



TEACHERS' UNION OF IRELAND / AONTAS MÚINTEOIRÍ ÉIREANN

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## ***Proposed Public Service Agreement 2013-2016***



***TUI Executive calls for members  
emphatically to reject the proposals***

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PRESIDENT GERARD CRAUGHWELL (CENTRE) AT THE TECHNO TEACHERS AWARDS



L-R, CHRISTINE O'REILLY, PETER GERAGHTY AND DEIRDRE COLLINS AT THE TUI PRE-RETIREMENT SEMINAR



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TUI PRESIDENT, GERARD CRAUGHWELL

The time has come for teachers and lecturers to state clearly that enough is enough. We simply must make a stand. Teachers and lecturers must ask themselves if they trust any Government which enters talks making demands with menaces and issuing threats. The Labour Relations Commission (LRC) proposals purport to be an extension of the Public Service Agreement 2010-2014. However, the proposals set out in the LRC document are more correctly characterised as a set of additional proposals to be piled on top of the productivity and pain of the current – and still extant – PSA 2010-2014.

The time has come to focus on the real adversary, the Government. The Government has cynically avoided invoking clause 1.28 of the PSA 2010-2014 (the inability to pay clause) and instead has sought to inveigle the trade union movement in to adding a new set of proposals to an existing national agreement. Why has the Government, once again, decided to single out public sector workers? Why should teachers and lecturers, and other public servants, be the whipping boys and girls of the nation? Why is this Government not targeting the wealthy by taxing them appropriately and progressively? If this country needs savings of another €1 billion, then why, oh why, will the Government not use the tax system to gather it? Why is fairness an anathema to the coalition parties?

The word 'Agreement' as applied to the LRC document is premature and presumptuous. There is no agreement. There are proposals, the most damaging of which were unilaterally announced by Government and certainly not negotiated. These proposals are a further attempt to impose worsened terms and conditions

of employment on teachers and lecturers. The proposals set out to turn union against union, teacher against teacher, lecturer against lecturer, and worker against worker. There are numerous ambiguities. Clarification and clarity is in short supply. Such clarification as have been provided are either very vague or have provided no comfort whatsoever to members of TUI. Never was it more important for TUI members to stand together, shoulder to shoulder. Never was it more important to secure a resounding NO vote. Never was solidarity more urgently required.

These proposals, which must be considered in respect of their cumulative effect, will not benefit teachers or lecturers. They will harm them. Any marginal gain, such as the slight increase in pay for newly appointed teachers or lecturers, is more than wiped away by other losses in pay and income – arising from removal of the S&S allowance or the elimination of examination payments. Fixed term teachers and lecturers face further decimation due to the proposed changes in the Supervision and Substitution scheme and the imposition of the additional 78 hours, respectively.

The LRC proposals offer no guarantee whatever that pay levels will be restored in 2016. On the contrary, all that is promised is that the pay measures will be 'reviewed'. And even that is subject to 'economic circumstances' and restoration of public finances to a 'sustainable position'. Have we not witnessed this already? The current PSA 2010-2014 has such 'commitments' and blandishments. They have been worth nothing. There has been no restoration of pay, even to the lower paid. Furthermore, these proposals offer no comfort to fixed-term teachers and lecturers whose very jobs are at risk.

There is a clear facility in the proposals to reduce 'headcount' and there will be further job losses, whether under the terms of the proposals or outside of them through Budgetary measures and application of the Employment Control Framework. Let there be any doubt, we have already seen how 200 jobs in the PLC/FE sector were simply written off in Budget 2013, at the stroke of a pen.

The gap is widening between the 'haves' and the 'have nots'. The Government appears blind and indifferent to the pain it is inflicting on the citizens of this country. An increasing number of our members are struggling to manage on the meagre incomes they have. Now Government is seeking to reduce again, for the third time, the pay of public servants – and only public servants. At the same time costs for all manner of goods and services are increasing. If we accept the LRC proposals, we will lose conditions of service that have been very hard won over many years. And it will take many more years of struggle to win back comparable conditions.

In considering how the proposals affect you given your particular circumstances. I would ask you also to consider carefully how deeply damaging acceptance of the proposals would be to the profession of which you are a part and about which you care – not to mention the long-term damage to the Irish education system that would ensue. That is no small matter. I am confident that, having considered the matter fully, you will vote NO, emphatically vote NO.

A handwritten signature in black ink that reads "Gerard P. Craughwell". The signature is written in a cursive, flowing style.

## Junior Cycle Framework

### Regional Meetings (March – May)

TUI is planning a series of regional meetings between mid-March and mid-May to support further engagement by members in discussion about the Junior Cycle Framework. These will be hosted in co-operation with local branches and all members are welcome to attend. Notice will issue to schools through the local branch up to two weeks in advance. The first meeting is scheduled in the Western Area (Knock House Hotel, 20th March at 6pm). Meetings after the Easter break will be organised in the South East, South West, North West, Midlands and Dublin.

### Members' survey (April – May)

To date TUI has gathered quite a range of views through earlier regional meetings, visits to branches and the national consultative conference held in December 2012.

Nonetheless, many individuals and schools may not yet have had an opportunity to participate in discussion on this important development. TUI representatives/workplace committees are encouraged to organise a meeting in the April-May period to facilitate a discussion among all members and provide feedback to head office. Shortly, a survey template will be posted on the website and posted to local TUI Representatives.

### Public Consultation – Junior Cycle English

During 2012/2013 the NCCA Development Group has been working on developing a new specification for Junior Cycle English. The draft specification will be available on the NCCA website shortly. Feedback from English teachers will be very much appreciated so that TUI can prepare an informed response.

## Teaching Council – Induction and Probation

Proposals for a new model of induction and probation for newly qualified teachers are currently at public consultation stage. In the coming weeks the Teaching Council is hosting a series of meetings with the stakeholders, including the teacher unions, after which changes will be made before the proposal is piloted in a number of schools next year. See the consultation document at [www.tui.ie](http://www.tui.ie) or [www.teachingcouncil.ie](http://www.teachingcouncil.ie). Send your observations to [showard@tui.ie](mailto:showard@tui.ie) for the attention of the Education/Research Officer.

## Teacher Fee Refund Scheme 2012

Applications for the Teacher Fee Refund Scheme 2012 are now open for teachers who undertook certain courses or modules between 1st September 2011 and 31st August 2012.

Courses which qualify should be of benefit to schools, school management and the improvement of teaching and learning. Courses must lead to an award from an appropriate accreditation authority approved by D.E.S. Serving teachers who are fully registered with The Teaching Council are eligible to apply under the scheme.

Please note that funding under the Teacher Fee Refund Scheme will not be provided for courses which result in a qualification in respect of which an allowance is payable on or before 4th December 2011.

Application forms and further information are available to download from [www.mie.ie/refundoffees](http://www.mie.ie/refundoffees)

The closing date for receipt of applications is 26th April 2013.

Secondary School

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2013

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T: (01) 280 9779  
E: [schools@goal.ie](mailto:schools@goal.ie)



# Does your school have an outstanding German language teacher?

*Dedication and excellence deserve recognition!*



Embassy  
of the Federal Republic of Germany  
Dublin

The German Embassy Dublin hereby invites all secondary schools in Ireland to nominate candidates for the **German Secondary School Teacher Award 2013**

## The purpose of the award is

- to recognise outstanding achievement by individual teachers of German in Ireland;
- to highlight and pay tribute to the work of German teachers in Ireland;
- to encourage the commitment of the winner's school to modern language teaching.

The winner will receive an attractive prize which will be presented at the German teachers' conference on 16 November 2013 in Trinity College Dublin. The winner will be announced on the day.

## Selection criteria

The award aims to pay tribute to teachers who have made an outstanding and dedicated contribution to German teaching within the curriculum and beyond in their schools by:

- demonstrating the use of a variety of teaching methods and resources to teach the German language in your school, including ICT;
- demonstrating how the teaching of German contributes to the development of the general literacy skills;
- demonstrating how German is integrated into the teaching of other subject areas;
- demonstrating how German is integrated into the general life of the school community;
- demonstrating how an awareness of the culture of German-speaking countries and its relationship with Irish culture is being promoted in the German classroom and in school projects;

- demonstrating the promotion of local or regional /international outreach activities related to the teaching and learning of German.

The winner will be selected by an **independent commission** consisting of representatives of the Embassy, the Goethe Institute and the German Teachers' Association of Ireland GDI.

Application forms can be downloaded from the German Embassy Dublin website. Nominations, signed by the principal, should be sent to:

Mr. Harald Seibel  
First Secretary Cultural Affairs  
Embassy of the Federal Republic of Germany  
31 Trimleston Avenue  
Booterstown  
Blackrock, Co.Dublin

**Deadline for the submission of nominations: 30 April 2013**

On Thursday, 21 February 2013, German Ambassador Dr. Eckhard Lübke and his Austrian and Swiss colleagues launched

## GermanConnects :)

a marketing campaign aimed at fostering the learning of German throughout Ireland ([www.germanconnects.ie](http://www.germanconnects.ie)).

## Why now?

German ranks second (18%) to French (63%) of all foreign languages taught in Irish secondary schools. The downward trend in the numbers of third level students was halted in 2011. In 2012, the number of Irish learning German even slightly increased. The campaign aims at reinforcing this trend.

## Who is behind it?

The campaign was initiated by the German Embassy and the Goethe-Institut Irland in Dublin. Main partners are the Austrian and Swiss Embassies, the German-Irish Chamber of Industry and Commerce, the German Academic

Exchange Service (DAAD), the German Studies Association in Ireland (GSAI), the Business German in Ireland Working Group (BuGI), the Association of German Teachers in Ireland (GDI) and a number of Irish institutions working in the field of secondary and third level education. Many Irish business institutions have expressed their support.

## Who are the target groups?

The campaign will engage with a broad spectrum of the Irish population - pupils, students, parents, school principals, business people and policymakers. Naturally, the principal target group are young learners at primary and secondary level. The initiative wants to highlight that German is an important language worth learning.

## Why learn German?

German is the most frequently spoken mother tongue in the European Union. German is the language of Goethe and Schiller, Jelinek and Suter, Nena and


Rammstein as well as Siemens and BMW.

- Knowing German can significantly improve your employability – both in Ireland where Irish and foreign companies are in need of German-speaking employees as well as abroad.
- Knowing German can enable you to study at universities in Germany, Austria and Switzerland at relatively low costs.
- Knowing German can enable you to take up apprenticeships or training positions in one of these countries that open up attractive job opportunities.
- Knowing German gives you access to one of the richest bodies of music, literature and scientific works in the world.
- Knowing German enables you to communicate with fellow Europeans in the heart of Europe.


