Ireland DAC.

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# SUPPORTING TEACHERS SUPPORTING YOU

## Thank You TUI Congress & Welcome to MAY CU NEWS FEATURE



A warm thank you to every TUI member, delegate and colleague who made this year's Annual Congress such a success. As the academic year draws to a close, this May 2026 edition brings news of our first Community Fund recipients, a new current account switching campaign built around the recent rise in bank fees, and an important update on the proposed Transfer of Engagements. As always, everything here is built around you and the wider education community.

### Update on the Proposed Transfer of Engagements



The Board of Directors of TUI Credit Union have been progressing positive discussions with Comhar Linn INTO Credit Union and Education Credit Union about coming together to form a single, unified credit union for the entire education community in Ireland.

All three credit unions are financially strong, well governed and share the same member-first ethos, so this is very much a forward-looking step taken from a position of confidence rather than necessity.

Members can be assured that nothing about the day-to-day running of your credit union is changing right now. Your savings, your loans and the personal service you are used to remain exactly as they are. Any transfer would also require a formal vote by members, with clear information provided well in advance.

The early response from members has been encouraging, and the Board of Directors are committed to listening



Scan me for more info

and answering questions throughout the process.

You can read the full background, frequently asked questions and what this could mean for you by scanning the QR Code or visiting our website.

### Community Fund Window One Recipients Announced

Thank you to every member who put a cause forward in the first round of the TUI Credit Union Community Fund. Following a strong response from across the membership, €5,600 in grants have now been awarded to local charities, school initiatives, sports clubs and community groups nominated by our members.

Window 2 is now open and applications close on 30th September 2026. If you support a cause that reflects our shared values of cooperation and care, we would love to hear from you.

To see the lucky recipients from the first Window and apply for Window 2 scan the QR code below.



Scan the QR code to learn more

Visit: [www.tuicu.ie](http://www.tuicu.ie) Call: (01) 426 6060 Email: [info@tuicu.ie](mailto:info@tuicu.ie)

TUI Credit Union Ltd is regulated by the Central Bank of Ireland.

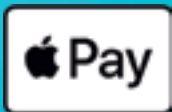
## Monthly Members Draw – Congratulations to our April Winners

Big congratulations to every member whose name came out of the Bumper €22,000 April 2026 TUI Credit Union Monthly Members Draw. The full list of winners and prize amounts are set out below.

The Members Draw is a member-funded prize pool. Entry costs just €5, terms and conditions apply.

Prize	Name	Address
1st - €10,000	Tony Kearney	Co. Limerick
2nd - €5,000	Miriam Flynn	Co. Donegal
3rd - €3,000	Ann Marie McKeon	Co. Kildare
4th - €1,000	John Doherty	Dublin 5
5th - €500	Jade Keating Walsh	Waterford
6th - €500	Ashley Gaskin	Co. Kerry
7th - €500	Charles O'Connell	Dublin14
8th - €500	Margaret Smith	Co. Tipperary
9th - €500	Orlaith Brennan	Co. Kerry
10th - €500	Theresa Egan	Co. Roscommon

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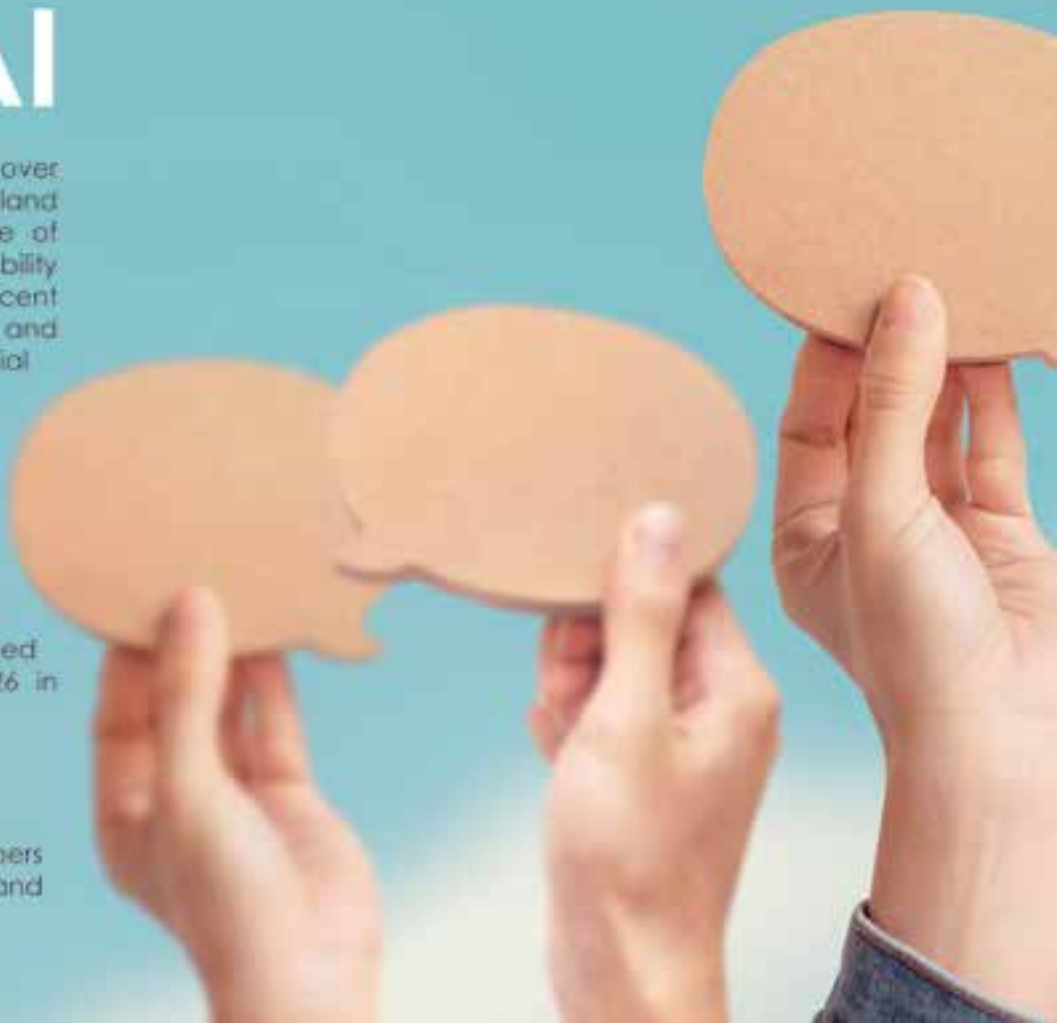
# TUI SURVEY 2026

# EXCESSIVE WORKLOAD, INITIATIVE OVERLOAD, UNAFFORDABILITY OF PROFESSION, UNDERFUNDING AND AI

The findings of a new survey of over 1,000 Teachers' Union of Ireland (TUI) members highlight a range of concerns, including the affordability of the profession for new and recent entrants, excessive workload and the challenges posed by Artificial Intelligence (AI). The survey findings also show continuing high levels of volunteerism among teachers.

The effects of initiative overload and underinvestment were also covered in the survey's questions, the findings of which were released ahead of Annual Congress 2026 in Kilkenny.

The online survey of 1,021 TUI members was carried out between 11th and 27th March 2026



# THE ROLE OF SCHOOLS AND INITIATIVE OVERLOAD

**88%** agreed or strongly agreed that there is an unreasonable expectation among policymakers that schools should address any arising challenges in society.

**92%** agreed that initiative overload is leading to burnout among teachers and principal teachers.

**92%** agreed or strongly agreed that the core roles of teaching and learning are becoming more difficult in schools due the effects of an era of initiative overload.

# VOLUNTEERISM OF TEACHERS

**49%** are involved in extracurricular activities in their school – outside of timetabled hours – such as sports, drama, music or debating.

# INADEQUATE FACILITIES

**43%** disagreed or strongly disagreed that their school has facilities that are suited to modern teaching and learning methodologies.

**57%** disagreed or strongly disagreed that their school has modern facilities that fully facilitate student work on additional assessment components (AACs) project work as part of Senior Cycle Assessment within their subject area(s).

**66%** have concerns about the availability of appropriate resources in their school to facilitate the redeveloped Senior Cycle.

## DUBIOUS VALUE OF 'CROKE PARK' HOURS

**72%** do not believe that the so-called 'Croke Park' hours are of value to schools.

## THE CHALLENGE OF ARTIFICIAL INTELLIGENCE (AI)

**78%** disagreed or strongly disagreed that the level of guidance provided to date by the Department of Education and Youth on AI is satisfactory.

**93%** agreed or strongly agreed that the Department of Education and Youth needs to provide continuing professional development (CPD) to teachers in relation to Artificial Intelligence.

**87%** agreed or strongly agreed that AI poses a threat to equity and fairness in education, particularly in relation to assessments.

**60%** agreed or strongly agreed that AI offers an opportunity to reduce teacher workload in terms of class contact preparation.

## SUPPORTING STUDENTS WITH AEN

**68%** do not believe their school has the required supports to assist students with additional educational needs.



## EXCESSIVE BUREAUCRATIC WORKLOAD

**91%** agreed or strongly agreed that bureaucratic duties/paperwork regularly deflect from their core role of teaching.

**92%** agreed or strongly agreed that bureaucratic duties/paperwork that deflect from teaching have increased since they commenced their career.

**66%** disagreed or strongly disagreed that bureaucratic duties/paperwork are ultimately of benefit to teaching and learning in schools.

## 'AFFORDABILITY' OF TEACHING PROFESSION

OF THOSE WHO ENTERED THE PROFESSION OVER TEN YEARS AGO

**77%** do not believe they could become a teacher today, given factors such as cost-of-living issues, the likelihood of starting on a contract of low hours and the accommodation crisis.

OF THOSE WHO ENTERED THE PROFESSION WITHIN THE LAST TEN YEARS

**17%** were offered a permanent contract upon initial appointment.

**35%** received a contract of full hours upon initial appointment.

**36%** do not believe they will be in the profession in ten years' time.

## HOUSING CRISIS

**34%** are aware of colleagues who have ceased employment at their school/centre due to the accommodation crisis.

**76%** believe the accommodation crisis has had an adverse effect on the lives of students in their school.

# Annual Congress 2026 report

## Third Level – Conditions of Service

### 20 Dublin Colleges

Under Section 8 of the Protection of Employees (Fixed-Term Work) Act 2003, employers must provide objective justification for continued use of fixed-term or specified-purpose contracts beyond the statutory thresholds (typically after 4 years for CID entitlement).

There has been continuous use of rolling specified-purpose contracts without objective justification, contrary to Cush and Section 8 of the 2003 Act. Congress instructs the Executive Committee to:

- conduct a review of current practices.
- conduct a full audit of contract allocations and CID conversion timelines.
- ask TUs to adhere to Cush principles in all future staffing decisions.
- negotiate remedies for affected staff, including consolidation of hours and expedited CID reviews.

### 4 Executive Committee

Congress reaffirms longstanding TUI policy that, consistent with its view of a strong, coherent and cohesive sector, all new grades of employment in the technological higher education sector must be consulted on, negotiated and agreed on a national sectoral basis with the TUI.

Congress instructs the Executive Committee to take all appropriate steps to implement this policy, and to take appropriate actions, including the possibility of balloting for industrial action up to and including strike action, in the event of any attempts by government or individual institutions to introduce new grades or to alter existing grades without suitable prior consultation, negotiation and agreement with the TUI.

### 43 TUS Athlone/SETU Carlow-Wexford/IADT Dún Laoghaire/TU Dublin Tallaght

Congress instructs the Executive Committee to defend the May 2017 Agreement in order to protect the Technological University sector and to safeguard against its fragmentation.

Congress deplores the disrespect shown to the TUI by the failure of Government and the management/official side to engage with the Union prior to the announcement of the partnership between DkIT and Queen's University Belfast towards DkIT becoming a university college. Congress instructs the Executive Committee:

- That further exclusion of the Union cannot be tolerated and that negotiations at national and local level must protect the interests and the

terms and conditions of TUI members in DkIT and across the TU/IoT sector

- That amendments to the terms of the May 2017 Agreement require national negotiation and the agreement of the TUI and, where necessary, a national ballot of third-level TUI members
- That national negotiations address all proposed legislative changes arising from this initiative which would affect TUI workplaces
- That the Memorandum of Understanding model of a comprehensive agreement between the local TUI Branch and management which operated for the creation of TUs be replicated, including the provision of significant time for the DkIT Branch representatives to engage in the necessary negotiations and a ballot of DkIT members both on the outcome and on protective industrial action in the event of efforts to change the status of their workplace without their agreement
- That the status of IADT be prioritised locally and nationally with the clear TUI policy position that IADT achieve university status within the TU/IoT sector.

### 2 Dundalk IT

Congress instructs the Executive Committee to insist that members within DkIT and IADT, who have been



left outside the TU process due to the decisions of local management, remain encompassed by future national agreements within the TU sector, and that for all industrial relations purposes members within these Institutes will not be treated any less favourably than any other members within the TU sector and will continue to be represented by the TUI in all industrial relations matters, relevant fora and national agreements.

### **I IADT Dún Laoghaire/TU Dublin Tallaght**

Congress opposes the role and influence of for-profit consultancy firms in providing information and guidance to Governing Bodies and Managements of TUs/loTs because, inter alia:

- The enormous sums of money paid to for-profit consultants would be far better spent supporting students and staff and developing in-house talents and strategic capacity.
- For-profit consultants have consistently displayed remarkable ignorance regarding our sector and the role of the TUI in its history, development and future direction.
- There exists the all too obvious potential for the supposedly independent information and guidance provided by for-profit consultants to be heavily influenced by the management paying for them.

Congress instructs the Executive Committee to oppose in all relevant forums this continued waste of public money on for-profit consultancy services and to insist upon the publication of all expenses incurred and all agreements and terms of reference reached across the sector which underpin the engagement of those services.

### **14 ATU Galway-Mayo**

Congress instructs the Executive Committee to seek amendments to Circular IT 01/05 to insist on transparency and consistency in the recognition of teaching, research, and relevant industry experience for the awarding of incremental credit to newly appointed staff from Assistant Lecturers to SL3s, and to guarantee transparency and consistency in salary-scale placement when appointments are benchmarked against an appointee's most up-to-date salary when favourable.

### **3 SETU Carlow-Wexford/ IADT Dún Laoghaire**

A "Review of lecturing in Institutes of

Technology/Technological Universities, International Review Module" was completed by Prof. Tom Collins in December 2020. Some concerns outlined in the report included, but were not limited to:

- The high level of teaching compared to international practice.
- No allowances for dealing with large class sizes, teaching multiple modules or teaching across programmes.
- Increased expectations in areas of administration, student support and engagement.
- Increased expectations to engage in research or to undertake PhDs, compounded by TU metrics.
- The generation of workload resulting from TU mergers, transformation agendas and change management.
- The increasing complexity and demands of the role of SL2s and SL3s have also increased the workload for these grades.

Since the completion of this report there has been no progress nationally to address the issue of unsustainable workload in the sector. Congress instructs the Executive Committee to immediately engage with the National Forum for the Technological University Sector and all relevant stakeholders to negotiate and agree a workload allocation model for the sector to include the TU/loT.

Congress instructs the Executive Committee:

- to immediately engage with the National Forum for the Technological University Sector and all relevant stakeholders to negotiate and agree a workload allocation model for the sector to include the TU/loT;
- to negotiate a national agreement to secure timetable alleviations for coordinating duties (e.g. class/course coordination, Tutors, programme chairs, placement-related coordinator etc.)
- that the excessive workload of lecturing staff in TUs/loTs must be reduced, in particular, regarding weekly class contact time - the particularly onerous weekly class contact time of Assistant Lecturers must be prioritised.

### **19 ATU Galway-Mayo**

Congress instructs the Executive Committee to pursue greater transparency and consistency in the application of 'objective grounds' in CID determinations, to insist that such

grounds are clearly defined, justified, and communicated to affected staff.

### **18 MTU Kerry**

Congress instructs the Executive Committee to support INTUCs in defending the commitments made by the TUs in their respective MOUs.

### **10 IADT Dún Laoghaire/TU Dublin Tallaght**

Congress instructs the Executive Committee that the introduction of professor grades in Technological Universities (TUs) may only be negotiated by the Union as part of a process of developing an improved career structure for all Third Level members. Congress instructs the Executive Committee to oppose, including by a campaign of industrial action, if necessary, any unilateral introduction of professorships without the Union's agreement and to oppose the introduction of new academic grades in TUs only to the exclusion of members in DkIT and IADT.

### **37 TU Dublin Tallaght/ IADT Dún Laoghaire**

Congress repeats the instruction to the Executive Committee of Motion 25 of Congress 2024 that all matters covered by the TUI's original claim for researchers must be progressed in national negotiations and deplores the continuing lack of progress, especially in relation to pensions.

Congress notes that the Department of Public Expenditure, Infrastructure, Public Service Reform and Digitalisation has delayed for years any progress regarding pension entitlements of our members who are researchers. Congress instructs that all necessary actions must now be taken to address this grave injustice including engagement with the political system and protests at the Department of Public Expenditure, Infrastructure, Public Service Reform and Digitalisation.

### **23 Dublin Colleges**

Congress instructs the Executive Committee of the TUI to begin negotiations with the Department of Further and Higher Education, Research, Innovation and Science for the creation of a proper career structure. Congress seeks an increase in the percentage of positions at senior lecturer or higher.

### **16 TUD Blanchardstown**

Congress instructs the Executive Committee to demand that the management of Technological Universities and Institutes of Technology end precarity

of contracts in our sector and to prioritise first the securing of employment contracts for academic staff who hold the most precarious low-paid contracts in our sector, namely Hourly Paid Part-Time Assistant Lecturers and those who for many years remain languishing on Specified Purpose Contracts with no opportunity to gain a Contract of Indefinite Duration or hours in their own name. Congress further instructs the Executive Committee to demand that local Branches and INTUCs also prioritise this matter by advocating first for the employment needs of our lowest paid, most disadvantaged and most vulnerable members.

### **5 Executive Committee**

Congress instructs the Executive Committee to engage with the Minister and Department of Further and Higher Education, Research, Innovation and Science to empower THEIRFAG and the Department to govern the sector by the issuing of nationally agreed circular letters, in the same manner as in other sectors thus ensuring the consistent application of nationally agreed terms and conditions of service.

### **6 TUS Midwest**

Congress notes the necessity for a national collective agreement to enshrine all key conditions of service, to promote sectoral cohesion and to support equal treatment for all members across the loT/TU sector. Congress instructs the Executive Committee to negotiate a national collective agreement with the objective of addressing issues such as programme coordination, online delivery, workload allowances, and other terms of existing MOUs. Congress instructs that this be negotiated at the Higher Education Industrial Relations Forum for Academic Grades (THEIRFAG), before the commencement of Congress 2027, and that the outcome be balloted upon by all members in Third Level.

## **Further Education and Training B1. Conditions of Service – FET**

### **58 Executive Committee**

Significant challenges have emerged within Education and Training Boards (ETBs) that are implementing the FET College of the Future without a nationally agreed framework. ETBs are attempting to implement structural and organisational changes without

consultation or agreement, including the creation of new departments, the introduction of a campus framework, and the merging of programmes. These changes increase teacher workload and travel demands while raising concerns about the operation of key processes such as internal verification, external authentication, and the completion of Croke Park hours across multiple campuses. Congress instructs the Executive Committee to insist that teachers' existing terms and conditions continue to apply in any national blueprint that may emerge in the discussions on the FET College of the Future.

### **73 Co. Cork/Co. Kildare X2/Co. Wexford/Cork City/Dublin City**

Congress demands that the Executive Committee secure uniform payment for QQI assessment and submission work across all ETBs, ensuring equal pay for equal work regardless of centre or programme indicating the equal status of qualifications and contributed effort in delivery, assessment and supports.

### **56 Executive Committee**

Congress calls on the Executive Committee to demand an agreed development and implementation process for any new or revised QQI Modules that will include proper information, supports and training in advance of their implementation.

### **63 Galway/Co. Longford/ Co. Offaly/Co. Roscommon**

Congress instructs the Executive Committee to negotiate with relevant bodies an increase in payment rates for Locally Devised Assessments (LDAs), insisting they accurately reflect the time, expertise, and workload involved in their design, administration, and grading, and to align these rates with the enhanced correction payments currently offered by the State Examinations Commission. Furthermore, Congress instructs the Executive Committee to seek an expansion of the payment structure so that all modules carry an associated payment, recognising the professional effort required for assessment across all subject areas.

### **55 Co. Kerry/Co. Mayo**

Congress instructs the Executive Committee to negotiate with the Department of Education and Youth for the "Teacher Supply Post Primary: Teaching Hours Extension Scheme for 2024/2025" to be extended to all teachers in FET. The

teacher supply crisis is as prevalent in FET as in our Secondary schools and is causing resignations and burnout of members as a result of the exploitation of the Supervision and Substitution Scheme.

### **70 Co. Kildare**

Congress instructs the Executive Committee to require ETBs to clearly declare the status of all contact hours and to assign proper CID hours to non-pensionable courses. Currently, some ETBs are giving staff a mix of pensionable and non-pensionable contact hours without identifying or separating these hours on distinct contracts, creating confusion and inequity.

In addition, Congress instructs the Executive Committee to negotiate to seek that all CID hours are pensionable.

### **61 Tipperary NR**

Congress demands that the Executive Committee move to insist that all contracts for staff grades in FET include a base/centre roll number. The recent conversion of tutors to the adult educator grade resulted in the omission of base/centre roll numbers. Congress instructs the TUI Executive Committee to engage in discussion with the Department of Education and Youth, the Department of Further and Higher Education, Research, Innovation and Science, ETBI and other relevant authorities to insist that all contracts for staff include a designated base/centre roll number.

## **B2. Adult Education**

### **82 Cork City X2/Co. Cavan/ Co. Cork/Dublin & Dún Laoghaire/Co. Kildare X3**

Congress instructs the Executive Committee to seek an incremental salary entry point for Adult Education Tutors that appropriately reflects their established long-term service.

### **80 Co. Kerry**

Congress calls on the TUI Executive Committee to advocate for the full recognition of prior teaching experience under a Contract of Indefinite Duration (CID) when determining pay scale placement for members transitioning to Adult Literacy Organiser (ALO) positions. Specifically, this Congress calls for an immediate review of the placement of ALOs who were previously part-time tutors with CID contracts to insist their service is appropriately accounted for in determining their pay point on the ALO salary scale.

Members who have worked as part-time tutors on CID contracts often bring valuable teaching experience to their new roles when they transition to Adult Literacy Organiser (ALO) positions. However, in many cases, their prior service is not adequately recognised when determining their pay scale placement. This can result in highly experienced educators being placed on Point 1 of the ALO scale, despite having many years of relevant service. The current policy of placing all new ALOs at Point 1 of the scale, regardless of prior CID service, is unfair and fails to acknowledge the skills and expertise accumulated over years of part-time teaching. This pay disparity discourages movement into ALO roles and negatively affects career progression for experienced tutors.

### 81 Co. Leitrim

Congress instructs the Executive Committee to seek agreement with ETBI and DFHERIS to prevent any ETBs from changing Adult Educators' pattern of work to a 4-hour daily maximum of contact hours under CL65/2017 as it severely limits the ability of line managers to provide the best service for learners and puts tremendous pressure on educators and their families to rearrange care of dependents, and will inevitably push

professionals out of an already far too depleted profession.

### 76 Co. Kerry

Congress notes that, the Adult Literacy for Life (ALL) strategy aims to support over 700,000 adults with unmet literacy needs and recognises literacy as a fundamental human right. Budget cuts and staff shortages in some ETBs are preventing full implementation of the ALL strategy. Many literacy educators work on precarious, part-time contracts with inadequate hours, unreliable travel support between centres, and limited access to professional development.

Congress instructs the Executive Committee to:

1. Campaign for increased full-time and permanent positions for adult literacy educators across all ETBs.
2. Demand a national CPD needs analysis for literacy educators, followed by funded, accessible professional development provision.
3. Support proven interventions such as Family Literacy, Intensive Tuition in Adult Basic Education and Skills for Work programmes.
4. Advocate for reliable, adequate travel and subsistence payments for educators working across multiple centres.

5. Call for ring-fenced budgets for adult literacy within ETB allocations to protect these services from cuts.

6. Report annually to members on progress in securing adequate funding and working conditions for adult literacy services.

### 84 Dublin City/Co. Kildare/Cork City

Congress instructs the Executive Committee to secure equitable access to the Adult Educator contract across all ETBs, to remove the 'one-time-only' restriction until the end of 2026, and to insist that existing working patterns under CL65/2017 - particularly for staff with caring responsibilities, disabilities, or reasonable grounds - are not altered without agreement.