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I don't want to have to move back home



I'd hate if my kids had to go short

My family might need to rely on Social Welfare

7207 TUI ICP 02/13

Last year over 600\* teachers benefited from one of Cornmarket's Income Continuation Plans. As everything in your life depends on your salary, Income Continuation is your best defence against the impact of long term illness. Without it, once your sick pay runs out, your lifestyle will dramatically change. With new sick pay arrangements coming into effect in 2014 it's more important than ever to protect your income.

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# Bill to amend Section 37.1 of the Employment Equality Act published

A Bill has been published this month that aims to amend Section 37.1 of the Employment Equality Act. 'The Employment Equality (Amendment) (No 2) Bill 2013', was brought forward by a number of Labour TDs and Senators.

The TUI LGBT group welcomed, what it says, is the long overdue addressing of the inequity that is Section 37.1 of the Employment Equality Act. There are many other issues to address from the LGBT point of view, such as marriage equality, but from a trade union standpoint, the permission to

discriminate which Section 37.1 gives religious-run institutions is nothing short of a disgrace, the group said. The TUI Equality Council also welcomed the publication of the Bill, but added, we believe that an amendment falls far short of what the Equality Council is calling for and the motion ratified at Congress last year, the complete removal of Section 37.1.

TUI has been strongly campaigning for the removal of Section 37.1 for a number of years. At Congress 2012, TUI passed a motion stating that the union will not be satisfied with the

Government simply developing a 'code of practice' around section 37.1 but will press for repeal of that section of the Act. Members of the TUI LGBT network have stated that currently, LGBT teachers who are employed in schools with religious trustees feel vulnerable and are afraid that if they come out that they will be discriminated against in the context of non-renewal of fixed term contracts, failure to offer CIDS or permanent contracts and failure to be promoted to management positions.

## Ireland's 1916 Rising:

### *Explorations of History-Making, Commemoration & Heritage in Modern Times by Dr Mark McCarthy*

A new book titled Ireland's 1916 Rising: Explorations of History-Making, Commemoration and Heritage in Modern Times, written by GMIT lecturer Dr Mark McCarthy, was launched in GMIT last December by Professor Gearóid Ó Tuathaigh of NUI Galway.

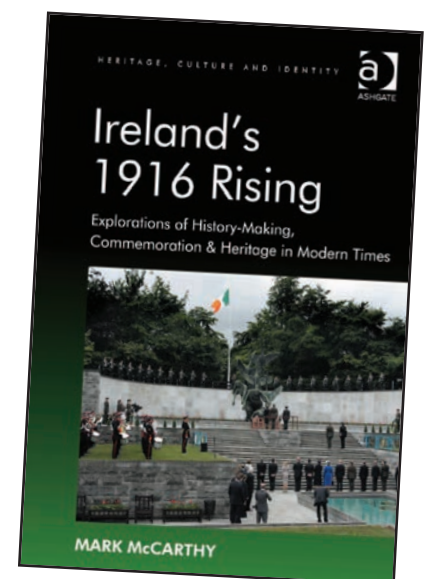
The book is the culmination of years of fieldwork and archival research in Ireland and overseas by Dr McCarthy, who is lecturer and programme chair in Heritage Studies in GMIT's Galway campus. It breaks new ground by drawing together the interlocking dimensions of history-making, commemoration and heritage to reveal the 1916 Rising's undeniable influence upon modern Ireland's evolution, both instantaneous and long-term.

The 532 pages book, with 31 illustrations and one map, furnishes a history of the tumultuous events of Easter 1916. The book mainly concentrates on illuminating the

evolving relationship between the Irish past and present. In doing so, it unearths the far-reaching political impacts and deep-seated cultural legacies of the actions taken by the rebels, as evidenced by the most pivotal episodes in the Rising's commemoration and the myriad varieties of heritage associated with its memory.

In a topical and insightful conclusion, the book examines the legacy of Queen Elizabeth II's visit to the Garden of Remembrance and furnishes a commentary on the pathway to 2016.

Author and GMIT lecturer, Dr Mark McCarthy, says the book addresses questions not only of historical concern, but of contemporary political and cultural importance. "It looks to the Rising's 100th anniversary by identifying the common ground that can be found in pluralist and reconciliatory approaches to remembrance."



Speaking at the launch of the book, Professor Gearóid Ó Tuathaigh of NUI Galway, said: "When an individual monograph of a scholar in the Humanities makes its appearance, there is a collective endorsement of it because there is a close realisation of the work culture and values which inform it and which have gone into its making."

Sample pages and details on how to order the book (which is available in hardback, ebook ePub and ebook PDF editions) are available to view online at: [www.ashgate.com/isbn/9781409436232](http://www.ashgate.com/isbn/9781409436232)

# Cyber Bullying

Cyber bullying is the deliberate utilisation of electronic media to target one or more people for unwarranted attention with a view to causing upset or harm. It is on the rise. Evidence of the potential devastating outcomes resulting from cyber bullying can be ascertained from recent cases of young people and adults taking their own life. While the tragic outcomes of cyber bullying are known, what safeguards and guidelines are in place to protect staff from cyber bullying?

In the Institute of Technology sector, staff are reporting instances of students utilising cyber bullying tactics against academic staff. The trigger for these cyber bullying attacks seems to be unhappiness with examination results. Instead of raising the matter through the appropriate appeals procedure

some students are initiating aggressive electronic assaults on academic staff by email, Facebook, Twitter and other social media. Academic staff have a legitimate expectation that they will be protected from unwarranted psychological or physical abuse while carrying out their academic duties in their place of work. Employers have an obligation under Health and Safety legislation to protect staff from risks and hazards within the workplace.

It is time for institutes and the union to engage in the development of robust anti cyber bullying policies, procedures and training packages. Those that engaged in cyber bullying need to be made aware that where evidence is established of cyber bullying activities there will be significant and substantial consequences up to and including

expulsion. The sanction for cyber bullying activity must be measurable in terms of the potential extent of the hurt caused to the victim. Students must be informed when they start in an institute of the policies in place relating to cyber bullying. Training should be provided to management, staff, trade union representatives and students on the cyber bullying policies and procedures. Cyber bullying is an unacceptable behaviour, institutes need to adopt a zero tolerance approach in order to stem the growth of this cowardly practice which causes the victims to experience significant distress, work related stress, anxiety and other psychological difficulties. It is time to stop the cyber bullies.

# Academic Quality Assurance System

The Institute of Technology sector has developed a robust academic quality assurance system. The academic quality assurance systems has being systematically reviewed by expert panels from the Higher Education and Training Awards Council (HETAC) the National Qualifications Authority of Ireland (NQAI) - now called the Quality Qualifications Ireland (QQI) - and in the case of DIT the European University Association (EUA). All of the reports published by the external expert panels have validated the academic quality assurance procedures in operation in the IoT sector. Central to these quality assurance systems is the examination process. The examinations process in the IoT sector is fundamental to academic quality, standards and reputation. Through the examination process academic staff

exercise their academic judgement in a fair and transparent manner in accordance with the quality assurance procedures approved by Academic Councils. Unwarranted interference by non-academics of academic quality assurances can bring the reputation of the whole examination process into question and undermine the award accreditation.

Academic staff in the IoT sector need to protect their quality assurance systems and not allow them to be either directly or indirectly undermined or corrupted by others who have no understanding of academic processes. Academic staff need to be vigilant in the protection of academic quality assurance systems. Academics should confront infringements of academic quality assurance by utilising the range of academic procedures, programme

committees, examination boards, Academic Councils and national quality assurance agencies such as the QQI. In cases where a member has reported a breach of academic quality assurance and the institute has failed to act, the local Branch Officers should be made aware of the circumstances.



# Weekly norms and Flex

Third level Branches have requested clarification on a number of issues relating to:

- the weekly class norm contact hours,
- additional hours above the weekly norm and
- implementation issues arising from the Labour Relations Commission agreement contained in the Public Service Agreement 2010-2014.

The following clarifications should comprehend the generality of the issues raised:

## (1) Weekly teaching norm.

The agreed norm class contact hours for academic staff in the Institute of Technology sector are as follows:

### Assistant Lecturer

18 class contact hours a week during the agreed academic calendar.

### Lecturer

16 class contact hours a week during the agreed academic calendar.

It is the union's position and long

established practice that members are entitled to have their norm class contact hours identified on their timetables.

## (2) The Public Service Agreement 2010-2014 additional hours.

Where an institute deems it necessary, academic staff may be required to flex above their norm weekly class contact hours by up to two additional teaching hours a week, during the agreed academic calendar.

In addition, academic staff may be timetabled for one additional hour for student availability per week, during the academic calendar. The student availability hour is not a teaching hour.

It is understood by the parties to the agreement that the flex hours cannot be utilised to displace the hours of existing staff.

## (3) Additional hours above the norm and flex.

The union's clear position is that academic staff cannot be required to

teach hours above these agreed weekly thresholds. The union view is that academic staff cannot work effectively to the high quality standards required in cases where the combined threshold (Assistant Lecturer 18+2, Lecturer 16+2) of the norm class contact hours and the flex hours are breached.

Where a member has a concern about a timetable issue specific to the above they should, in the first instance, contact their Head of Department with a view to resolving the matter. If the matter is not resolved the member should notify the Workplace Committee Representative or a Branch Officer to seek advice and, where necessary, representation. Members should adhere to the advice obtained from their Branch/Area Representative. The union expects members to abide by the terms of collective agreements. In cases of reported breaches the union reserves the right to investigate the matters in accordance to its rules.



PRESIDENT GERARD CRAUGHWELL AND AGS AIDAN KENNY (CENTRE) WITH MEMBERS OF THE GMIT BRANCH AT AN INFORMATION MEETING ON THE PROPOSED PUBLIC SERVICE AGREEMENT

# LRC Proposals on a Draft Public Service Agreement

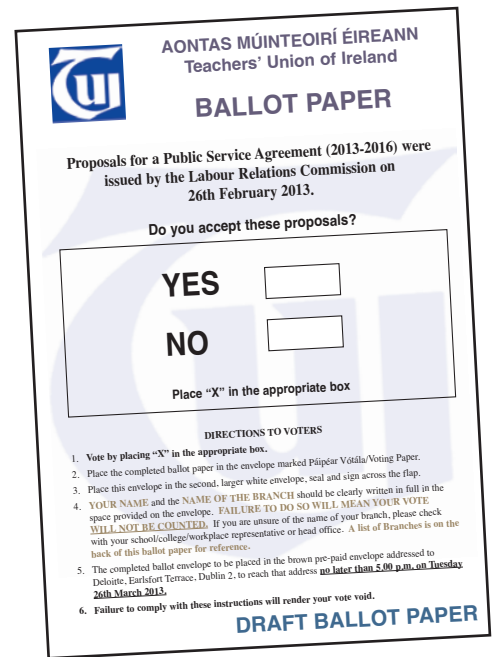
## What you are being asked to decide

You are being asked whether or not to agree to Labour Relations Commission (LRC) proposals to extend and amend the Public Service Agreement. These proposals set out a range of measures that are specifically designed to remove €1 billion from the public pay and pensions bill over a three year period up to 2016. This is in addition to the savings already planned for under the first Public Service Agreement (2010 – 2014) and Budgetary policy.

The ballot paper states: Proposals for a Public Service Agreement (2013-2016) were issued by the Labour Relations Commission on 26th February 2013.

The ballot paper asks members: **Do you accept these proposals?**

Ballot papers issue from TUI Head Office on Thursday, 7th March and are due for return by 5pm on Tuesday, 26th March using the reply paid envelope. **Please post by Friday 22nd March at the latest.**



# Cuts experienced by teachers and lecturers since 2009

The following is a sample of some of the key cuts to pay and terms and conditions that have already been imposed on teachers and lecturers since 2009.

TUI members, in common with other public servants, have given enough. They have made a major, measurable and verifiable contribution. Many of the wealthiest in the private sector have not. The fair way for Government to proceed is through progressive taxation.

TUI is calling for members to emphatically reject the new proposals for a Public Service Agreement extension that would further cut pay and conditions of service.

## 2009

The **non-payment** of the cumulative pay increases of 6% which were due under the Towards 2016 Review and Transitional Agreement. This was announced by then Taoiseach Brian Cowen in February 2009.

The Pension Related Deduction or so-called **'pension levy'** was introduced with effect from March 2009 as follows: a 3% levy on the first €15,000 of gross income; a 6% levy on the next €5,000; and 10% on the remainder. This was introduced under the Financial Emergency Measures in the Public Interest Bill 2009.

The **Moratorium** on Recruitment and Promotions in the Public Service was introduced in March 2009. There has been huge attrition of promotional posts since then.

## 2010

**Pay cuts** legislated for under the Financial Emergency Measures in the Public Interest No. 2 Bill 2009, took effect from 1 January 2010 as follows:

- 5% on the first €30,000 of salary
- 7.5% on the next €40,000 of salary
- 10% on the next €55,000 of salary

Under the **Public Service Agreement 2010-2014** teachers work an extra 33 hours per year and lecturers work up to two hours flex and one extra timetabled hour of availability to students per week.

## 2011

Pay cuts of 10% were applied to the salary scales and allowances of **new entrants** from 1st January 2011. In effect, a new lower salary scale was imposed.

A **Public Service Pension Reduction** (PSPR) of an average of 4% was applied to pensions with effect from 1st January 2011, on pensions of €12,000 and upwards. This was under the Financial

Emergency Measures in the Public Interest Act 2010.

## 2012

**Qualification allowances** and a range of other allowances were discontinued for 'new beneficiaries' from 1st February 2012, as a result of the Department of Public Expenditure and Reform's Review of Allowances. In effect, yet another lower salary scale was introduced for post-February 2012 entrants.

Under the Public Service Agreement 2010-2014, entitlement to certified and uncertified **sick leave** has been reduced.

## 2013

Changes to **maternity leave** announced in Budget 2013 mean that teachers will lose their entitlement to 30 days leave in lieu from 1 May 2013.

The measures above apply only to public servants. Clearly we have been singled out for discriminatory and punitive cuts on top of measures that apply to all citizens such as the Universal Social Charge, PRSI changes and the forthcoming property tax.

# TUI calls for members to reject the Proposals



On Wednesday, 27th February, the TUI Executive Committee met to consider the proposals on a 'Draft Public Service Agreement'. **The Executive decided to put the proposals to a ballot of TUI members and to call for members, emphatically to reject the proposals.**

Following consideration of the LRC document, the Executive has concluded:

- The Government's approach is fundamentally wrong and constitutes a slavish adherence to austerity policies that have clearly failed. An increasing set of national and international research demonstrates the failure of this approach. The proposals as set down will have a very significant deflationary effect and will further damage our domestic economy by taking more money out of people's pockets.
- TUI believes - in line with the Irish Congress of Trade Unions – that any adjustment to the public finances should be done through taxation in the first instance. This would allow all those who have the most, in both public and private sectors, to contribute most. However, these proposals unfairly target only public servants.
- There has been a major breach of trust due to the Government renegeing on its commitments under the Public Service Agreement 2010-2014. The Public Service Agreement 2010-2014 has over a year to run and purports to protect pay. However, these new proposals specifically target pay. In essence these proposals breach the terms of and commitments contained in the Public Service Agreement 2010-2014.
- Furthermore, any assurances contained in the new proposals raise significant issues that relate to the credibility of Government and the durability of any assurances made. These proposals do not contain a firm commitment by the Government to restore pay cuts after three years. The proposals are extremely vague in this regard. The absence of clarity makes the pay cuts potentially far more long lived than the duration of the agreement.
- At second level, the effect of the elimination of Supervision and Substitution (S&S) in percentage terms impacts disproportionately on teachers on lower incomes, as S&S makes up a greater proportion of their income.
- At third level, the calculation of an additional 78 hours per year is wholly arbitrary. It is not informed by any understanding of how higher education institutions are organised or how programmes are delivered. The proposed elimination of examination payments is ill-conceived. This will impact very seriously on those lecturers with heavy assessment loads. They will lose income disproportionately and continue to have a large number of scripts to correct. This is clearly unfair.
- At both second and third level, the proposals will lead to a loss of hours or jobs for fixed term teachers and lecturers, respectively.
- TUI is committed to the restoration of the proper pay rates for new entrants. Attempts to address the pay rates for new entrants do not go far enough. Contrary to some media speculation, equalisation of pay scales with the pre-2011 scales is not proposed.
- The issue of casualisation has been addressed only to a very limited degree. A panel, while welcome, still presupposes that new entrants to teaching and lecturing will be appointed to fixed term positions and spend several years in fixed term, part-time, insecure employment. To deal with casualisation, conversion to permanency of existing fixed term teachers/lecturers is required, as is the restoration of a regime of initial appointment in a permanent wholetime capacity.
- The pay cut provisions included in the document are both complex and confusing and their operation will give rise to a sequence of anomalies and significant unfairness. No clarity has been provided in regard to this hugely important issue. For example, the key question as to how someone earning over €65,000 will be restored to their pay scale after the expiry of the increment freeze has not been answered, although it has very major implications for members.
- Extensive additional productivity has been given by teachers and lecturers under the existing Public Service Agreement. An additional 900,000 hours annually are being provided by second-level teachers and teaching hours delivered by Institute of Technology lecturers have increased by over 10% in circumstances of staffing cuts and increases in student numbers. This increased productivity is in addition to the pension levy and pay cuts which have reduced the take-home pay of serving teachers and lecturers by as much as 20%.

# LRC Proposals on a Draft Public Service Agreement

The following is an analysis of the LRC Proposals on a Draft Public Service Agreement, with section/paragraph references to the document.

It is important to note that the document is not an agreement but is a set of proposals that is currently being put to a ballot of members in the various public sector unions, including TUI. Therefore, at present, nothing is “agreed” between the parties. All references in the document to “agreement” are covered by the same caveat.

The final paragraph of the **Executive Summary** states: “When economic circumstances allow and the public finances are restored to a sustainable position, the pay measures contained in this Agreement will be reviewed.”

This paragraph raises a significant issue that relates to the credibility of Government and the durability of any assurances. It does not constitute a firm commitment, is extremely vague and makes the pay cuts potentially far more long lived than the duration of the agreement. In the Public Service Agreement 2010-2014 (PSA1) there was provision for restoration of the pay cuts to those on lower pay when savings were made. This has not happened. In circumstances where the public finances are restored and savings are made it is arguable that the commitments in PSA1 would take precedence over the new proposals. Therefore restoration of the pay cuts in the current proposals could be very significantly delayed.

**Section 1.12** states: “This Agreement, subject to ratification by the parties, will apply for a period of 3 years from 1st July 2013.” However, inference may not be drawn from this that the pay measures will be rescinded by July 2016.

Under **section 1.14**: “The Government agrees that, in the event that the commitments or assumptions reaffirmed under this Agreement must be revisited, the Parties will meet to discuss the circumstances that had arisen and the implications for the Agreement.” In PSA 2010-14, the Government made a similar commitment. However, these proposals amount to a revisiting of and a reneging on that agreement (which, we believed, would run until mid-2014). Therefore, what credence can we lend to this new commitment?

## **Additional working hours**

*At second level, section 2.3 and section 2.18* mean that all teachers currently in receipt of the S&S allowance will lose that allowance. Payment of the S&S allowance will cease with effect from the 1st September 2013. Every teacher, irrespective of whether they were in receipt of the S&S allowance, will now be required to provide 49 hours of S&S cover per year from the 2013/2014 school year onwards, as set out in the document Appendix. The Appendix states that time currently assigned to S&S will be increased from one and a half hours in any given week to two and a quarter hours. The additional time may only be used for substitution. Teachers will be required to be available for S&S for five class periods per week, this is an

increase from the current three class periods.

The Appendix also sets out that in addition to the current usage of S&S, the expanded scheme will be used to cover all uncertified sick leave absences and official school business absences, as well as the first day of certified sick leave, death in family leave, force majeure leave and illness in family leave.

The effect of the elimination of S&S in percentage terms disproportionately affects teachers on lower incomes whereby S&S makes up a greater proportion of their salary. The severity of this cut is further magnified for pro-rata teachers who may up to now have opted in for more than their pro-rata S&S hours (e.g. for part-time pro-rata teachers who, in addition to their pro-rata allocation of S&S hours, may have been working additional S&S hours forgone by teachers who did not opt into the scheme).

*At third level, section 2.3* means that academic staff will work an additional 78 hours per year to be applied towards examination marking, evening weighting, church holidays and weekly lecturing time offsets, as set out in the Appendix.

The removal of payment for examination marking will result in an estimated loss of €4.25 million to members in the IoT sector. This direct cut to examination payment will result in members losing €8.13 per examination script, €2.76 for practical assessments and up to €20 for projects and dissertations. There will also be an inherent disproportionality and, therefore, unfairness in its effect.

Those with a relatively greater assessment workload will both retain that workload and lose a very substantial proportion of their annual income.