### 90 Cork City/Co. Cork/Dublin City

Congress instructs the Executive Committee to seek recognition of the fact that the primary area of work for Adult Educators and Adult Education Tutors is teaching, that they are frontline classroom teaching staff providing a state recognised curricula and whose work and duties should only resemble that of other teaching locations in other education sectors.



**Omar Barghouti, co-founder of the Boycott, Disinvestment and Sanctions (BDS) campaign, addressing Annual Congress**

### **79 Co. Cork/Co. Kildare/ Co. Mayo/Cork City X2**

Congress notes that Adult Educators may only elect to have their salary spread over 52 weeks where they work 37 weeks or more of delivery, a threshold many do not meet. This results in staff contracted for fewer than 37 weeks having to wait longer than a calendar year to progress on the pay scale and being required to claim social welfare during closure periods. Congress instructs the Executive Committee to negotiate with the employer the removal of any qualifying period, thereby enabling all Tutors and Adult Educators to opt to have their salary spread over 52 weeks, regardless of the number of delivery weeks worked.

### **97 Co. Kildare**

Congress instructs the Executive Committee to take immediate action to address the irregularities in the Adult Educator contract and its implementation on the ground across ETBs. Because of at least 18 changes to same, clear and timely agreement documentation was not issued, resulting in inconsistencies and incorrect pay alignment for long-serving pre-2011 tutors. Congress further instructs the Executive Committee to address the negative effects of this process through broad consultation and to hold ETBs accountable where they have deviated from agreed standards. ETBs must desist from local implementation that conflicts with the agreement documentation or bypasses proper consultation with affected staff.

### **78 Co. Leitrim**

Congress instructs the Executive Committee to seek agreement with ETBI and DFHERIS to recognise the value of Adult Education as a vital pillar of the education sector and that the demands and challenges on Adult Education classroom professionals are such that they require the same centre closures as other classroom professionals in other pillars of the sector to prevent burnout and the destructive effects on wellbeing as well as an exodus from the sector.

### **106 Co. Kildare X2/Co. Cork/Co. Mayo/Cork City X2**

Congress instructs the Executive Committee to seek assurance from ETBs and the Department that Adult Educators, who work for the full normal recognised academic year that centres have traditionally operated on will receive an annual increment in salary progression

on the pay scale for each academic year.

### **99 Dublin City**

Congress instructs the Executive Committee to secure an equitable solution for long-serving Adult Education Tutors whose pensions or salary progression have been negatively affected by the implementation of the new contract, allowing for full recognition of decades of service and preventing financial loss as seniority is not being adhered to, and allocations are being made on contract status only. Congress further instructs the Executive Committee to negotiate for a long service payment award for staff whether or not on the Adult Educator contract as recognition of their role in public service as would be available across the sector.

### **95 Co. Limerick**

Congress notes with deep concern the persistent precarity facing adult and community educators, whose essential contributions to the sector and to the wider society they serve, are undermined by fragmented and unsustainable contracts.

The Executive Committee must adopt a more rigorous industrial stance to end this “casualisation” which is leading to experienced educators leaving the sector. Specifically, Congress instructs the Executive Committee to collate and demand transparent, granular data from all Education and Training Boards (ETBs) regarding current tutor hours and contract types.

With this information, Congress instructs the TUI Executive Committee to highlight poor ETB performance and to audit all ETBs performances against a baseline of full, secure employment. This will identify inconsistencies across the country and hold individual ETBs accountable where and when they consistently fail to transition tutors to permanent, full-time positions.

We must move beyond rhetoric. By documenting the scale of the issue, highlighting examples of particularly bad practices and applying pressure, our Union can help our members achieve fair sustainable careers, with improved pension prospects in their own communities.

## **B3. Youthreach**

### **110 Co. Offaly/Co. Longford/Co. Meath/ Co. Roscommon/Co. Westmeath**

Congress reaffirms its support for the longstanding TUI claim for Youthreach Coordinators and Resource staff. Congress instructs the Executive Committee to vigorously pursue this Youthreach claim through all relevant industrial mechanisms.

### **111 Dublin & Dún Laoghaire**

Congress instructs the TUI Executive Committee to take whatever action is required to get the Minister for Further and Higher Education, Research, Innovation and Science to respond as soon as possible to the proposal submitted by the TUI in July 2025 regarding the Youthreach calendar.

## **Second Level - Conditions of Service**

### **120 Co. Donegal/Galway/ Co. Longford/Co. Offaly/ Co. Roscommon/Co. Westmeath**

Congress notes the long-standing commitment of support made by the then Minister for Education, Norma Foley, TD, to the Teachers' Union of Ireland to establish a voluntary relocation system for teachers with the relevant second-level employers.

Congress further notes the absence of meaningful progress in delivering this system, despite clear member demand and the repeated endorsement of such a scheme by numerous Congresses over many years. Congress recognises that a voluntary relocation system has strong potential to support teacher retention, wellbeing, regional balance across the education sector, and the achievement of broader sustainability goals. Congress instructs the Executive Committee to urgently enter negotiations with ETBs, in the first instance, to secure a pilot scheme leading to the implementation of a fair, transparent and accessible voluntary relocation system, in line with the commitment previously given by the former Minister.

### **119 Co. Cork/Co. Louth**

Congress notes that Assault Leave provisions have been made available for teachers and SNAs since 2017. Congress instructs the Executive Committee to begin re-negotiation of this Circular to improve the leave available to teachers. No teacher should be left unpaid and unsupported due to the long-term effects of an assault in the workplace.

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## D – Investment in Education

### I45 Executive Committee

Congress notes with deep concern: The persistent and systemic underfunding of the third level education sector in Ireland.

- The deteriorating condition of infrastructure across many higher education institutions, including outdated classrooms, inadequate facilities, and learning environments that are no longer fit for purpose.
- The lack of essential resources to support student learning, development, and wellbeing, which severely undermines the quality of the student experience.
- The unsustainable workloads placed on academic staff, leading to widespread stress, burnout, and a decline in morale.
- The unacceptable reality is that our members, the lecturers, are routinely forced to apologise to students for the poor conditions in which teaching and learning are delivered.

Congress believes:

- That the current funding model is failing both staff and students, and is incompatible with the delivery of a high-quality, equitable, and inclusive higher education system.
- That the lack of investment will erode the reputation of Irish higher education nationally and internationally.
- That students are being short-changed by overcrowded classes, outdated technology, and insufficient academic and pastoral support.
- That lecturers are being pushed beyond reasonable limits, with excessive workloads, precarious contracts, and working conditions that compromise both teaching and research.

Congress calls:

- on the Government and the Department of Further and Higher Education, Research, Innovation and Science to urgently increase core funding to third level institutions.
- for the development and implementation of a national capital investment strategy to address the infrastructure crisis in higher education.
- for engagement with management within higher education institutions on immediate steps to reduce workload pressures, improve working conditions, and prioritise staff wellbeing.
- for intensification of its campaign for

a sustainable and equitable funding model for higher education to highlight the real and damaging consequences of continued underinvestment on staff, students, and the sector more widely.

### I46 Executive Committee

According to the 2024 Education at a Glance Report by the OECD, Ireland is languishing in last place in terms of funding of second level education. Despite this chronic underfunding, Senior Cycle is undergoing major redevelopment.

Congress calls on the Executive Committee to negotiate, that all schools and centres receive the necessary additional funding to complete the AACs in all subjects. This has already happened for Science subjects, Drama Film and Theatre Studies and Climate Action and Sustainable Development. The roll out of new specifications, and the associated AACs will require significant additional funding across all subjects.

## E – Pension Issues

### I58 Co. Kerry

Congress instructs the Executive Committee to seek the support of all other Public Sector Unions, in order to strengthen our position by presenting a united front to the Government in seeking an immediate abolishment of the ASC (Additional Superannuation Contribution), previously known as the Pension Related Deduction (Pension Levy). This is a punitive tax on public sector employee income, and it discriminates against Public sector Employees by implementing a two-tier tax system on its citizens. This is costing on average over €3,500 per Public Sector Employees in extra (Tax) contributions annually.

### I63 Co. Cavan/Co. Clare/ Tipperary NR

Motion 210, which was passed at the TUI 2023 Annual Congress, and Motion 257, which was passed at the 2024 TUI Annual Congress, established that it is TUI policy “to demand that the Public Services Committee of the ICTU actively oppose and reject, by all means at its disposal, clauses in any future pay agreement that weakens the pay/pension parity link.” Congress instructs the TUI Executive Committee not to accept any clauses that may undermine the pay/pension parity link in an upcoming Public Sector pay negotiations.

### I52 Dublin Colleges

Currently teachers at second level (our fellow-TUI members) can avail of an early retirement scheme. The TUI diary excerpt states (p.67): “A teacher who has reached the age of 55 and has 35 years pensionable service may retire on pension. Two years will be credited for a 4-year training period, one year for a 3-year training period, to assist a teacher reaching the 35-year threshold (but will not count towards accrued pension entitlement). There is no provision for early retirement at third level except on an actuarially reduced basis...”

Congress requests that TUI lobby to extend the Early Retirement Scheme for Teachers to include the TU sector, IADT and DKIT. This scheme allows for members to retire once they reach 55 years of age with no actuarial reductions to benefits accruing.

### I53 Tipperary NR/ Co. Cavan/Co. Clare

The link between pay of serving colleagues and public service pensions has been a fundamental aspect of TUI policy. At present, the link between pay and pension is contingent upon ministerial discretion, as well as the acceptance by ICTU of the prevailing public sector pay agreement. Congress asks the TUI Executive Committee and/or the ICTU to immediately enter talks with the relevant Government Department(s) to get the pay/pension link put on a statutory basis.

## F – Solidarity, Social Justice & Climate Action

### I71 Co. Kerry

Congress believes that educators at all levels play a vital role in empowering learners to understand and address climate justice. Ireland’s Education for Sustainable Development (ESD) Strategy commits to teaching about sustainability across all education levels. Further Education and Training (FET) has been left behind in ESD implementation, despite serving adult learners who are most affected by climate change and the move to green jobs. Adult learners are also important in supporting their children in addressing climate justice. FET teachers lack access to continuing professional development on how to teach climate justice and sustainability and there is no firm requirement to include climate change or sustainability across teaching and learning in FET.

### Congress instructs the Executive Committee to:

- Lobby the Department to make FET a priority in the ESD Strategy, with clear targets and resources.
- Support research on climate justice education in FET, focusing on:
  - Teaching methods for adult learners
  - Integrating sustainability and climate education to FET courses
- Making climate education accessible to all learners
- Work with SOLAS and ETBs to create training resources specifically for FET teachers on climate education.

## G – Additional Educational Needs

### 172 Co. Donegal

Recognising the significant contribution made by teachers in Special Classes and Special Schools to the education of students with Additional Educational Needs, Congress instructs the Executive Committee to secure appropriate and timely support for these teachers when they are assaulted in the course of their duty.

### 177 Co. Laois/Galway

Congress instructs the Executive Committee to negotiate with the Department of Education and Youth to insist that the role of SEN Co-ordinator is formally established as a Programme Co-ordinator Post of Responsibility, equivalent in status and recognition to roles such as Transition Year Co-ordinator and LCVP Co-ordinator. Congress further mandates that this

post includes substantial, guaranteed time alleviation, reflecting the significant and growing demands of the role and the needs of the school. Congress notes that the responsibilities of the SEN Co-ordinator require specialised skills, expertise, and extensive administrative and organisational workload, and therefore must be recognised as a distinct Programme Co-ordinator role, outside the remit of general AP duties.

### 187 Dublin City

Congress reaffirms that the assessment of need is a specialist clinical and professional function, appropriately carried out by qualified health and educational psychology professionals within the relevant statutory and multidisciplinary services. Teachers are not clinically trained, nor are they resourced, mandated, or insured to undertake such assessments.

Congress asserts that any attempt to transfer responsibility for the assessment of need to teachers or schools:

- Undermines professional boundaries
- Places inappropriate legal and administrative burdens on schools
- Compromises the rights of students to timely, expert, multidisciplinary assessments
- Further exacerbates workload pressures at a time when the education system is already under severe strain.

Congress therefore mandates the Executive Committee:

- To reject unequivocally any proposal, legislative, policy-based, or administrative, that seeks to shift the

responsibility for the assessment of need onto teachers or schools.

- To campaign vigorously at national and local levels, against any such measures and to highlight their dangers for students, parents, teachers, and the education system.
- To engage directly with the Department of Education and Youth, the National Educational Psychological Service, and all relevant stakeholders to insist that

assessment of need remains the sole responsibility of qualified specialists.

- To communicate clearly to members, the public, and the media that teachers will not be used as a substitute workforce for under resourced statutory services.