Applying hours to examination marking is unwise and extremely problematic. This will bring the examination process and quality assurance procedures to the forefront in industrial relations terms. Once a staff member has utilised the allocated time will s/he stop marking any remaining examination scripts? In addition, this proposal demonstrates a fundamental lack of understanding of the examination process, the forms of examination and assessment and the use of examination as a pedagogical tool for feedback and learning.

Elimination of the offsets will result in additional teaching hours for permanent lecturing staff and therefore fewer hours will be available for fixed term staff. As a result, there will be a loss of fixed term jobs or hours. In addition, the weekly lecturing time offsets are not specified and could apply to a range of initiatives. It is unclear how the removal of the church holiday allocation will be calculated, distributed and utilised. This time allocation has the potential to displace part-time /fixed-term hours.

**Section 2.3** also sets down that members with a 35 hour week (e.g. Youthreach) will have their hours increased to a minimum of 37 hours.

**Section 2.6** regarding the deployment of the extra hours does not apply to second level teachers but further clarification is required concerning Youthreach and third level.

**Section 2.8** states: "Staff will co-operate with the revisions to rosters necessary for the full deployment of the additional hours and with any consequential revisions." This section has possible implications at both second and third level that could have serious implications. Any inferences that there is no need for consultation with regard to rostering is unacceptable.

### Further headcount reduction

It is clear that the intention of section 2.11 is that increases in working hours are with a view to securing headcount/staffing reductions. While the specific proposals for the education sector are somewhat oblique, it is the case that an increased S&S liability at second level and the cessation of offsets at third level will reduce the number of hours available to fixed term members and will result in further job losses. Furthermore, over and above the potential effects of these proposals, reductions that will take effect from September 2013 have already been introduced to the system by Budget 2013, by for example the FE/PLC PTR increase. The ongoing operation of a combination of the Employment Control Framework and cuts by the HEA in recurring grants to the IoTs will lead to an additional tranche of cuts. There is no guarantee that Government will not introduce in the next budget even further cuts through PTR changes, programme closures and rationalisation and the further operation of the employment control framework. In fact, such cuts are most likely.

Under **section 2.17** the 1.5 weighting for teaching between 6 p.m. and 8 p.m. in the IoTs will be removed. This will result in staff having additional timetabled hours which may, in turn, result in other staff (part-time/fixed-term) losing hours by displacement. In addition the cost disincentive currently associated with timetabling staff after 6p.m. would be removed and the timetabling of staff for classes after 6 p.m. would in all likelihood increase. This could cause significant difficulties for members in terms of work-life-balance and increased childcare costs.

### Pay measures

The pay cut provisions involving specific measures in respect of S&S, adjustments to increments and incremental dates and cuts in so-called 'higher remuneration' need to be considered in respect of their cumulative effect. These provisions are both complex and confusing and their operation will give rise to a sequence of anomalies and significant unfairness.

**Sections 2.21 – 2.27** mean that from the date of implementation (1st July 2013):

- Public servants who earn less than €35,000 a year will receive their next increment when it falls due and then wait 15 months (rather than 12) before any following increment is paid.
- Public servants who earn between €35,000 and €65,000 will receive their next increment when it falls due, then wait 15 months (rather than 12) before any following increment is paid, and then 15 months (rather than 12) before the next increment is paid.

- Public servants who earn over €65,000 will have their increments frozen for a period of three years from the date of implementation of the proposals.
- Public servants who earn between €35,000 and €65,000 a year, and who are now at the top of their salary scale, will forfeit six days leave or the pay equivalent of the six days or the pay equivalent of half their last increment, whichever is the lesser. This applies over the lifetime of the agreement (ie, before the end of 2016). Please note, this is not a permanent reduction in annual leave entitlement – it is a once-off loss of six day's leave spread over a three year period. Equally, it is not a permanent pay reduction, it is a once off payment equivalent to six days leave or half the last increment, whichever the lesser. (Please note a teacher reaches the maximum of the scale at point 25 rather than when they receive the long service allowance).

If, as a result of an increment or other payment such as a post of responsibility allowance, a worker's earnings surpass €35,000 during the lifetime of the proposed agreement, they will then wait 15 months for their next increment, as per the arrangements for staff earning €35,000 - €65,000.

If, as a result of an increment or post of responsibility allowance, a worker's earnings surpass €65,000 during the lifetime of the proposed agreement, they will then have their increments frozen for the remainder of the agreement, as per the arrangements for staff earning over €65,000. They

will also be subject to the pay reductions applicable for those earning over €65,000 as outlined below.

Under **section 2.28:**

- For members earning between €65,000 and €80,000, a reduction of 5.5% on full earnings up to €80,000 (salary inclusive of allowances) will apply. The effect of this measure, however, may not cause earnings to fall below €65,000 (i.e. a floor of €65,000 will apply). Any members earning between €65,000 and €68,783 will, by virtue of the floor, have their earnings reduced to €65,000.
- Any additional earnings between €80,000 and €150,000 will be reduced by 8%.
- Any further earnings between €150,000 and €185,000 will be reduced by 9%.
- Any earnings over €185,000 will be reduced by 10%.

A member earning between €65,000 and €100,000 will move to an off-scale point following the pay reduction. There is no assurance whatsoever that if the cuts are rescinded the member will be immediately restored to their pre-cut earnings nor is there any clarity as to the mechanism that will be employed. For example, it is not clear if a teacher/lecturer would have to retrace his/her steps through incremental points that they had previously travelled.

Salary scales above €100,000 will be permanently reduced by the appropriate percentage, based on the application of the reductions above.

**Section 2.29** means unions will be required to enter negotiations, the express purpose of which is the

elimination of certain so-called 'legacy allowances' from existing holders (See TUI website and November TUI News). This represents a significant threat to the incomes of many of our members over and above the other cuts included in the proposals.

In the context of the proposed negotiations, the provisions of Labour Court Recommendation 20448 – issued in January 2013 – will apply. This states: "Where a pensionable allowance is paid across a grade and relates to the normal duties of the grade, it might reasonably be regarded as part of normal pay. In such cases the most appropriate mode of eliminating the allowance may be to incorporate it into core pay. Where an allowance relates to a particular duty or function that is performed in addition to the normal duties of the grade different considerations apply. Where a recipient is no longer required to perform the additional duty or function to which the allowance relates, its elimination may be justified. In such cases the payment of compensation, if any, should be a matter for negotiation. Where, however, the recipient is expected to continue performing the additional duty or function (other than as part of a wider restructuring of the pay or duties of the grade) it is difficult to see how the total elimination of the allowance can be justified."

However, it is notable that the LRC proposals do not envisage that elimination of the pensionable S&S allowance will be compensated in any way.

Under **section 3.31**, legislation will be introduced to cut public sector pensions over €32,500 by between 2% and 5%.

**Section 3.33** commits Government to introducing revised salary scales for new entrants that (a) bring about the integration (at the maximum point) of the 2011 and February 2012 scales, (b) partially compensate 2011 and 2012 entrants to teaching for loss of the supervision and substitution allowance and (c) begin the process of moving towards the re-establishment of a single common basic scale based on the 2010 scale. At the time of writing, the revised pay scales have not issued but we are aware that they are in preparation. A revised scale for Assistant Lecturers appointed since 2011 is also awaited.

**Section 3.7** means the maximum distance set out in the redeployment scheme for second level remains unaltered at 50 km.

**Section 3.9** states: “Where redeployment is not an option and taking account of the business needs of the organisation there may be circumstances where voluntary departure would be appropriate. In such situations there will be discussions with the relevant unions on the terms of any arrangement (which will be in line with any centrally agreed arrangements).” In this section, the word voluntary retains its meaning. Nonetheless, the reference to “voluntary departure” may represent a veiled threat to the integrity of the existing redeployment scheme. The “centrally agreed arrangements” may refer to the collective agreement on

voluntary redundancy concluded between the Public Services Committee of the Irish Congress of Trade Unions and the Department of Public Expenditure and Reform in June 2012.

### **Grade rationalisation**

Under **section 3.18**, “each sector will bring forward proposals for grade rationalisation with a view to restructuring grades in each sector by 2014 [and] develop and implement proposals to further reduce management numbers by increasing the span of control”. This potentially represents a major threat to middle management grades and/or promotional opportunities at second and third levels. It is possible to infer from this an intention to assign a wider range of (non-teaching) functions to grades below those grades to which such functions have heretofore been assigned. This could have serious workload implications and could be used further to reduce career opportunities. The potential workload implications extend to un-promoted grades.

**Section 4.2** states: “Where agreed procedures for managing instances of consistent performance issues have been exhausted (see Paragraph 3.11), dismissal from the public service will be actively pursued.” This is a gratuitous generalisation that carries an unacceptable inference.

### **Anomalies**

**Section 5.3** deals with the issue of anomalies as follows: “The parties recognise that the complexity of the measures contained in this Agreement are such that unforeseen anomalies can arise. The parties undertake to interpret this Agreement in good faith and to approach the resolution of any such anomalies in a positive fashion commensurate with the commitments contained within the Agreement. In the event that any anomaly cannot be resolved by Agreement, the binding dispute resolution mechanisms provided for under this Agreement should be utilised.”

The proposals are replete with anomalies and questions to which no answers have been provided by government/management to date. These anomalies and questions are so numerous that only some of them are addressed above. TUI and other unions have sought but have not, at the time of writing, received clarifications or answers and there are no indications that these are imminent.

***Why, we ask, would anybody vote to accept proposals that are so vague and permissive and that have the potential, over a period of time, significantly to increase the workload of teachers and lecturers and hand inordinate powers to management? It is the view of the Executive Committee that the only safe and rational decision is to VOTE NO to these proposals.***

# Action on Congress 2012 Resolutions

## RESOLUTIONS CARRIED

### A. ADULT EDUCATION

#### 3 Co Longford

Congress directs the Executive Committee to negotiate nationally-agreed contracts for teachers in the Adult Literacy sector, the Back-to-Education Initiative and in the Community Education sector.

A range of contracts jointly drafted by the TUI and IVEA was submitted to the DES. The union is awaiting revised drafts from the Department. The matter of appropriate agreed contracts has been raised repeatedly at the Teachers' Conciliation Council.

appropriate allowances upon completion of these studies. These teachers have a legitimate expectation to payment of the relevant qualification allowances.

Following the Department of Public Expenditure and Reform report on allowances and government's acceptance of the report's recommendations (September 18th 2012), the teacher unions contended successfully that teachers who by 4th December 2011 had commenced a programme of study completion of which would heretofore have led to payment of a qualification allowance will be paid that allowance. A Circular Letter to this effect is to issue.

including whatever action the Executive deem necessary.

The TUI, in conjunction with the other teacher unions, objected in the strongest terms to (a) the capping in Budget 2012 of qualifications allowances at the value of the honours primary degree allowance and, subsequently, to (b) the moratorium on the payment of allowances to new beneficiaries with effect from 1st February and pending completion of the DEPR review of allowances. Since issue of the review report in September 2012, the TUI has campaigned against the unilateral decision of government to eliminate qualifications allowances for new entrants to the profession since 1st February 2012 and to abolish certain other allowances (Gaeltacht/Principal as Secretary to Board of Management etc.) in respect of new beneficiaries. The matter has been the subject of

### B. ALLOWANCES

#### 6 Dublin City PP/Galway City/Co Meath

Congress demands that teachers who are currently engaged in further study be paid the

#### 8 Co Donegal

Congress deplores the removal of allowances for teachers in the budget and instructs that TUI begin a campaign to restore the allowances removed, up to and



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continuing discussion at the Teachers' Conciliation Council. TUI has recommended that members reject the proposed Public Service Agreement 2013-2016 (PSA2), section 2.29 of which would require unions to enter negotiations, the express purpose of which is the elimination of certain so-called 'legacy allowances' from existing holders.

#### 7 Dublin City PP

Congress condemns the restriction of qualification allowances to the level of an Honours Degree only for first time entrants to the teaching profession.

See motion 6 above.

#### 9 Galway City

Congress demands that the inequality which exists in the payment of academic qualification allowances across VEC schemes be ceased and that the same rate of academic qualification allowances be paid to all those entitled equally. "PLCs- Adult Literacy, Community Education facilitators, Youthreach."

Standing arrangements are in place in respect of certain designated grades on foot of arbitration reports and negotiated agreements. The current Financial Emergency Measures in the Public Interest (FEMPI) legislation precludes pay rises, inclusive of allowances, at present.

## C. CONDITIONS OF SERVICE - 2ND LEVEL

#### 11 Co Meath

Congress calls on the Executive to condemn the lowering of conditions for new comer teachers, 10% pay cut, the new pension scheme, starting at the first point of the scheme and the change in qualifications' allowances.

The TUI has campaigned against the unilateral imposition by government of successive cuts in the salary of new entrants to the teaching profession, the consequence of which is that there are now four discrete "common basic" scales.

Congress 2012 established the restoration of a common scale at the level of the pre-2011 scale as a priority of the union in any pay talks. The TUI, jointly with the other teacher unions, has assisted in mobilising student teachers and new entrants to the profession. In agreeing, on a without prejudice basis, to accept the invitation of government (in November 2012) to talks about an extension of the PSA, the Executive Committee decided that a priority on the union's agenda should be restoration of the common basic scale.

#### 15 Shannon

That congress instructs the Executive to maintain the maximum class size directives and to ensure that these directives are strictly adhered to.

Reminder regarding the TUI Maximum class size directive. PDA also so advised.

#### 13 Cork City

Congress instructs the Executive to do everything in its power to ensure that conditions of service for all TUI members are not altered by the amalgamation of the Vocational Education Committees.

The protection of established entitlements and conditions of service is fundamental to the TUI position in respect of the rationalisation of VECs and is a core part of TUI's submissions to government on the matter. The union set out its requirements in this regard in its presentation to the Oireachtas Committee on Education and Social Protection on 24th October 2012 and has also raised the matter at the Teachers' Conciliation Council. It has been agreed that tripartite discussions involving TUI, IVEA and DES will take place.

#### 20 Dublin City PP

Congress deplores the increased dumping of administrative, non-teaching duties onto classroom teachers, to the detriment of their teaching work. Congress instructs the Executive Committee to draw up a comprehensive national

strategy which will enable teachers to reclaim the classroom.

This matter has been considered by Education Sub-Committee. A small scale profiling exercise is being undertaken to map out the typical administrative workload undertaken by teachers (in general) over a school year. The matter of administrative overload was raised with the DES on a number of occasions during the year and particularly in discussion regarding Junior Cycle reform, School Self Evaluation and the moratorium on filling of posts of responsibility. In discussions with the management bodies and the PDA the union described as unacceptable the practice by some managements of distributing to non-postholders post duties that have been vacated. Among the reasons for TUI recommending that members reject the proposed PSA2, is section 3.18. This section could represent an intention to assign a wider range of (non-teaching) functions to grades below those grades to which such functions have heretofore been assigned.

#### 21 Dublin City PP

Congress instructs the Executive to examine closely the practice by some VECs of introducing "objective grounds" during the 4th year of service on a fixed-term basis when no such "objective grounds" were specified in previous years. The introduction of these "objective grounds" can result in the non-awarding of a Contract of Indefinite Duration at the end of the 4th year.

TUI Head Office has conducted a survey of members to ascertain the extent of the practice and to elicit information regarding their specific circumstances from members who are in fixed term employment.

#### 26 Co Laois (Amended by Limerick City Schools)

Congress instructs the Executive to vigorously oppose any attempts to lengthen the school year from 167 days.

There has to date been no attempt to lengthen the school year. At

branch and national level the union, as a matter of course, challenges superfluous “objective grounds”.

## D. CONDITIONS OF SERVICE – 3RD LEVEL

### 30 IT Tallaght (Amended by Cork Colleges and IT Tallaght)

Congress instructs the Executive that:

- The Union conduct an independent detailed study of the workload involved in third level course delivery.
- The Union enlist credible international commentators to give their opinion on what level of academic quality is possible given the weekly contact hours in Institutes of Technology.
- The Union develop its own strategy for the development of Irish third level education.
- The Union seek to engage in negotiations to ensure that lecturers have a fair workload.
- TUI carried out a survey of third level members in March 2012. This explored the workload effects of implementation of the Public Service Agreement.
- At the Education International conference on Higher Education and Research in September 2012, the TUI proposal requesting Education International ‘to carry out a comparative research on academic workloads and contracts’ was accepted by the conference and inserted into the communication for the next Council meeting of Education international.
- TUI’s response to the HEA Landscapes document detailed the main tenets of the union’s higher education strategy. The union held a seminar in May 2012 that informed this strategy.
- TUI does this through the normal industrial relations fora such as the IoT IR Forum and the Labour Relations Commission. The union has taken every opportunity available to it to point to the inherent contradiction in the government’s policy of cutting

academic staffing while student numbers are increasing dramatically.

- TUI has recommended that members reject the proposed PSA2 which would impose on lecturers, an additional 78 hours per year to be applied towards examination marking, evening weighting, church holidays and weekly lecturing time offsets.

### 28 Dublin Colleges

Congress resolves that this union will not accept the use of the so-called HPAL (Hourly Paid Assistant Lecturer) contract for any member and will take all necessary action to have them replaced by pro-rata contracts.

The union secured the landmark Quinn Labour Court determination. Following this, management agreed to commencement of the so-called “Keegan process”, with a view to addressing the HPAL issue. The Executive Committee has taken the view that this process, which commenced late in 2012, must not be protracted.

### 31 Donegal Colleges (Amended by IT Carlow)

That Congress rejects any attempt by IOTI / DES to lengthen the academic year at the expense of members’ annual leave entitlements and instructs the Executive to do everything in its power to protect the members’ conditions of service, if need be through industrial action up to and including strike action.

There has being no official request to reduce the annual leave of academic staff. However, some local issues could, if not satisfactorily addressed and resolved, have the effect of extending the working year. On-going vigilance is required. TUI has recommended that members reject the proposed PSA2 which would remove the church holiday allocation.

### 43 Dublin Colleges

Congress reaffirms the policy of TUI that progression from Assistant Lecturer to Lecturer should be automatic.

Insofar as this has arisen as an issue, it is being dealt with through Conciliation in the LRC where it is hoped to reach a satisfactory outcome.

### 47 Dundalk IT

Congress notes Motions 72 (a), 72 (b) and 75 passed at Congress 2008, Motion 37 passed at Congress 2009 and Motion 40 passed at Congress 2010 all of which relate to the implementation of Labour Court Recommendation (LCR) 18366 on incremental credit. Congress further notes the following Motion passed at Congress 2011: “That congress directs the Executive to take whatever action is needed to bring to a successful and satisfactory conclusion (to our members affected) the cases of all our long-suffering members having claims under Labour Court Recommendation (LCR) 18366.” Congress 2012 condemns the Executive for the failure to ensure the implementation of LCR 18366. Congress instructs the Executive to implement all of the above motions and in the interests of equality bring to a satisfactory conclusion the cases of all those members with claims under Labour Court Recommendation (LCR) 18366.

Facilitated discussion at the LRC did not resolve the matter. At the time of writing the report of the LRC is awaited. Following receipt of the report, the claim will be referred back to the Labour Court for clarification.

### 29 Dublin Colleges (Amended by Cork Colleges and IT Tallaght)

Congress expresses its anger at the difficulties in securing Pro rata and CID contracts for members in the IOTS. Congress instructs the Executive to immediately negotiate a national agreement which will ensure that all those entitled to such contracts get them.

See motion 28 above regarding the “Keegan process”. The union continues to secure pro-rata contracts and CIDs for a significant number of members through engagement with local institute

management and, where necessary, through referral of cases under the appropriate legislation to the LRC. Circular letter 0093-2007 sets out the agreed criteria and procedure relating to entitlement to pro-rata contracts and CIDs. In accepting, on a without prejudice basis, the Government's invitation to talks in early 2013, TUI prioritised the issue of casualisation of lecturing, including the inappropriate use of HPAL contracts.

#### 34 **Waterford IT**

Congress instructs the Executive to explore a return to non-semesterised delivery of programmes.

Consideration is being given to commissioning research on this matter.

## E. CONDITIONS OF SERVICE – GENERAL

#### 49 **Executive Committee/ Co Offaly**

Congress instructs the Executive Committee to resist any interference with the allowances and increments and other conditions of employment of members. It should be accepted that academic allowances, post of responsibility and other allowances are an integral part of the core pay of members.

It is the position of the union that pensionable allowances are an integral part of pay. See motions 6 and 8 above.

#### 48 **Executive Committee/ Co Mayo/Cork City (Amended by IT Tallaght)**

Congress condemns the differential treatment of new teachers and lecturers in respect of salaries, allowances and pension entitlements. It is completely unacceptable to TUI that teachers or lecturers could be paid on different pay scales for the same work and Congress therefore instructs the Executive to continue its campaign on behalf of new entrants to the teaching profession. Congress reiterates the instruction

of Motion 49, Congress 2011 that industrial action, if necessary up to and including strike action, be part of the campaign.