Congress commits to defending the professional role of teachers and to ensuring that every student receives the properly resourced, expert assessment and support to which they are entitled.

### 182 Dublin City

Congress notes recent reports showing that children and adolescents are waiting up to 13 years to be seen by a primary care psychologist, with over 28,000 on waiting lists and more than 15,000 waiting over a year.

Congress further notes that even when students are accepted into relevant services, they are often placed on additional waiting lists, delaying professional assessment and support. Congress believes these delays are unacceptable and are directly impacting students' education. Teachers, resource staff, and lecturers are forced to try to



meet the needs of students without professional guidance, making it difficult to provide appropriate classroom supports, adapt teaching strategies, or plan interventions effectively. Students with unmet psychological needs often struggle to engage, concentrate, or participate fully in learning, which can have long-term consequences for their educational outcomes and wellbeing.

Congress therefore instructs the Executive Committee to:

1. Publicly condemn the unacceptable delays in primary care psychology services for children and adolescents
2. Call on the relevant government departments to urgently address the backlog and provide adequate resourcing for psychological services
3. Advocate for timely assessments and interventions to insist all students can access the support they need to fully engage in education and achieve their potential.

### **183 Dublin & Dún Laoghaire**

Congress instructs the Executive Committee to demand more AEN and EAL training for all teachers. Teachers are not equipped to deal with the far-ranging and increasing needs of students. The Department of Education and Youth must provide more training so that we can meet the needs of all students.

## **H - Workload & Professional Issues**

### **190 Executive Committee**

Congress is gravely concerned about the increasing encroachment of work-related demands on personal time. In particular, Congress notes the rising and unacceptable expectation that the grades we represent will be effectively on-call outside of normal patterns of working hours throughout the week, inclusive of the weekend.

Congress therefore instructs the Executive Committee to issue clear guidance to members in relation to their right to disconnect outside of their normal pattern of working hours and to protect members in the exercise of this right. In this respect Congress notes the Framework Agreement (December 2025) on telework and the right to disconnect that has been reached by the ETUCE and EFEE (the employers' federation) through the social dialogue structures of the EU.

### **192 Co. Westmeath/Co. Longford/Co. Offaly/Co. Roscommon**

Congress recognises the escalating workload crisis across all sectors that the Teachers' Union of Ireland represents and notes the unsustainable initiative overload caused by continual programme, policy and administrative demands without adequate time, staffing or resources.

Congress instructs the Executive Committee to engage with all relevant bodies to secure a comprehensive review of workload at Second Level, the entire Further Education Sector and Higher Education, and to seek clear, sector-appropriate improvements, including:

- reducing excessive administrative and compliance burdens;
- providing adequate staffing and resourcing; and
- to insist upon sufficient protected time for teaching, learning, assessment, learner support, programme development and related professional work.

### **191 Co. Laois**

Congress asserts that escalating teacher workload is unsustainable and is causing significant burnout, stress, and damage to teacher wellbeing. Congress calls for the implementation of the 20/20 Vision for Post-Primary Education, including robust measures to alleviate workload, remove unnecessary administrative demands, and support members in reclaiming their personal time.

Congress further insists that all schools and management bodies adopt policies that ensure sustainable working conditions which protect the health, wellbeing, and long-term professional capacity of teachers.

## **I - Infrastructure & Facilities**

### **193 Executive Committee**

Congress deplores the ongoing failure of the Department of Education and Youth to provide schools and education centres that are fit for purpose, while continuing to expect teachers to work and students to learn in inadequate and inappropriate conditions.

Congress notes with serious concern that schools are increasingly being forced to use PE halls, communal areas and corridors as teaching spaces due to chronic accommodation shortages.

Congress further condemns the instruction from the Department of Education and Youth that schools should utilise up to 90 per cent of their available space for teaching purposes, without due regard for the essential need for staff facilities, student wellbeing and support areas, or safe and appropriate communal spaces.

Congress believes that this approach undermines educational quality, damages staff and student wellbeing, and reflects a narrow, efficiency-driven view of education that ignores the realities of school life.

Congress calls on the Department of Education and Youth to urgently address accommodation deficits, to recognise the necessity of dedicated staff and student support spaces, and to insist that all schools and centres provide safe, humane and educationally appropriate learning and working environments.

### **202 Executive Committee**

Congress notes the increasing reliance on digital technologies in the completion and administration of Additional Assessment Components (AACs) across educational settings.

Congress further acknowledges that without adequate access to digital resources, students may face significant barriers to participation and achievement.

Congress instructs the Executive Committee to negotiate with the Department of Education and Youth and DFHERIS to:

- Seek to secure ring-fenced, annual funding specifically for the provision of digital resources in schools and centres, to allow all students equitable access to the tools required to complete AACs.
- Advocate for a targeted digital inclusion strategy that prioritises schools and centres with limited ICT resources and infrastructure.
- Insist that funding includes provision for teacher training and support in the use of digital tools to facilitate AACs.

Congress notes that without such measures, the implementation of AACs risks exacerbating existing inequalities and creating unnecessary barriers to education.

### **195 Dublin City**

Congress notes the shortage of school places for children who require a place in an ASD Hub or special class. Congress further notes that while the Department of Education and Youth and the NCSE



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announce the opening of additional places, schools are often expected to open these classes without adequate training, resources, equipment, or appropriate classroom facilities, in direct conflict with national guidelines. Congress believes it is vital that any school required to open an ASD Hub or special class is properly supported and resourced. It is not fair on schools, parents, or students to announce additional places without ensuring the necessary supports are in place. Teachers and school staff must be provided with training, classroom materials, equipment, and guidance to meet the needs of students appropriately.

Congress therefore instructs the Executive Committee to demand that the NCSE and the Department of Education and Youth commit to providing all necessary training, resources, and supports before any school is instructed to open an ASD Hub or special class, ensuring that these initiatives are implemented properly and in the best interests of students, staff, and parents.

**194 TUD Blanchardstown**

Congress instructs the Executive Committee to demand that the Department of Further and Higher Education, Research, Innovation and Science undertake a review of all public procurement contracts for catering and canteen services on campuses of Technological Universities / Institutes of Technology to comply with public procurement legislation and regulation and have regard to the following:

- Subject to public procurement legislation and regulation, that small locally-based catering providers be prioritised in procurement criteria in line with the functional regional remit of TUs / IoTs to ‘collaborate with business, enterprise, the professions, the community, local interests and related stakeholders in the region in which the campuses of the technological university are located’ (Technological Universities Act, 2018, 9 (1) h).
- Subject to public procurement legislation and regulation, that procurement criteria for provision of catering and canteen facilities in TUs / IoTs have regard to; (i) labour track record of the applicant, (ii) social responsibility of the applicant and applicant’s regard to the human rights of customers in countries and sectors where they provide services, (iii) applicant’s ability to cater to diverse cultural and dietary requirements of

customers, (iv) applicant’s adherence to strict health, safety and hygiene standards.

- Subject to public procurement legislation and regulation, that contracts awarded be subject to internal periodic inspection and review including initial six month review and thereafter annual review of contract to monitor delivery of the agreed contract in terms of (i) quality and quantity of food and beverage, (ii) reasonable cost, (iii) consistent and adequate opening times and unrestricted access to meet needs of staff and student learners (including for part-time and weekend courses).

**198 Co. Donegal**

Congress notes the inconsistency between the changes to the specifications in the sciences purportedly to equip students for the twenty-first-century world of work, whilst expecting them to learn, and teachers to teach, in conditions where the infrastructure is poor and the equipment basic at best. Congress calls for further funding for science in our schools.

**J – Equality**

**211 MTU Cork**

Congress demands that across the educational sector, paid leave be introduced for surrogate parents which is comparable with adoptive leave provisions.

**210 Dublin City**

Congress notes the increasing awareness of the impact that menopause and perimenopause can have on women’s health, wellbeing, and work performance. Congress further notes that many women experience significant symptoms during this period and that greater understanding and practical supports are needed in workplaces, including schools, colleges, and centres represented by the TUI. Congress recognises that the HSE and other relevant bodies have issued guidelines and recommendations to promote best practice in supporting employees experiencing menopause and perimenopause. Congress therefore instructs the Executive Committee to seek agreement with the Department of Education and Youth and all relevant employers that clear policies and workplace accommodations be developed and implemented, in line with HSE guidance and best available research. These should include awareness training for management, access to appropriate

supports and reasonable adjustments in working conditions where required, to provide dignity, understanding, and equity for all affected members.

**206 Co. Limerick**

Congress instructs the Executive Committee to engage with the Department of Education/Department of Further and Higher Education, Research, Innovation and Science/ETBI and other relevant agencies to assert that all educational settings meet current accessibility standards which are future proofed where possible, for staff and students with additional physical needs.

Congress further mandates the Executive Committee to advocate for formal recognition and meaningful support around unseen additional needs within the educational community to insist on equitable access and participation.

**208 Dublin City**

Congress instructs the Executive Committee to investigate and pursue an answer as to why members diagnosed with ADHD are being refused income continuance. ADHD is classified as a disability and is protected under the Equal Status Acts 2000-2018, which prohibits discrimination on the basis of disability as one of the nine “protected grounds.” Congress calls for the Executive Committee to seek clarity on this issue from relevant authorities and insurance providers, and to advocate for fair and equal access to income continuance for members with ADHD, ensuring that they are not discriminated against due to their diagnosis.

ADHD is a recognised disability and protected under Irish equality legislation. Members diagnosed with ADHD should not be denied income continuance, as this may constitute discrimination under the Equal Status Acts. It is essential that all members have equal access to necessary supports in times of illness or inability to work.

**212 Co. Kerry**

The data indicates that initiatives such as career breaks and job-sharing are more frequently taken up by female teachers. Such practices have a knock-on impact on final salaries and pensions. In order to be able to assess whether there is a gender pay gap on retirement among our members, we require data on the retirement salaries by gender. This will give us a clearer picture in terms of any gender pay gap. Congress instructs the Executive Committee to urgently obtain

this information so that remedial action can be taken if required, to address any inequalities inherent in the pay system.

### 205 Executive Committee/ Tipperary NR

Congress instructs the Executive Committee to support the Dispose with Dignity campaign for equal access to sanitary disposal facilities for all staff, students, and visitors, recognising the needs of those living with incontinence or medical conditions by advocating for the installation of sanitary disposal bins in all restrooms across schools, colleges, and education centres.

## K – Education

### 216 Executive Committee

Congress instructs the Executive Committee to liaise with the relevant authorities to seek to have the Leaving Certificate results earlier in August to allow our students the widest possible opportunities whilst maintaining the post-mark adjustment and ensuring that students still have access to the alternative set of Leaving Certificate examinations after the main set of examinations to cater for students who, for reasons such as the death of a close family member, or a serious accident, injury or illness, are unable to sit the first set of papers.

### 238 Executive Committee

Congress notes the increasing national focus on apprenticeship expansion and the critical role of educators in ensuring that such programmes maintain the highest possible standards of teaching, learning, and learner support.

Congress further notes that apprenticeships deliver immense societal and economic value and have the potential to provide high-quality, future-focused pathways for learners across all sectors. The TUI remains steadfast in its belief that Ireland can build a world-class, adaptable, and equitable apprenticeship system one that begins in schools, is supported in communities, and is strengthened through coherent national leadership.

Congress asserts that to achieve this vision, apprentices must be valued, supported, and afforded dignity, both in pay and in their educational experience. Congress therefore calls on the Executive Committee to adopt the following as official policy on apprenticeships:

1. Genuine parity of esteem between

apprenticeships and academic routes, underpinned by national messaging, system-wide policy reform, and structural supports that recognise apprenticeships as high-status, high-quality educational pathways.

2. Integration of apprenticeship applications into a new CAO/ information/application system, ensuring transparency, accessibility, equal status with academic programmes, and fairness for all prospective learners.
3. Centralised governance and accreditation through the National Apprenticeship Office (NAO) and QQI, ensuring coherence, quality assurance, and system accountability across all apprenticeship models.
4. Development of apprenticeship programmes only where there is clear, demonstrable sectoral need, with curricula designed to provide broad, transferable skills rather than narrow, employer-specific training, thereby safeguarding learners' long-term mobility and employment prospects.
5. Meaningful, sustained investment in staffing, training, and resources for those delivering apprenticeship education, including appropriate workload allocation, professional development, proper access to a career structure and infrastructural supports.
6. Payment of at least the minimum wage for all apprentices, recognising their contribution in the workplace, supporting their financial viability, and affirming apprentices' right to fair remuneration and dignity at work.