See motion 11 above.

#### 53 **Dublin Colleges/Dundalk IT/Limerick Colleges (Amended by Cork Colleges)**

Congress notes that any attempt by the Department of Education and Skills to stop paying our members their increments would be a discriminatory pay cut targeting our younger members. Congress directs the Executive to ensure that any such action will result in an immediate ballot for industrial action.

Notwithstanding provocative utterances by a number of politicians, there has not to date been any proposal to interfere with the payment of increments. TUI has recommended that members reject the proposed PSA2 which would have a significant negative effect on increments.

#### 50 **Co Cork**

Congress instructs the Executive to pursue every possible legal avenue so that new entrants to the profession would receive equal treatment to their more established colleagues in respect to conditions of service, pay and pension entitlements.

Legal advice has been obtained by the teacher unions and each union, including the TUI, has identified members on behalf of whom equality cases may be taken in respect of one or more of their conditions of service.

#### 58 **Dublin City PP**

Congress reiterates its total opposition to the continuing Government programme of cuts in the Public Service. Congress notes that many TUI members have lost their jobs as a direct result of Government policy, conditions have worsened for all teachers, lecturers and other staff within our schools and colleges, and pay for all public service workers has been drastically reduced.

Congress calls on the entire trade union movement to develop a coherent and consistent programme of policies and actions that will end unemployment and reverse cuts in social welfare, public services and pay.

Congress calls on the Public Services Committee of the ICTU and on the ICTU itself to cease talking to the Government about a methodology for reducing the pay and worsening the conditions of trade union members and to instead express clear and determined opposition to such measures. This Congress of the TUI demands:

- that all jobs lost in the public service be restored
- that every reduction in service to students be reversed
- that every worsening of conditions for teachers and lecturers be reversed
- that every pay-cut and levy that was introduced over the past eighteen months be reversed.

The TUI, in co-operation with the other teacher unions, has impressed upon the Public Services Committee (PSC) of the ICTU the very damaging effects of the series of cuts applied to the education sector. We have also demanded and lobbied for restoration of pay rates. In addition, the TUI has been to the fore in bringing to public notice the crisis of casualisation in teaching and lecturing. Other Public Service unions have outlined to the PSC the seriousness of the circumstances in their respective sectors. The ICTU has demanded an end to the austerity policy that has so adversely affected the provision of high quality public services and has corroded social cohesion. A series of rallies to protest against the application of austerity policies was held on 9th February 2012.

## F. EDUCATION CUTBACKS

- 64 Co Dublin(X2)/ Co Donegal/Co Kerry/ Co Limerick/Co Mayo/ Co Monaghan/Co Offaly/ Co Sligo/Executive Committee/Galway City/Limerick City/Shannon/Tipperary NR (Amended by Co. Monaghan)**  
In light of Section 9(c) of The Education Act, enshrining the students' legal rights to 'appropriate guidance' and mindful of current child protection guidelines and the current economic difficulties, it is essential that all schools and centres have a proper career guidance and counselling service in place in order to prepare students for the opportunities that are available to them. Congress condemns the cut in Guidance provision to schools, colleges and centres and insists as a matter of urgency that TUI negotiate with the Department of Education and Skills the restoration of guidance hours as Ex Quota.

The union has raised this matter with the DES and the Minister and has lobbied politicians. The union has demanded restoration of the ex-quota allocation and has highlighted the discriminatory nature of a cut that, by definition, most seriously impacts upon the most marginalised. The union has also liaised with the Institute of Guidance Counsellors in regard to the matter of the appropriate provision required of schools by the Education Act 1998.

## G. EDUCATION

- 81 Co Carlow**  
Congress instructs the Executive to demand that no changes be made to subjects, courses or programmes until the necessary resources and funding are made available by the Department of Education and Skills.

This motion together with motions 99, 101, 82 underpins TUI engagement with the Department and the NCCA in relation to curriculum development and change

- see note at end of Section I: Examinations, following motion 108.

- 75 Executive Committee/ Co Offaly**  
Congress condemns the Department of Education and Skills for the proposed introduction of a two year post graduate teaching qualification which will place a huge economic burden on parents and students trying to fund college now and in the future. Congress instructs the Executive to oppose the imposition of this two year training and the TUI members on the Teaching Council pursue the TUI policy on this.

TUI strongly opposed introduction of a two year post graduate programme for ITE in the TUI submission (2010/2011) to the Teaching Council on the continuum of teacher education. It followed this up in separate meetings with the Teaching Council and the Department of Education and Skills during 2012. TUI members on the Teaching Council articulated opposition to the change and the matter was raised by the TUI in all relevant policy fora. The union will continue to address the economic and employment implications of the government decision to approve a two-year ITE programme. In representations to the DES regarding the casualisation of the profession, TUI has stated that a two-year programme will greatly increase the opportunity cost of pursuing a career in teaching and will have the effect of impeding access to the profession.

- 80 Co Carlow**  
Congress calls on the National Educational Psychological Service provide adequate psychological support services to all students in need in all schools and colleges in Ireland.

The TUI position has been formally put to NEPS. The union has consistently demanded that the NEPS be adequately staffed.

- 79 Co Carlow/Co Cork**  
Congress instructs the Executive to inform Government that any

attempt to remove the Transition Year Programme from the post primary school curriculum will be strongly resisted by the TUI.

The TUI position has been formally brought to the attention of the Department of Education and Skills.

- 76 Shannon/Co Dublin (X2)**  
Congress calls on the Executive to demand from the government that the payment of subventions to private schools and colleges be immediately withdrawn.

The union has consistently made this demand and has used all available media to highlight the unconscionable subvention of privilege. In Budget 2013, the PTR for fee paying schools was increased to 23:1. TUI will continue to seek removal of state subvention for these schools. TUI used the opportunity of the publication of DES report on the fee income of fee paying schools in March 2013 to gain considerable media coverage on this issue.

- 87 Co Carlow (Amended by Co. Offaly)**  
Congress instruct the Executive to request the National Council for Special Education's Allocation of SNAs and Resource Teaching Hours to post primary pupils be restored immediately to 2009-2010 levels and to seek to ensure that these hours are used in the schools for the sole purpose of enabling the named students benefit from the educational process.

A meeting has been sought with the NESC and Department of Education and Skills to consider this matter in detail.

- 82 Co Donegal**  
In order to thrive in a digital economy and to ensure that students have the relevant technical proficiencies to prepare them for both employment and/or the transition from school to college, Congress instructs the Executive to enter discussions with the Department of Education and Skills with the aim of establishing a curriculum for ICT (Information and



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Communications Technology) and to ensure that ICT is both available in our second level schools and is a subject examinable at Junior and Leaving Certificate Level.

TUI addresses this matter through its participation on NCCA Council and Senior Cycle and Junior Cycle committees of the NCCA. The TUI position is also formally raised with the Inspectorate of the Department of Education and Skills, relevant administrative section (Qualifications and Curriculum Unit senior management).

## H. EQUALITY

### 90 Limerick City/Dublin City PP

Congress asserts that only the complete deletion of Section 37.1 of the Employment Equality Act will guarantee teachers the legislative protection afforded to other workers. Congress therefore directs that the TUI will actively oppose any move to develop a Code of Practice with regard to the implementation of the Act, but rather will actively press for its repeal.

This matter has been considered by

the TUI Equality Council. TUI is working in conjunction with the other teacher unions and also with GLEN and the ICTU.

A meeting with the Minister of State for Equality has been requested.

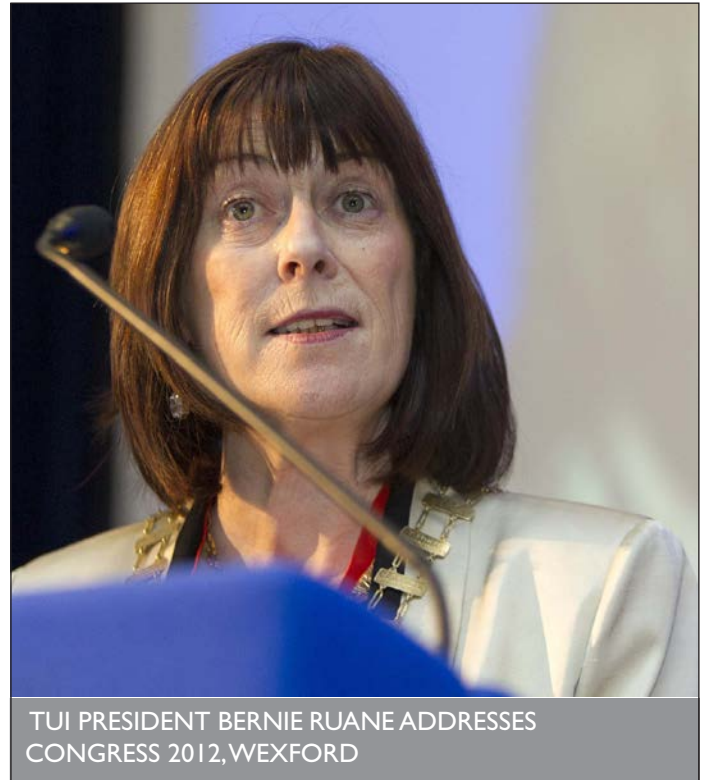
### 97 Dublin City PP (x2)

Congress instructs the Executive to demand that the DES and VECs put in place sufficient funding for systematic in-service programmes in intercultural education for teachers in schools and colleges.

This is under consideration at the TUI Equality Council. Wherever practicable, the union works in conjunction with Migrant Rights organisations.

### 96 Dublin City PP

Congress calls on the National Executive to ensure that the Equality Committee of TUI and the Equality Officers in branches be given full resources to guarantee that a pro-active approach is taken by this union to highlight failures by educational institutions, where TUI members are employed, to implement appropriately the Equal Status Act 2000 and the Equality Act 2004.



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Where issues arise they are dealt with at the TUI Equality Council or, if necessary, by taking case to the appropriate fora.

## I. EXAMINATIONS

### 99 Executive Committee

Congress notes that the Minister for Education and Skills has committed to reforming the Junior Cycle and Junior Certificate Examinations and that the suite of proposals for reform prepared by the NCCA and submitted to the Minister, refers inter alia, to:

- the introduction of school-based, externally moderate, second assessment components in all subjects and the allocation of 40% of the total marks to these components
- reduced emphasis on terminal written examinations with an allocation of a maximum of 60% of the marks to these exams
- the development of short courses at national or local level - to be assessed within a school and without external moderation - and their availability, on an optional basis, in substitution for full subjects
- the introduction, with effect from

2017, of a cap of eight on the number of subjects to be assessed for the purposes of a new qualification (level three) that will replace the Junior Certificate

- the policy of embedding identified key skills in each of the subjects and short courses
- an expanded cross curricular strategy in regard to literacy and numeracy
- provision for the introduction of a new award (level two) for students with special educational needs

Congress is gravely concerned

- that the reforms are proposed at a time of significant and continuing cuts in investment in education
- that, in spite of clear demands by the TUI, there is no explicit quantification of or commitment to the provision of the additional resources that would be required to successfully implement these reforms.
- that the imposition of these reforms would place an insupportable burden on schools with respect to operational and educational issues
- that the huge workload implications of the proposed reforms have been ignored by the Department of Education and Skills or regarded as 'not significant enough' to prevent change
- that insufficient weight or attention has been afforded to the implications of the proposed reform for national standards, the integrity of the assessment process and, hence, public trust in a major state examination
- that a clear potential effect of the reform would be a loss of subject choice and a disconnect between the junior cycle and senior cycle with consequential restriction of life choices for students.

Congress, mindful of the TUI policy in regard to assessment, demands that the proposed reform of the Junior Cycle and Junior Certificate Examinations not proceed unless a full audit of the resourcing required to implement such reform is

conducted in consultation with the education partners, including the TUI as well as an audit of the workload implications for teachers.

Congress further instructs that implementation of the reforms not be agreed by TUI until and unless such audits are conducted and adequate resources (staffing, training, financial, and administrative) are agreed.

The issue of Junior Cycle reform is dealt with more extensively in the education section of the annual report. See the note at the end of this section which deals with the motions carried.

### 101 Co Donegal

Congress directs that the Executive draw up a list of preconditions which must be met before agreeing to cooperate with the implementation of Junior Cycle Reform, this list of preconditions to include but not be limited to the following:

- A clear, fully developed system of assessment acceptable to members (to be determined by secret ballot of all second level members) which will safeguard the integrity of the assessment system, which will protect the members conducting these assessments and which will be fully resourced both in the administration of the assessment procedures and in the remuneration of the teachers conducting the assessment.
- Definitive agreed protocols (not guidelines) for managing the reduction in number of subjects from the current arrangements to 8 subjects for assessment, these protocols to include procedures for managing supernumerary teachers which may arise where a subject suffers a chronic or terminal decline in the numbers availing of it, to include a mechanism for dealing with non-assessment subjects retained by schools and to have a clear insistence on a consultation and consensus approach with all staff rather than managerial dictat.
- Definitive agreed protocols

relating to the formulation, nature, scope and assessment of school-designed short courses with clear information on who will be responsible for each of these aspects of the course to be delivered and protocols relating to the decision to introduce short courses with a clear insistence on a consultation and consensus approach with all affected staff rather than managerial dictat.

- A clear, structured and fully costed programme of continuous professional development setting down in detail the nature of the inservice, duration (both in terms of roll out of CPD prior to introduction of reformed curriculum, at inception of same and on an ongoing basis), objectives of the CPD, learning outcomes, locations, timing (within the school day) and expenses structures.
- Definitive agreed protocols for the credits to be derived from activities which were previously extra-curricular and co-curricular activities and which will now form an element in short courses; these protocols also to provide protection for members so that such extra-curricular and co-curricular activities are not subsumed into the job requirements of the teacher and so that members are not unduly coerced or pressured into doing such work that was previously undertaken in a voluntary capacity; these protocols also to safeguard against further inequality in second level education.
- A clear statement of learning outcomes to be drafted for the new key skills to be taught at Junior Cycle with due cognisance of rationale, methodologies to be employed, differentiation and assessment and how these are to be embedded in the new curriculum.

Further, Congress directs that these preconditions are communicated to members on the TUI website and in the TUI News.

See note at end of section.

**108 Shannon/Co Cork**

Congress calls on the Executive to demand that adequate training and resources are put in place prior to the implementation of any changes to the Junior Certificate and Leaving Certificate.

Motions 99, 101, 108 together with motion 81 underpin TUI's engagement with the Department and the NCCA in relation to curriculum development and change. The substance of the motions will be used insofar as is possible to ensure that changes to curriculum and assessment at post-primary level will not be implemented unless adequate resources, systems and protocols are in place to protect teachers' conditions, educational standards and the integrity of the educational experience and outcome for students. This will be addressed in the context of tripartite discussions which are to take place involving TUI, IVEA and DES.

## J. FURTHER EDUCATION

**115 Co Donegal**

Congress instructs the Executive to ensure that all education and training courses provided under SOLAS are the sole responsibility of the VECs (ETBs) and that all those who teach programmes under the aegis of SOLAS are registered with the Teaching Council.

This is a major element of TUI policy as set out in the Union's submission to the Oireachtas Committee on Education and Social Protection on 24 October 2012. TUI seeks that all teachers employed to teach education courses are registered with the Teaching Council.

**114 Co Donegal**

Congress directs the Executive to ensure that there will be no worsening of the conditions of service of any TUI member following the imminent establishment of the new Education and Training Boards and the subsequent integration of the

remaining FAS staff into the Boards.

This has been articulated as a core demand in TUI's submission to the Department of Education and Skills on the rationalisation of VECs to form ETBs, and will be demanded at all appropriate fora in respect of the establishment of ETBs. TUI is currently examining the Education and Training Boards Bill with a view to seeking to ensure the protection of established conditions of service.

**131 Co Dublin (Amended by Executive Committee)**

Congress is deeply concerned at the lack of trade union representation in talks regarding the integration of FAS into VECs under the new board SOLAS. Congress instructs the Executive Committee to make representations to the political parties and ICTU to immediately correct this oversight.

TUI continues to seek representation on SOLAS and participation in all discussions in respect of the integration of FÁS into ETBs.

**116 Co Donegal**

Congress acknowledges the excessive workload placed upon teachers in the adult and further education sector due to both the introduction of the FETAC Common Awards System (CAS) and members' compliance with the new assessment policies and procedures. Congress calls on the Executive to enter discussions with the Department of Education and Skills to ensure:

- Appropriate resources are allocated to this sector
- Posts of responsibilities are introduced. This will assist in the introduction, effective administration, management and implementation of these new awards
- Continuous professional development is provided for all teachers involved in the delivery of FETAC Levels 4, 5 and 6 in advance of the activation of the Common Awards System (CAS) for these levels. Such CPD should take place within each VEC (ETB) scheme (therefore

accessible by respective members) and take place during the school day.

An audit of the workload and resource implications of the Common Awards System is planned with a view to substantiating the case for additional resources. The establishment of posts of responsibility in non-mainstream FE provision remains a policy position of the Union.

## K. HEALTH & SAFETY

**137 Dublin City PP**

Congress instructs the National Executive to campaign for an amendment to current education legislation which is strongly assertive of individual student rights and the rights of their parents, but which fails to state explicitly the rights of teachers. Congress affirms that a balance of rights needs to be achieved in education legislation in which all the partners in the school community have their rights and responsibilities clearly defined and legally vindicated in relation to school policies.

This matter continues to be pursued by the Union.

**134 Co Donegal**

With due regard to the right to education for any individual, the right to health, safety and welfare of school staff must be fully recognised. In the light of drastic cutbacks and anticipated increases in disciplinary pressures, this concern around the health of teachers is a particularly urgent issue and needs to be prioritised by the Executive. The Executive is furthermore directed to demand that any amendments necessary to the Education Act 2004 and the Education Welfare Act 2000 be made to ensure that the right to health and welfare of staff be properly and explicitly vindicated.

With due regard to the right to education for any individual, the right to education for the majority of students must be fully recognised. Where any individual is preventing the vindication of the right of the majority then the right of the

majority must take precedence. The Executive is furthermore directed to demand that any amendments necessary to the Education Act 2004 and the Education Welfare Act 2000 be made to ensure this.

In the light of drastic cutbacks and anticipated increases in disciplinary pressures, the Executive is directed to survey teachers, parents and students to establish the true extent of the damage being done to teachers' health and students' education by individual behavioural problems in class and our system's inability to deal promptly and effectively with these and the results of this survey to published.

It is intended that a national survey of members' views/perceptions of pupil behaviour (akin to the 2006 survey but appropriately amended to take cognisance of recent education cutbacks) will be undertaken. Where appropriate, amendments to education legislation will also be identified and suggested.

## L. IN-SERVICE

### I42 Tipperary SR

Teachers who are expected to travel to in-service courses use their cars on the same public roads, pay the same amount for fuel, tyres and insurance as politicians, CEOs and judges etc. Teachers also pay the same hotel expenses for overnight stays and for food. Payment by the Government of vastly different rates of expenses to cover the cost incurred by different groups is clearly unfair and consequently unconstitutional. Congress instructs (commands or orders) the Executive to institute a campaign (an organised and prolonged attempt to gain support for) to firstly establish the fact that this inequality is unfair and secondly to bring about a standardised payment of reimbursement of actual expense incurred to all groups on all business carried out on behalf of all state agencies.

In the context of the cuts in the funding of public services, including

education, the TUI has sought a consistent, fair regime of travel and subsistence.

### I41 Co Carlow

Congress instructs the Executive to seek that any "subject-based further development", which may not necessarily be department based in-service, and carried out through subject associations would now count towards the 33 hours contained under Croke Park.

The union has sought a more flexible use of the 33 hours that would take account of the judgement of schools/centres, at a local level, as to how their subject development needs would best be served. TUI has recommended that members reject the proposed PSA2, section 2.30 of which will review travel and subsistence across the public service.

## M. INSPECTIONS

### I48 Co Cork

Congress seeks that TUI should oppose any attempt by Government to make any non-cooperation or failure to cooperate with any school/centre inspection a criminal offence in the "Education & Training Bill". This would be an outrageous and unacceptable attack on the teaching profession.

The TUI has continued to oppose the proposed amendment to Section 13 of the Education Act 1998 as draconian and oppressive. The Minister and the relevant sections of the DES have been approached with a view to having the proposed amendment dropped or, at the least, substantially revised.

### I49 Co Cork / Dublin City PP

Congress condemns incidental inspections as completely unnecessary and instructs the Executive to seek an immediate cessation of this type of inspection.

TUI opposition to incidental inspections is on record in written submissions to the Inspectorate and the matter has been raised repeatedly at meetings with the

inspectorate. Cognisant of the fact that incidental inspections are being conducted, the TUI participated in a review conducted by the DES and sought and received assurances that such inspections cannot purport to assess the competence of a teacher.