Congress mandates the Executive Committee to campaign, lobby, and engage with Government, national agencies, and stakeholders to advance these principles and to insist that Ireland's apprenticeship system is accessible, equitable, properly supported, and grounded in educational quality.

## L – Conditions of Service – General & Cross Sectoral

### 254 Westmeath/Co. Roscommon/Co. Offaly/Co. Longford

Congress notes the inadequacy of the current sick leave provisions for members who experience a critical illness and recognises the need for a more compassionate and equitable system.

Congress instructs the Executive Committee to pursue improvements, with

all relevant bodies, to existing sick leave entitlements so that members who are granted Critical Illness Protocol (CIP) status may, once in their career, access an enhanced entitlement based on a look-back system, providing:

- one year on full pay, and
  - one year on half pay,
- irrespective of previous sick leave usage within the standard arrangements.

### 242 Co. Donegal/Galway/Co. Longford/Co. Offaly/Co. Roscommon

Congress notes that government Red Weather Alerts can make travel unsafe and often prevent workers from reaching workplaces located in Orange or Yellow alert areas. Congress believes that no worker should be penalised by losing pay when they cannot travel safely from a Red Alert zone. Therefore, Congress instructs the Executive Committee to negotiate with all relevant bodies for a clear policy ensuring that workers affected by Red Alert travel restrictions receive protection from leave penalties, have access to paid weather-related absence.

### 245 MTU Cork

Congress demands that a process be implemented whereby Medmark provides written rationale for any decision made by them that is counter to, or at odds with, the medical opinion of the employee's health practitioner.

Furthermore, Congress instructs the Executive Committee that the TUI, in concert with other public service unions where appropriate, pursue fair treatment for members suffering from medical conditions which evidence suggests are not properly recognised by Medmark.

### 243 Co. Kerry

Congress instructs the Executive Committee to reject vigorously, the growth in the use of new job titles, roles, and management structures that have not been centrally agreed upon by the TUI and the relevant Government Departments.

### 247 Co. Clare

Congress instructs the Executive Committee immediately to develop with all partners (QQI, ETBI, and SOLAS) a national agreement regarding online and blended learning courses that ETBs are running without any nationally agreed protocols. This puts our members at risk. Staff are being insidiously pressurised to deliver these courses.

**250 Cork C & C**

Congress instructs the Executive Committee to negotiate 3/4 (75%) contracts on same basis as job-sharing contracts.

**256 Dublin C & C**

Congress instructs the Executive Committee to work in tandem with other public-sector trade unions to pursue increased bereavement leave entitlements for members, recognising the emotional, practical and administrative demands placed on workers following the death of a loved one. Current bereavement leave provisions do not adequately reflect the realities faced by workers following a death, including funeral arrangements, legal and administrative obligations, and the need for time to grieve. A coordinated, public-sector approach would promote fairness, consistency and compassion while supporting staff wellbeing and retention.

**252 Dublin City**

Congress calls on the Executive Committee to negotiate with the relevant bodies to amend the rules surrounding Carer's Benefit, allowing members to take the leave in shorter blocks, even if it is less than 6 weeks since they last took Carer's Leave.

Under the current Carer's Benefit regulations, members can take the 104 weeks of leave either all at once or in separate blocks. However, if they claim for less than 6 weeks in a row, they are required to return to work for 6 weeks before they can claim Carer's Benefit again for the same person. This rigid requirement creates undue financial hardship for carers. For example, some members may need to take 3 weeks of Carer's Benefit to care for someone during an initial phase of therapy, with therapy resuming 4 weeks later. These members are unable to return to work in the intervening period because they will be deemed to be ineligible to take Carer's Leave because they must work 6 weeks between claims if the previous leave was less than 6 weeks.

Congress instructs the Executive Committee to advocate for changes to this rule, demanding that members can take Carer's Leave in a way that accommodates the specific, fluctuating needs of the person they are caring for, without the restriction of being forced to work 6 weeks between short periods of leave.

The current requirement to wait 6 weeks before reclaiming Carer's Benefit after

taking a short period of leave is overly restrictive and can cause significant financial hardship for carers. Many carers need to take short, focused blocks of leave, with gaps in between, to support individuals undergoing therapy or treatment. Greater flexibility is needed to allow members to manage their caregiving responsibilities without the financial strain caused by the current rules.

**251 Dublin City**

Congress instructs the Executive Committee to negotiate an increase in whole-time Psychologists in the ETB Psychological services. For example, in CDET, an organisation of over 3,000 staff and 33,000 learners, there are 6.6 psychologist posts. All ETBs should have adequate psychological support for staff and students.

**241 Dublin C & C**

Congress instructs the Executive Committee to work in tandem with other public-sector trade unions to pursue the introduction of paid foster leave for foster parents, to allow for attendance at essential meetings and statutory obligations throughout the year. Ireland faces a sustained and growing need for foster carers. Foster parents are required to attend regular, essential meetings with Tusla, social workers, schools and other agencies in order to support the best interests of children in care. The absence of a formal foster leave provision acts as a barrier to recruitment and retention of foster carers across the public sector. Introducing paid foster leave would support family life, child welfare and public policy objectives, while ensuring consistency and equity for the public sector.

**M – Senior Cycle**

**257 Executive Committee**

Congress notes

1. The agreed national collective agreement on Senior Cycle Redevelopment Implementation Support Measures, SCRISM, linking supports and timelines to cooperation, and as accepted in a national ballot of second level TUI members.
2. That SCRISM creates new posts effective from September 2026 - one additional API or AP2 post in every school for Senior Cycle and a dedicated post of responsibility in eligible schools offering Senior Cycle Level 1 and Level 2 Learning Programmes.
3. That SCRISM commits to the

establishment of a Workload Working Group and an AI Task Force, SEC led clarification on AAC authentication responsibilities and a Post Primary Implementation Group.

4. The growing loss of Senior Cycle instructional time driven by new specifications, AACs, and increased administration that is harming teaching quality, practical and project-based subjects, and workload, and that SCRISM requires timetabling models to protect class contact time and maintain twenty-eight hours tuition time.

Congress demands

1. Full and timely delivery of all SCRISM commitments.
2. That any development or expansion of AAC authentication procedures be deferred pending the outputs of the AI Task Force and the SEC clarification process.
3. Written assurance that local bargaining payments under SCRISM, including the 1% and 2% (and any associated backdating) will be applied as communicated to TUI members and not altered, paused, or clawed back while the Union remains compliant.
4. Introduction of a national Senior Cycle Timetabling Framework guaranteeing protected minimum instructional time for all subjects, with enhanced allocations for practical, experiential, laboratory, and project-based subjects.

Congress further demands that if these demands are not met, the TUI will view it as a breach of the collective agreement reached in May 2025 and take all action necessary while maintaining statutory and contracted duties.

**260 Co. Clare**

Congress condemns the proposed removal of Practical Skills Assessment in Leaving Certificate Engineering as a deeply regressive and illogical step in Senior Cycle redevelopment. It is unacceptable that a subject rooted in hands-on skills and problem-solving would see a reduction in practical assessment at a time when Senior Cycle reforms claim to prioritise meaningful, skills-based evaluation. Congress further notes that while subjects such as English and Construction Studies are seeing expanded skill-based assessments (the inclusion of a Second Additional Assessment Component) including an oral exam and a practical skills component, Engineering is being stripped of its essential practical skills dimension. This decision disregards

the needs of students, undermines the subject's integrity, and devalues the highly sought-after technical skills, such as accuracy, precision, interpretation of engineering drawings, that employers and industries depend on. Congress demands immediate action to reverse this decision and instructs the Executive Committee to seek to have the practical skills assessment in Engineering re-introduced, in the form of a Second Additional Assessment Component. The Executive Committee must engage decisively with the Department of Education and Youth and the NCCA to demand that a robust practical skills assessment, along with a distinct project component, is retained. Anything less is an unacceptable attack on the future of practical, technical education in Ireland.

### 269 Executive Committee

Congress notes the recent introduction of Additional Assessment Components (AACs) in all subjects, each carrying a minimum weighting of 40%. Congress welcomes the continued use of meaningful assessment modes such as oral examinations in Irish and modern foreign languages, on-the-day practical, and the production of artefacts where these components validly measure skills, competencies, and attitudes that cannot be reliably assessed through a traditional written examination.

However, Congress further notes growing concerns regarding AACs in subjects that rely heavily on classroom-based projects or portfolios, particularly in the science subjects and other practical disciplines. These components frequently require excessive class time, diverting attention from essential course content. This undermines the ability of students to fully engage with the curriculum, including those for whom the subject is a critical pathway to future study, training, or career progression.

Congress recognises that the mandated 40% weighting for such project-based AACs places significant and unnecessary pressure on both students and teachers. In the current educational environment, the rapid expansion and accessibility of Artificial Intelligence (AI) combined with its well-documented inaccuracies, biases, and ease of misuse under non-exam conditions creates additional challenges. Teachers cannot reasonably be expected to monitor, authenticate, or police such work within the extremely limited timeframes set out in subject specifications.

Congress therefore instructs the Executive Committee to:

1. Seek an urgent and comprehensive review of AACs in all science subjects and any subject where classroom-based projects or portfolios form the assessment component.
2. Advocate for a fundamental shift away from project-type AACs that are vulnerable to AI misuse, create inequity, or excessively consume teaching time.
3. Promote the adoption of robust, fair, and authentic assessment modes such as oral examinations, structured presentations, on-the-day practical, and written tests of skills taught, delivered in conjunction with appropriate final terminal examinations in each subject.
4. Seek that any future assessment model explicitly addresses the implications of rapidly advancing AI technologies so that assessment remains credible, valid, and manageable for teachers and students alike.

### 265 Co. Donegal/Co. Cork

Congress instructs the Executive Committee to work to ensure that those schools which are offering L1LP/L2LPs at Senior Cycle receive adequate funding so a situation does not arise whereby an L1LP/L2LP student is in a mainstream class where their needs are not met.

### 262 Co. Cork

Congress condemns the current problems experienced by students and teachers with the typing up and uploading of projects for Senior Cycle. The portal provided by the State Examinations Commission is not user friendly and has led to much frustration for all involved. Very often the portal has crashed, or the

submission has not completed correctly. Congress instructs the Executive Committee to seek a new system for the typing up of projects that is fit for purpose.

### 258 Co. Leitrim

Following TUI members' endorsement of the Senior Cycle Implementation Measures (May 2025), Congress calls on the Department of Education and Youth to guarantee its full and consistent implementation. Congress also demands clear criteria for eligibility for API and AP2 Posts of Responsibility arising from these measures and asserts that such posts must be open only to teachers who are members of a union that supported the Implementation Measures.

### 259 Co. Kildare

Congress instructs the Executive Committee to seek digital resources further to the new additional assessment component of Leaving Cert Senior Cycle subjects to prevent the disadvantaged students especially in DEIS schools from becoming further disadvantaged.

## N – Organisation

No motions were passed in this section

## O – Pay Matters

### 298 Executive Committee

Congress rejects the premise that the Department for Public Expenditure, Infrastructure, Public Service Reform and Digitalisation (DPEIPSRD – formally known as DPER) has the authority to unilaterally redefine or narrow the scope of local bargaining under the PSA 2024-2026, after the fact. Prior to DPEIPSRD's intervention, the TUI and DFHERIS had



made substantial, good-faith progress on a local bargaining proposal that:

- aligns with the reform commitments in the PSA Action Plan,
- is easily and transparently costed,
- advances the development of the Technological University sector, and
- ensures essential equivalence with the existing university sector, particularly regarding the introduction of professorships.

This work was entirely consistent with the provisions of the PSA and the Department's own Action Plan.

Congress instructs the Executive Committee to take all appropriate action to assert that our agreements with our parent departments are not conditional on the approval of other Government Departments.

### 295 TU Dublin Tallaght/ IADT Dún Laoghaire

Congress instructs the Executive Committee to oppose any repetition of the sectoral bargaining and local bargaining elements of recent national agreements given how unwieldy and complex such processes have proven to be and given the delays that result in much needed improvements in the pay of TUI members.

### 299 Limerick City

Congress calls on the Executive Committee to condemn and address the exclusion of a cohort of teachers in cutting a pay deal that is not relevant to an entire grade of teachers. Congress notes the ongoing burden created by Croke Park hours and the continued exclusion of the Further Education sector from recent Croke Park-related discussions. Congress also notes that the omission of Further Education from these agreements is shameful and unacceptable, undermining parity of esteem across the union.

Congress calls on the Executive Committee to:

- Seek a further reduction in Croke Park hours.
- Prioritise the complete removal of Croke Park hours in future negotiations.
- Insist that any future Croke Park-related agreements fully include the Further Education sector.
- Highlight to all relevant stakeholders the shameful and unacceptable exclusion of the Further Education sector from previous agreements, and to campaign actively for full parity of

esteem and conditions for all members.

### 293 Dublin C & C/Co. Carlow/Co. Offaly

Congress instructs the Executive Committee to immediately pursue the restoration of qualification allowances for the Postgraduate Diploma in Special Educational Needs (SEN), in line with Circular 0051/2025, Appendix 4, to all eligible staff who have obtained this additional qualification, including those who entered teaching before 1 January 2011 and who were not previously in receipt of this allowance. Failure to restore this allowance constitutes unfair treatment of staff who obtained the Postgraduate Diploma in SEN during and after the years 2012–2013, compared to colleagues with equivalent qualifications.

### 308 Co. Waterford

Congress instructs the Executive Committee to seek the Revenue approved rates for Travel & Subsistence for attendees of Teacher Inservice days provided by Oide, at the same level as other State Bodies such as the SEC. Mandatory Leaving Cert Reform Inservice days that require travel of over 100km at a rate of 21.23 cent per km with a further requirement to produce receipts for accommodation to claim a reduced rate of €79.58 should not be acceptable in this day and age.

### 304 Dublin Colleges

Congress instructs the Executive Committee to seek that all further public sector pay agreements will protect members from rising inflation. The Executive Committee will not recommend any pay agreement which does not protect members in this way but will recommend rejection of any agreement that does not compensate members for inflation.

### 288 TUS Midwest

Congress instructs the Executive Committee to oppose local or sectoral bargaining elements in any future pay deal. Congress instructs the Executive Committee to demand that the Public Services Committee of the Irish Congress of Trade Unions focus on straight percentage pay increases equitably applied across the civil and public services.

### 290 Dublin City

Congress instructs the Executive Committee to demand that the next Public Sector Agreement fulfils its obligations on local Bargaining to our members.

Congress takes note that, for example,

food bills, energy bills, College fees and rental accommodation/mortgage repayments have increased above the national inflation rate. This is another contributing factor to the teacher recruitment/retention crisis.

Congress Instructs the Executive Committee to negotiate that general pay increases become a core component part of the next Agreement, and wage increases are above the inflation rate to address the cost-of-living crisis our members are experiencing.

### 303 Tipperary NR

Congress notes that Adult Educators are frequently assigned to multiple sites across ETBs by their employer, during their working day. This is often a requirement of their contract, while carrying out duties on behalf of their employer.

Where staff are required to move between different locations during their employment day, Congress instructs the TUI Executive Committee to insist that all staff receive appropriate travel and related allowances and seek an end to the current financial disadvantage of staff which is being exploited by employers.

## P – Artificial Intelligence

### 313 Executive Committee

In the context of the continuing implementation of the various policy decisions mandated by Motion 157 of Annual Congress 2024 and also in the context of the Task Force on AI secured under the 2025 collective agreement, Congress notes the rapid and continued expansion of artificial intelligence (AI) across society, and by extension its growing presence within our schools.

It also notes

- the current market dominance of a small number of trans-national companies in AI-enabled technologies, the hostility of these companies to appropriate regulation and, in particular, to the designation of education as a “high risk” sector in the European Union's AI Act
- the increasing alignment of these companies with anti-democratic and ultra-libertarian tendencies that regard education as a market-place rather than a public good
- the sovereign need to maintain national competence in education and to prevent curriculum capture by these companies
- the associated need to put in place

robust, transparent public procurement and accountability processes in relation to AI-enabled technologies for the education sector

- the importance of teacher-led/practitioner-informed decision-making and the key role of teacher unions in this regard

Congress further notes:

- that AI is increasingly used as a source of content which, given the toxic nature of a significant proportion of such content, must be assessed, dissected, and critically analysed.
- the fundamental obligation of a public education system to inculcate AI Literacy so that staff and students have the critical discernment to judge when, where and how to use AI-enabled tools in an ethical and appropriate manner
- that Schools require the time, space, and curricular capacity within teaching and learning to equip students with the skills necessary to evaluate AI-generated content, in order to avoid bias, misogyny, misinformation, “fake news,” and other risks that accompany this rapidly evolving technology.
- that AI has the potential to be both a

positive force and a negative disruptor in education, depending on how it is introduced, regulated, and supported.

- that Teachers urgently need specialist training well beyond what is currently available, along with meaningful and sustained investment in professional time, infrastructure, and hardware to allow schools to be prepared for what amounts to a new industrial revolution driven by artificial intelligence.

Congress believes that:

- the equitable and ethical integration of AI in education requires a system-wide approach.
- without proper investment and resourcing, students risk being left behind in a technological transformation that will define their future learning and employment opportunities.
- teachers must be empowered and supported to lead this transition, not expected to adapt without adequate training or resources.

Congress therefore instructs the Executive Committee:

- To continue to pursue the policy set out in previous Congress motions and to demand the full involvement of the

TUI and other teacher unions in all relevant decision-making processes related to the use of AI in the education sector.

- To seek serious, sustained, and long-term investment from Government and relevant stakeholders to allow all schools to have the tools, infrastructure, and staffing time required to engage meaningfully with AI.
- To demand a national professional-development programme providing specialist AI training for teachers, in school time, across all subject areas.
- To campaign for the necessary financial resources, hardware, broadband capacity, and protected time to allow schools to adopt AI in a manner that enhances teaching and learning.
- To advocate for an appropriate, regulated and coherent national approach so that all teachers and students are prepared for the technological revolution already underway and so that no student is left at a disadvantage in this new educational landscape.



- ✓ Flexible, part-time study
- ✓ Fully funded PGDip\*
- ✓ Qualify to teach to Leaving Certificate level

Apply for September 2026 intake

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**EMERGENCY MOTION**

**EMERGENCY MOTION NO. 1**

Congress notes that:

In May 2025, TUI members accepted the Senior Cycle Redevelopment Implementation Support Measures (SCRISM) document in a national ballot and have since cooperated in good faith with Senior Cycle Redevelopment, including AACs and all associated work.

A core element of the SCRISM collective agreement is that the 3% available through the Local Bargaining provision of the current Public Service pay agreement will be paid in return for co-operation with Senior Cycle Redevelopment, inclusive of the SCRISM; 1% from 1st September 2025 and a further 2% under a successor Public Service Agreement.

The Department of Education and Youth has not, to date, paid the 1% salary increase due from 1st September 2025.

Congress believes that this failure by the Department of Education and Youth to pay the increase constitutes a breach of a collective agreement and that members cannot be expected to continue to cooperate with Senior Cycle Redevelopment where the Department has not honoured its commitments under that agreement.

The Department of Education and Youth has not, to date, paid the 1% salary increase due from 1st September 2025. This is in spite of the fact that other elements of the Senior Cycle Agreement have been addressed since the start of this year, such as the Circular on the 1-year CID, published in February 2026, and the set-up of the AI Taskforce in March 2026.

Congress therefore instructs the Executive Committee to demand the immediate payment of the 1%, backdated to 1st September 2025.

Congress further instructs that, if this payment is not made without further delay, the relevant members be balloted for a mandate to suspend co-operation with AACs and all associated work.

*Dublin & Dún Laoghaire*

*Co. Meath*

*Tipperary NR*

*Co. Offaly*

*Dublin City*

*Co. Kerry*

*Tipperary SR*

*ATU Sligo*

*Co. Westmeath*

*Co. Roscommon*

*Co. Kilkenny*

*Co. Mayo*

*Co. Donegal*

*Dublin C&C*

*Co. Wexford*

*Co. Carlow*

*Co. Longford*

*Waterford City*

**EMERGENCY MOTION NO. 2**

Congress notes that

- TUI post-primary members, in a national ballot in May 2025, accepted the Senior Cycle Redevelopment Implementation Support Measures document as a collective agreement.
- since that ballot, post primary teachers across schools and centres have acted in good faith and have cooperated with the implementation of the initial phase of Senior Cycle Redevelopment.
- almost one year on, the Department of Education and Youth has not yet honoured a number of its key commitments under the collective agreement.

Congress notes in particular the failure of the Department to authorise the filling of additional posts of responsibility (in relation both to senior cycle redevelopment co-ordination and L1/ L2 programmes), in breach of the commitment that this would be done by the end of year 2025 so they can be appointed and in position for September 2026.

Congress believes that this pattern of delay and non-delivery weakens confidence in collective bargaining, increases workload for teachers and calls into question the commitment of the Department to the senior cycle redevelopment process.

Congress therefore instructs the Executive Committee to:

- demand the immediate and full delivery of all outstanding elements of the collective agreement on Senior Cycle Redevelopment (SCRISM), including, as a matter of urgency
- the promised additional posts of responsibility and
- the recommendation in relation to Workload
- seek from the Department of Education and Youth a clear and time-bound schedule for delivery in this regard.

Congress further instructs the Executive Committee to ballot post-primary members for a campaign of industrial action, up to and including strike action, if this matter is not fully resolved over the coming weeks; such a ballot to be conducted in September 2026.

*Birr-Gallen*

*Co. Offaly*

*Shannon*

*Co. Clare*

*Co. Donegal*

*Co. Laois*

*Tipperary NR*

*Limerick City Schools*

**EMERGENCY MOTION NO. 3**

Congress notes with deep concern that some ETBs (such as GRETB) have recently laid off all non-CID adult educators on an unprecedented scale, stating that this is due to a major and unanticipated cut in funding by SOLAS. As well as the loss of jobs, this unacceptable cut has resulted in the loss of essential educational opportunities for the most vulnerable of FET learners; adults with literacy needs, including digital literacy, adults with additional learning needs and ESOL (English for Speakers of Other Language) learners. In short, this cut inflicts harm, both personal and societal, and exacerbates existing inequalities.

Congress instructs the Executive Committee to engage immediately with SOLAS and DFHERIS to demand restoration of this essential service and to protect our members' jobs.

*Galway*

*Co. Roscommon*

*Co. Mayo*

*Co. Offaly*

*Co. Leitrim*

*TU Dublin Blanchardstown*

*Co. Limerick*

*TUS Midwest*

*Co. Donegal*

*Dublin Colleges*

*Dublin C&C*

**EMERGENCY MOTION NO. 4**

Congress notes the publication of the Report of the Independent Expert Panel: Evaluation of Irish FET Practitioner Staffing Structures in ETBs against International Comparators, dated 25 March 2026, and notes in particular its recommendations that

- existing grades be replaced with three new nationally described roles
- requirement for registration with the Teaching Council should not apply to these "roles"
- contracts based on annualised hours be introduced
- mandatory annual CPD be required, in addition to teaching commitments
- each ETB be given delegated authority over its FET staffing budget.

Congress has grave concern that these recommendations, if implemented, would have the effect of de-professionalising the FET sector, increasing precarity, facilitating creeping privatisation and diminishing the quality of service to learners.

Congress therefore reaffirms TUI's opposition to any dilution of existing nationally agreed contracts, terms and conditions, professional status, national pay structures or promotional rights for members in FET and demands that any review of staffing structures must

strengthen, not dilute, existing rights, salary protections and promotional pathways.

Congress declares that TUI will not tolerate any attempt to impose these recommendations, or any variant of them, either nationally or in individual ETBs and that any such attempt will be resisted by all means necessary.

In that regard, Congress mandates the Executive Committee to oppose the implementation of these recommendations in all relevant fora and, if and as necessary, to ballot relevant members for a campaign of industrial action, up to and including strike action.

<i>Co Donegal</i>	<i>Co. Clare</i>
<i>Galway</i>	<i>Dublin &amp; Dún Laoghaire</i>
<i>Shannon</i>	<i>Cork C&amp;C</i>
<i>Dublin City</i>	<i>Co. Roscommon</i>
<i>Co. Offaly</i>	<i>Co. Carlow</i>
<i>Co. Mayo</i>	

**EMERGENCY MOTION NO. 6**

Congress notes that on 20 January 2026, the Irish Times reported that:

- More than 350,000 post-primary students’ personal data has been shared by schools with a private company to operate a performance tracking system (“Athena Tracker”).
- This software uses students’ exam results and other information to predict and monitor individual capabilities and alert teachers when pupils are judged below predicted potential, raising significant concerns about privacy, fairness, and data governance.

Congress believes that:

- Students’ personal and educational data must be protected under strong legal and ethical frameworks, not commodified or processed without clear consent and purpose.
- The use of predictive algorithms in education should not replace professional judgement, undermine inclusive teaching, or create bias in how students are perceived and supported.

Congress resolves that:

I. TUI campaigns for clear national policy that:

- Ensures full transparency about what student data is collected, who processes it, how it’s used, and for what purpose.
- Requires informed consent from students/parents before personal data is shared with third-party edtech providers.
- Mandates data protection impact

assessments (DPIAs) and independent audits before any algorithmic system is deployed in schools.

- Prohibits the use of predictive profiling in ways that could adversely affect students’ educational opportunities or teacher evaluations.
- Explicitly recognises and protects the professional autonomy of teachers

2. TUI demands that the Department of Education and Youth

- Immediately engages in robust, focused discussion and social dialogue with the TUI in regard to this issue and broader issues relating to the deployment of technology, including AI-enabled technology in education settings
- Issues guidance or regulations that clearly define acceptable use of learning analytics and algorithmic tools in schools.
- Provides training and support for schools and teachers on data protection obligations and how to safeguard student information.
- Undertakes sector-wide reviews of all existing and proposed student data systems to ensure compliance with GDPR and ethical standards.

<i>Co Donegal</i>	<i>Co. Clare</i>
<i>Co. Offaly</i>	<i>Co. Longford</i>
<i>Co. Mayo</i>	<i>Cork C&amp;C</i>
<i>Dublin City</i>	<i>Galway</i>
<i>Co. Roscommon</i>	<i>Dublin &amp; Dún Laoghaire</i>
<i>Shannon</i>	<i>Co. Carlow</i>

**EMERGENCY MOTION NO. 10**

Congress notes the current geopolitical context in 2026 of war, war crimes, genocide, and crimes of aggression contrary to the UN Charter and international law, leading to gross violations of human rights to life, health, food, shelter, peace, welfare and security.

Congress is deeply concerned at the outrageous increases in expenditure by states towards defence allocated to the military industrial complex, \$2,718,000,000,000 (\$2.7 Tn) (SIPRI Yearbook 2025) rather than providing for housing, health and education.

Congress reaffirms Ireland’s commitment to the principles of international law and neutrality reflected in Article 29 of the Constitution (Bunreacht na hÉireann);

29.2 Ireland affirms its adherence to the principle of the pacific settlement of international disputes by international arbitration or judicial determination

Congress notes with concern the failure of diplomacy and dialogue towards the pacific settlement of international conflicts through the United Nations, EU and other international fora.

Congress further rejects the growing attacks by the United States of America, Israel, Russia and other UN members which undermine international law and the Charter of the United Nations.

Congress affirms that it is the duty of the Irish Government on behalf of the people to uphold international law and to support and defend the United Nations as the only globally legitimate, acceptable and authoritative arbiter of international disputes, through its peacekeeping role.

Congress affirms that Ireland is uniquely placed as a neutral country having achieved a peace settlement following conflict and war to be a voice for mediation, dialogue and peace and justice in conflict zones.

Congress notes that recently 400 academics wrote to the Taoiseach calling on the Government not to proceed with plans to undermine Ireland’s neutrality and the triple lock requirement for overseas missions of our defence forces (Journal, March 2025).

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Congress therefore instructs the Executive Committee to call upon the Irish Congress of Trade Unions and the Irish Government to maintain and promote our policy of neutrality and in particular to retain in full the triple lock which affirms that Ireland will not deploy our defence forces on overseas missions unless such missions have been approved by (i) the government, (ii) Dáil Éireann and (iii) have a UN mandate.

*TU Dublin Blanchardstown*

*Co. Cork*

*TUS Athlone*

*ATU Sligo*

*Dublin City*

*Laoghaire*

*Dublin Colleges*

*SETU Waterford*

*TU Dublin Tallaght*

*MTU Kerry*

*IADT Dun*

*Galway*

*Co. Meath*

**EMERGENCY MOTION NO. 8**

Congress condemns the NCSE guidelines on SNA allocations for 2025/26 as unworkable in practice and fundamentally damaging to inclusive education.

Congress notes that, if implemented, these guidelines would severely restrict the ability of TUI members who are teachers to meet the needs of students in real classroom settings, placing them in impossible and unsustainable situations where they cannot adequately support individual students while maintaining effective teaching and care for the whole class. Congress affirms that this represents a serious erosion of teachers' professional capacity and undermines safe, inclusive learning environments.

Congress further recognises that these

measures would disproportionately impact students with additional needs, increasing the risk of exclusion, distress and disengagement from education.

Congress acknowledges the widespread concern across school communities and notes that while the Department of Education paused the guidelines in February 2026, this falls far short of what is required.

Congress calls for the immediate and full withdrawal of these guidelines and their replacement with a model developed through genuine and meaningful consultation and negotiation with the TUI.

Congress directs the Executive Committee to engage with the National Council for Special Education and the Department of Education and Youth to seek to secure their withdrawal, insist on meaningful consultation, and actively campaign to defend inclusive education and proper classroom supports.

*Dublin & Dún Laoghaire*

*Co. Westmeath*

*Dublin City*

*Tipperary NR*

*Co. Roscommon*

*Co. Carlow*

*Co. Kerry*

*Co. Offaly*

*Co. Laois*

**RESOLUTIONS REFERRED**

**116 Co. Kerry**

Congress calls on the Executive Committee to commence negotiations with relevant Government Departments to address the lack of provision for personal days within the ETB sector. Currently, there is no entitlement to personal days for staff in the ETB sector.

In contrast with teachers in the voluntary secondary schools who may avail of up to five days of casual/personal leave per academic year.

**159 Co. Cork**

Congress calls on the Executive Committee to begin an immediate campaign, in conjunction with all public sector unions, to highlight the deplorable pension for those who entered the profession on the career averaging pension scheme. Congress further calls on the Executive Committee to work with other public service unions to work together, where possible, to seek parity with those on pre-2013 pensions.

**224 Tipperary SR**

Congress instructs the Executive Committee to negotiate the continued reduction of CBAs and the continued pause in the Assessment Task at Junior Cycle for incoming First Years in 2026 with the Department of Education and Youth. Students are in danger of assessment overload if a second CBA and the Assessment Task are reintroduced in some subjects. Given the accelerated pace of Senior Cycle Reform, TY Reform and the many additional initiatives that have been introduced to date, the workload for teachers would become too onerous especially when consideration is given to preparing AACs in Senior Cycle. In this context, ICT resources in particular will be under huge pressure in schools without this added demand. Any unnecessary over assessment will serve no benefit to students or teachers.



# Claire Markey elected Chair of the Teaching Council

Claire Markey, Chair of the Dublin Dún Laoghaire Branch of TUI and a member of the Teaching Council, has been elected Chair of the Teaching Council.

This is a significant and well-deserved achievement for Claire, who has been a committed TUI member for many years and has given outstanding service to our union in a wide range of roles. Claire has served on the TUI Executive Committee, represented TUI on NCCA committees

and represented TUI before Oireachtas committees. Throughout all of this work, she has brought dedication, insight, and a strong commitment to education and to the teaching profession.

Claire will bring to this important position the experience she has gained as a dedicated second level teacher of Irish in Firhouse Community College, together with her extensive experience within TUI.

We wish her every success in her new role.



## An nuacht is déanaí ó COGG

[www.cogg.ie](http://www.cogg.ie) | [www.tairseachcogg.ie](http://www.tairseachcogg.ie)

### Liosta Théacsleabhar na nIarbhunscoileanna LánGhaeilge ar fáil anois

Tá raon leathan téacsleabhar nuafhoilsithe trí Ghaeilge i roinnt ábhar ar fáil anois don chéad scoilbhliain eile ó fhoilsitheoirí éagsúla, ag leibhéal na Sraithe Sóisearaí agus na Sraithe Sinsearaí, ina measc:

Ceimic, Bitheolaíocht, Fisic, Mata, OSPS, Francis agus Innealtóireacht.

#### Spotsolas ar Ghairmeacha ETIM:

Eolaíocht • Teicneolaíocht • Innealtóireacht • Mata

Tá pacáiste acmhainní deartha ag COGG, i gcomhpháirt leis an @ambercentre chun feacht a ardú faoi na deiseanna iontacha atá ar fáil sa réimse seo. Tugtar spléachadh ar ghairmeacha éagsúla, agus cloistear ó dhaoine atá ag obair san earnáil seo faoi láthair.

#### Padlet Staire Beo – ar fáil anois

Tá réimse leathan acmhainní ar fáil anois don tSraith Shóisearach, Eochairchéim 3 agus GCSE, lena náirítear:

- Cluichí idirghníomhacha d'Aistear Ama 1, 2 agus 3
- Bíleoga oibre agus PowerPoints leagtha amach de réir topaice
- Naisc chuig clár fhaisnéise ábhartha
- Téacsleabhair
- Stór focal agus gluais téarmaíochta staire, agus i bhfad níos mó fós

#### Plean Gnímh don Ghaeilge i Scoileanna Meán-Bhéarla

D'fhoilsigh an Roinn Oideachais agus Óige an Plean Gnímh don Ghaeilge i Scoileanna Meán-Bhéarla i rith 2025.

Tá an plean deartha chun cabhrú le na sonraíochtaí agus na siollabais don Ghaeilge a mhúineadh agus chun múineadh na Gaeilge a dhéanamh níos tairbhí agus níos éifeachtaí, le béim láidir ar scileanna teanga labhartha na daltaí a fhorbairt.

Tá ceithre bhunchloch mar bhonn don phlean gnímh:

- Dearthaí dearfacha a chothú i leith na Gaeilge
- Deiseanna chun an Ghaeilge a labhairt agus a chloisteáil a mhéadú
- A chinntiú go bhfuil rochtain ag gach leanbh agus duine óg ar fhoghlaim na Gaeilge
- Tacaíochtaí don Ghaeilge a chomhtháthú.

Tá foireann nua i gCOGG ag plé le hacmhainní nua a ullmhú atá dírithe ar scoileanna meán-Bhéarla a chabhróidh le scileanna éisteachta agus labhartha scoláirí a fheabhsú. Beidh na hacmhainní seo ionchuimsitheach de réimse leathan foghlaimeoirí ina measc scoláirí le riachtanais oideachais bhreise agus scoláirí ó chúilraí mionlacha eile.

Mar chuid den Phlean Gnímh, tá COGG ag eagrú cúrsaí Gaeltachta dírithe ar mhúinteoirí Gaeilge sna hiarbhunscoileanna meán-Bhéarla. Chomh maith, tá forbairt a déanamh ar mhol lánach ar líne d'acmhainní ábhartha chun teagasc, foghlaim agus úsáid na Gaeilge i scoileanna meán-Bhéarla a chur chun cinn agus tacú leo.

Is féidir leat breis eolais a fháil trí theagmháil a dhéanamh le COGG ag [eolas@cogg.ie](mailto:eolas@cogg.ie)

I measc na gníomhartha atá á gcur i ngníomh i láthair, tá na rudaí seo a leanas:

Eispéiris foghlama gairmiúla soláthraithe ag foireann nua i nGaelAonad Oide agus trí na hIonaid Tacaíochta Oideachais

Síneadh ar an scéim FCÁT, le tacaíochtaí do scoileanna ar mhian leo ábhar eile a mhúineadh trí Ghaeilge.

Leathnú ar an scéim Gaelbharrach chun go dtig le breis scoileanna bheith páirteach.

Áis nua á fhorbairt do thuismitheoirí mar thacaíocht ar fhoghlaim na Gaeilge a bpáistí.

Tá tuilleadh eolais faoin bPlean Gnímh ar fáil ó [AGSMB@education.gov.ie](mailto:AGSMB@education.gov.ie).

#### Acmhainní Ríomheolaíochta Nua ó Kinia agus Pytch

Tá taighdeoirí ó Choláiste na Tríonóide, i gcomhpháirtíocht le Kinia, tar éis sraith nua d'acmhainní códaithe Gaeilge a chur le chéile atá deartha chun tacú le scoláirí iarbhunscoile atá ag tosú ag códú le Pytch.

Mar chuid den obair, atá mar chuid den tionscadal Pytch atá maoinithe ag Taighde Éireann faoin gClár Discover, cuirfear pleananna ceachta Pytch ar fáil i nGaeilge den chéad uair.

#### An Diplóma Gairmiúil i gCeannaireacht Scoile

Clár a dhírionn ar an bhforbairt ghairmiúil agus a fhaigheann maoiniú ón Roinn Oideachais agus Óige.

Íocann an Roinn 60% de na táill agus íocann múinteoirí 40% (€2,000).

Is deis iontach é seo do mhúinteoirí cáilíocht leibhéal 9 a bhaint amach sa cheannaireacht i gclár páirtmaoinithe.

TUI Retired Members' Association

# RETIRING SOON?

TO SECURE YOUR WELFARE AND  
WELLBEING IN RETIREMENT STAY  
INVOLVED IN PROTECTING IT

**Joining is simple - visit the RMA Website:**

**[www.rmatui.ie](http://www.rmatui.ie)**

**and fill out the online application form**

**or contact Majella O'Neill, Membership Officer,**

**at [rmamember@tuimail.ie](mailto:rmamember@tuimail.ie) or 087 7634710**

**MEMBERSHIP ONLY COSTS €25 p.a. and YOUR FIRST YEAR IS FREE**



# RMA News

## Steady progress

At the time of writing, we are preparing for the 2026 Retired Members' Association (RMA) AGM in the Shamrock Lodge Hotel in Athlone on 13th May, when we will reflect on another very successful year for the organisation.

Over the past twelve months, the RMA has demonstrated steady progress, resilience, and a clear sense of purpose. From May 2025 to May 2026, the Association has remained firmly focused on its core objectives: protecting pension entitlements, supporting the wellbeing of retired members, strengthening membership, and fostering a strong and active community across the country. This period has been marked not only by tangible achievements but also by a continued commitment to adapting and responding to emerging challenges.

One of the most encouraging developments has been the growth in membership. Increasing from 1,413 in May 2025 to 1,454 by May 2026, the Association surpassed its target and emphatically endorsed the effectiveness of its recruitment strategies. Members are encouraged to pay their subscription to RMA either by deduction at source (if the former employer was an ETB or the Colleges) or else by standing order if former employer was the C&C sector or Voluntary Secondary. This progress did not happen by chance. It reflects the consistent work of the Majella O'Neill, the RMA Membership Officer and also Branch representatives in streamlining renewal processes, improving communication with members and enhancing visibility among those approaching retirement.

## Communication and modernisation

Initiatives such as the inclusion of RMA information in the TUI diary/handbook, advertisements in TUI News and engagement through pre-retirement seminars have all contributed to this success. The introduction of a QR code for membership applications by Mark Jordan our IT Officer shows a willingness to modernise and should further strengthen recruitment efforts in the years ahead. For up-to-date information please check out the RMA website at [www.rmatui.ie](http://www.rmatui.ie)

Financially, the Association remains stable, though of course we cannot be complacent. Strong subscription income and effective administration ensured that all membership fees were collected promptly. Tim O' Meara as always has managed our funds prudently by investing reserves to generate returns, but the long-term sustainability of this approach will require ongoing attention.

Advocacy continues to be at the heart of the Association's work. Over the past year, there have been meaningful gains, particularly in relation to pensions. The successful allocation of residual funds from the Sectoral Bargaining Fund and the reaffirmation of the link between pay and pensions are significant achievements that directly benefit members. These outcomes demonstrate the value of persistent and informed engagement with policy processes. At the same time, not all efforts have been successful. Motions relating to funding, data-sharing, and pension administration were not accepted, highlighting the complex environment in which the Association operates. Nevertheless, these challenges have not diminished the determination to continue advocating on behalf of members.

## Pensions the key issue of focus

Pension-related issues remain a key area of focus. Ongoing engagement with relevant bodies such as ESBS (Education Shared Business Services) has sought to address concerns such as overpayments, administrative difficulties, and access to pension information. While some progress has been made, particularly in clarifying specific cases, broader systemic issues persist. Difficulties in accessing pension slips, for example, continue to cause frustration for members and underline the need for more user-friendly systems. The Association's commitment to pursuing these matters reflects its role as a consistent and reliable voice for retired teachers.

## Reactivation of inactive branches

At a local level, the strength of the Association is clearly visible in the activities of its branches. Across the country, many branches have organised well-attended meetings, guest talks, and social events. These gatherings

provide valuable opportunities for connection, learning, and mutual support. The reactivation of previously inactive branches is especially encouraging, demonstrating that with local leadership and initiative, engagement can be renewed. However, disparities remain, with some areas still facing challenges in maintaining activity. Supporting these regions will be an important priority for the next year.

Social and cultural activities have continued to play a vital role in the life of the Association, thanks to the dedication and hard work of our Social and Cultural officer, Mary Lane Heneghan. Travel opportunities, including trips to Lake Garda in Italy and within Ireland, have been well received and strongly supported. These events not only provide enjoyment but also strengthen the sense of community that defines the RMA. Alongside these larger events, local gatherings such as lunches, outings, and educational visits ensure that members remain connected at a regional level.

Organisationally, the Management Committee, led by Michael Mc Nulty has maintained a consistent and structured approach, meeting regularly and refining administrative processes where necessary. Strong links with TUI assisted by TUI Vice President Laura Conheady and Assistant General Secretary Liz Farrell have ensured that the concerns of retired members remain visible and heard.

## Looking forward

In reflecting on the year, it is clear that while challenges persist - in relation to recruitment constraints, and regional disparities - the overall direction of the Association is positive. The achievements of the past year provide a solid foundation for future progress. With continued focus on membership growth, advocacy, communication, and financial sustainability, the RMA is well positioned to build on its successes and continue to serve its members effectively in the years ahead.



**Join the RMA today!**

Sponsored By



**Congratulations to:**  
**Vol 48 No 4 winner**  
**Úna Howley,**  
**Lucan Community College,**  
**Co Dublin**

# Crossword

€250 prize for the first correct answer drawn from the entries

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

Name \_\_\_\_\_

Workplace \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

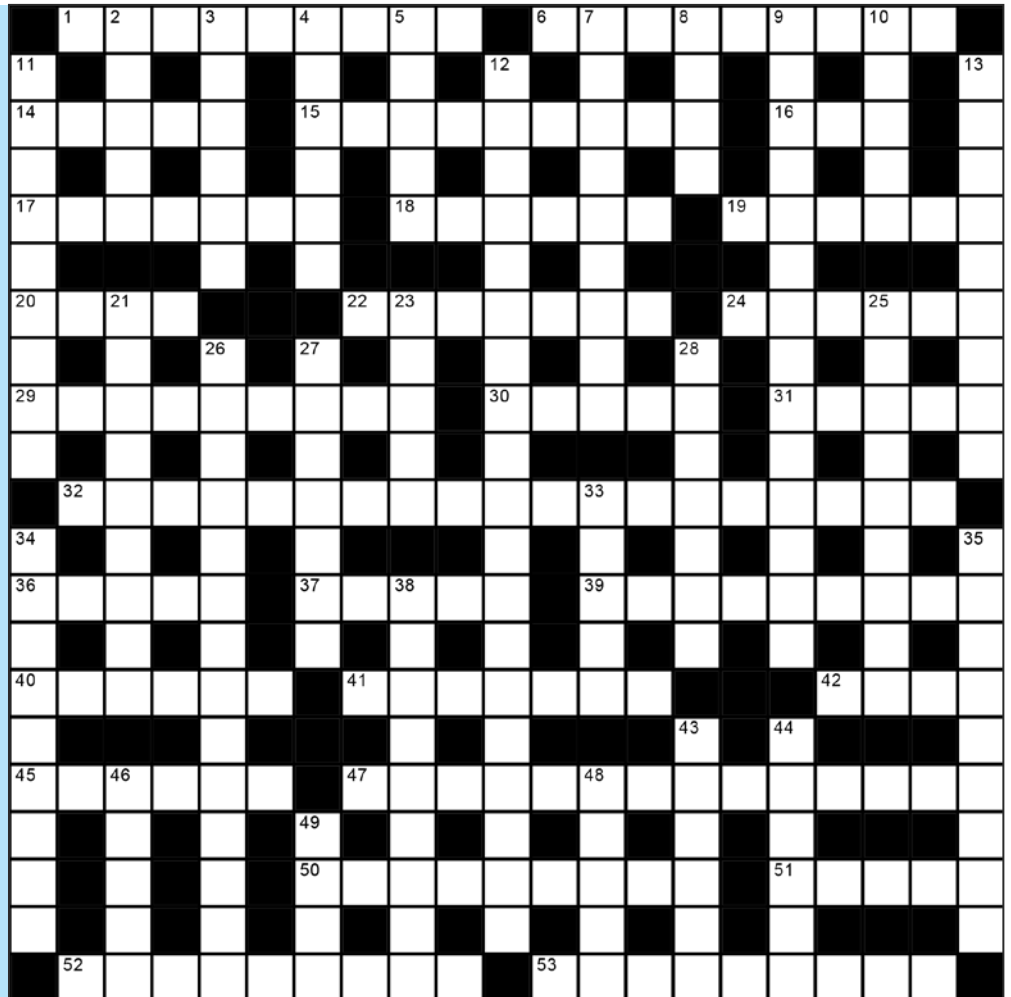
Contact number \_\_\_\_\_

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

\_\_\_\_\_

Send entries to  
 TUI Crossword May 2026  
 TUI, 73 Orwell Rd, Rathgar,  
 Dublin 6, D06 YP89.

Closing date for entries:  
 Friday, 31<sup>st</sup> July 2026



- Across**
- 1 Morally repugnant or distasteful; causing disgust or strong disapproval (9)
  - 6 Game or activity in which players assume fictional characters (9)
  - 14 In a manner differing from the usual or expected (5)
  - 15 In films and TV: A hidden message, reference, or inside joke tucked away by creators for observant viewers to find (6,3)
  - 16 \_\_\_ of Me – PJ Harvey album from 1993 (3)
  - 17 A personal facade that one presents to the world (7)
  - 18 Sound reproduction system using two or more channels to create a three-dimensional effect (6)
  - 19 An abundance of material possessions and resources (6)
  - 20 A loose hood or hooded robe (as worn by a monk) (4)
  - 22 In the direction of (7)
  - 24 Get hold of or seize quickly and easily (4,2)
  - 29 Make bubbles in water with CO<sup>2</sup> (9)
  - 30 (military) a chaplain in one of the military services (5)
  - 31 A feeling of listlessness and dissatisfaction arising from a lack of occupation or excitement (5)
  - 32 Fully qualified accountant who can take on a broad and important role with a range of organisations (9,10)
  - 36 In such a manner as could not be otherwise (5)
  - 37 The shore of a sea or ocean (5)
  - 39 Using or knowing two languages (9)
  - 40 Afflicted with or characteristic of mental derangement (6)
  - 41 Short necktie tied in bowknots (3,4)
  - 42 Pen name of short story writer Hector Hugo Monroe (4)
  - 45 King of Wessex; defeated the Vikings (6)
  - 47 An unpleasant or disastrous destiny (3,2,9)
  - 50 Travelling from place to place to work – for example, a preacher (9)
  - 51 Powerful herbivorous odd-toed ungulate of southeast Asia and Africa having very thick skin and one or two horns on the snout (5)
  - 52 Relaxed and informal in attitude or standards (4,5)
  - 53 In other respects or ways (9)
- Down**
- 2 The lowest point of anything (5)
  - 3 Used to indicate that a statement explains or supports a previous statement (6)
  - 4 Moving or permitting movement in one direction only (3-3)
  - 5 The War of the ---- - 1989 black comedy starring Michael Douglas and Kathleen Turner (5)
  - 7 Without fixed limits or restrictions (4-5)
  - 8 At the cutting edge of style or taste; provocative or avant-garde (4)
  - 9 The final section of the digestive system (5,9)
  - 10 A songlike cry in which the voice fluctuates rapidly between the normal voice and falsetto (5)
  - 11 Senseless talk (9)
  - 12 A physician who is not a specialist but treats all illnesses (7,12)
  - 13 The territorial jurisdiction of a bishop (9)
  - 21 Lacking in usefulness or value (9)
  - 23 Excessively fat (5)
  - 25 A large mass of land projecting into a body of water (9)
  - 26 A polite close to a note, e-mail or letter, used just before the author's signature or name (5,9)
  - 27 Glazed earthenware decorated with opaque colours (7)
  - 28 Lower part of the brainstem (7)
  - 33 A very strong thick rope made of twisted hemp or steel wire (5)
  - 34 A feeling of intense dislike (9)
  - 35 Large bat with a head that resembles the head of a fox (6,3)
  - 38 An often passion-driven activity pursued for enjoyment rather than money (9)
  - 43 An edge tool for cutting grass; has a long handle that must be held with both hands and a curved blade that moves parallel to the ground (6)
  - 44 An emotion of great sadness associated with loss or bereavement (6)
  - 46 All the animal life in a particular region or period (5)
  - 48 Cook with dry heat, usually in an oven (5)
  - 49 A dystopian series of post-apocalyptic science fiction books by American writer Hugh Howey (4)