### I46 Co Donegal

The amendments to the Education Act 1998 detailed in the Education and Training Boards Bill will result in all education settings established or maintained by the newly formed Education and Training Boards coming under the remit of the Inspectorate. Many education settings have never been under the inspectorate's remit, therefore if this amendment is enacted, Congress instructs the Executive to insist that the Department of Education and Skills issue inspection protocols for these education settings, many of whom solely deliver FETAC programmes. Such guidelines must include details of what information is required pre inspection, details of the procedures that will take place during the inspection period and outline what interactions must take place before, during and after the inspector's visit.

This matter is raised, as appropriate, with the Inspectorate. In the first instance the Inspectorate has been asked to clarify what centres fall under its remit for inspections. Agreement will be sought on the approaches and protocols to apply.

### I47 Tipperary SR

An endless amount of new and demanding work in the areas particular of school planning, school inspections and other areas is being taken on board and accepted on behalf of all teachers by Principals and Deputy Principals. The list of demands, for example in the area of school inspection, is now such that the possibility of complying with all the regulations is simply impossible. Congress advises all its Principals and Deputy Principals not to continue this endless acceptance of new terms and conditions on our behalf and advise them not to continue to be a handy method of dumping new work loads on the ordinary teacher.



The imposition of additional administrative workload has been raised as a very serious issue with the PDA, with the relevant management bodies, the DES and the Minister. The union has stated its view that much of this work is of little or no intrinsic value to the education system and deflects teachers, including principal and deputy principal teachers, from their primary, teaching and educational leadership functions. The union has asked the DES to audit the administrative demands imposed on schools by the DES and the various statutory agencies and to streamline and reduce those demands. Also see Motion 20 above.

## N. MISCELLANEOUS

### 154 Dublin City PP

Congress instructs the National Executive to respond robustly to any failure by educational organisations to comply with the Terms of the Employment Information Act 1994. Employers are legally obliged to supply employees with the information specified under the Act within the requisite period of 2 months from the commencement of a contract.

This has been raised at both the Teachers' Conciliation Council and the IoT IR Forum.

## O. ORGANISATION

### 155 Executive Committee

Congress notes the proposals to amalgamate some VECs and the formation of Education and Training Boards and recognises that this will require amendments to the TUI rule book in respect of current VEC areas. Congress instructs the Executive to formulate the necessary and appropriate rule changes for these areas maintaining the size of the Executive and in doing so would seek to provide for appropriate representation for Further Education within this change. These proposed rule changes to be brought to an

appropriate Congress, be that annual or special congress.

This work is on-going. A suggestion brought by the Executive Committee to a consultative conference on 1st December 2012 was extensively discussed and was considered to lack the necessary geographical balance. The question of representation for Further Education is under consideration at the Further Education Sub-committee and the Organisation and Training Sub-committee.

### 164 Dublin City PP/Co Donegal

Congress instructs the National Executive to negotiate with the DES for a reduction in the teaching load of Branch Chairpersons and Secretaries to reflect the increased demands on their time which include dealing with complex contractual issues, cases involving bullying and harassment and other matters.

This matter will require a collective approach with the other teacher unions (where applicable) and can be raised through the TCC and the IoT IR Forum.

### 170 Co Donegal

Congress instructs the Executive to put in place such procedures as are necessary in the management of members' subscriptions including;

1. Implement a mechanism to ensure that members who are not paid over the holiday periods do not automatically fall into arrears.
2. Establish an automated system in Head Office for contacting all members in September of each year to ascertain their membership status for the forthcoming year.
3. Ensure that members who fall into arrears are notified directly by Head Office in writing within one month upon failing into arrears.

A new IT system for membership was installed in Head Office during 2012. The potential of this system to address issues such as those in the motion is being incrementally utilised. The intention is to pre-empt

and prevent as far as possible circumstances which result in members falling into arrears and to put in place a system of timely checks and advice.

### 156 Co Donegal

Congress calls on the Executive to ensure that all editions of the TUI News contain all up-to-date information on TUI issues including directives and new circular letters. This is especially crucial owing to the discontinuation of postal correspondence to schools/centres.

Every effort is made to ensure that TUI News is relevant and up to date. In addition, an electronic TUI Newsletter has issued periodically (commencing in November 2012) by email to TUI workplace representatives. It consists of a summary of the latest news on the website and recent representation of TUI policy in the media.

## P. PENSIONS

### 210 Executive Committee (Amended by Tipperary NR)

Congress instructs the Executive to demand that the value of pensions of members currently in employment and for those who have retired be maintained and that the link between the salary of those in employment and those on pension be retained. TUI should initiate talks with the ASTI and INTO to explore the possibilities of taking legal case against the DES and other relevant Government Departments in order to protect the pension contractual rights of existing teachers. This exploration should examine the legal rights and or entitlements of any party to renege on or alter the contract which all teachers were required to enter into with the DES but the Government appear to be able to default on by changing the terms of how pension will be calculated for retiring teachers in the future.

This was done and legal advice was obtained in conjunction with the other teacher unions. The unions are seeking appropriate individual cases to pursue.

**219 Co Dublin**

Congress instructs TUI to negotiate as a matter of urgency, to restore the pension rights of all newly appointed teachers to pre-2011 level.

The teacher unions have had a joint teacher union campaign on the issue. The matter has also been raised at the Public Services Committee of the ICTU with a view to a broader campaign.

## Q. POSTS OF RESPONSIBILITY

**220 Co Mayo/Co Meath/Co Cork/Co Dublin/Tipperary NR**

Congress notes the erosion of the special duties and assistant principal posts is damaging the fabric of the Irish second level education system to the detriment of students and the health and welfare of school leaders. Congress calls on the government to immediately lift this moratorium.

TUI has, at every available opportunity and negotiating forum, sought the lifting of the moratorium on the filling of posts of responsibility. Limited alleviation arrangements have been put in place in respect of Assistant Principal posts but the attrition of posts at Special Duties Teacher level has continued. The DES and the Minister have been made fully aware of the very damaging effects of the moratorium on schools' capacity to meet organisational and pastoral needs.

**222 Co Cork**

Congress directs the Executive to negotiate with the Department of Education and Skills to ensure that unsuccessful candidates for principal/deputy principal positions have an appropriate appeal mechanism available to them.

Discussions in relation to the introduction of an appeal system in respect of principal and deputy principal posts are on-going at the Teachers' Conciliation Council.

**224 Co Donegal**

Congress instructs the Executive to seek a formal interpretation/adjudication at the Teachers' Conciliation Council in relation to the failure of the Department of Education and Skills to award the adjustment of the allowances payable to already established programme coordinator posts which arise due to an increase in the number of students enrolled in a programme(s). As such posts are not vacant posts they should not be comprehended by the moratorium.

This matter is for consideration at the TCC and requires Branches to advise Area Reps and TUI Head Office of cases as they arise.

**223 Dublin City PP**

Congress instructs the Executive to investigate through the Branch structure the extent to which work is being carried out by teachers in schools and colleges on an unpaid basis which was formerly work associated with remunerated Posts of Responsibility.

This matter has been considered by the relevant sub-committees as has compliance with the relevant directive.

## R. PUBLIC SERVICE AGREEMENT

**228 Co Donegal/Co Cork (Amended by Dublin Colleges)**

Congress reaffirms that any further cuts to the pay or allowances of teachers and lecturers, including supervision and substitution pay as well as any attempt to suspend increments, will lead to a breach of the Croke Park Agreement. If a breach occurs all elements of the 'Croke Park Agreement' are nullified.

No cuts were applied to the pay or allowances of staff covered by the Public Service (Croke Park) Agreement during 2012. Regrettably, government unilaterally imposed cuts to the pay and allowances of staff whose circumstances were not comprehended by the agreement.

The TUI strongly opposed these cuts. The issue raised by this motion is encompassed by the union's call for members to reject the proposed PSA2.

## S. REDEPLOYMENT

**240 Co Monaghan (Amended by Limerick Colleges)**

Congress calls on the Executive to allow TUI officials to negotiate for a voluntary transfer scheme for teachers/lecturers on a national basis where a teacher/lecturer who wishes to move to another part of the country may do so - without any break in service, without any change to their permanent or CID contract. This would give teachers/lecturers similar rights as Civil Servants.

The TUI, in conjunction with the ASTI, sought and secured discussions regarding a scheme of voluntary redeployment. The DES agreed to institute such a scheme but on a limited, pilot basis. Details are awaited. The 2013 pilot is focused on an area with a radius of 50km from a small number of schools that have surplus staff in County Sligo.

**241 Co Donegal/Cork City/Co Sligo**

Congress calls on the Executive to liaise with the IVEA with the aim of establishing a maximum transfer distance permitted under the TUI/IVEA Transfer Agreement. If a teacher is to be redeployed (provided for under the Croke Park Agreement) he/she can only be redeployed to a maximum of 50km yet the transfer agreement has no such maximum limit. Some VECs cover large geographical areas consequently teachers employed within one VEC scheme could be transferred considerable distances.

The Union has sought a review of the transfer agreement in order to address a number of issues, including transfer distance, in the context of the imminent establishment of the ETBs. The IVEA and DES also want a review of the agreement. It is anticipated that the review will take place early in 2013.

## T. RULES

### 255 IT Tallaght

Amend existing Rule 47 as follows: Delete the words “Area Representatives shall be responsible to the National Executive on matters affecting the Union. They shall represent the views of the area at meetings of the Executive” and replace with “Area Representatives shall be responsible to the union membership on matters affecting the union and shall represent the views of the area at meetings of the Executive”.

Rule Book revised accordingly.

### 246 Co Donegal/ Co Roscommon/ Co Offaly/Galway City

Congress proposes the following to the end of Rule 95:“(d) Congress declares a once off amnesty to all members who were in arrears on 1st January 2012 and are paying their subscription via deduction at source”. This addition to Rule 95 will expire upon commencement of Congress 2013.

Branches were advised accordingly.

## U. TEACHING COUNCIL

### 267 Co. Monaghan

Congress calls on the Executive to allow TUI officials to negotiate the membership fee to the teaching council for TUI members to be reduced from its present level by 50%. This is to reflect the service the Teaching Council provides for teachers.

A fee reduction has been agreed by the Teaching Council.

## V. YOUTHREACH

### 272 Dublin City PP

Congress instructs the Executive to challenge strenuously any attempt by VECs to convert part-time teaching hours in Youthreach to Resource hours. This conversion, if it were to proceed, would represent



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a serious deterioration in the terms and conditions of service offered to new staff in Youthreach centres and would open the door to “yellow pack” teaching jobs.

This is being done on a national basis as cases of this practice are raised with Head Office.

### 271 Co Donegal

In light of the recent successful Labour Court cases taken by Youthreach members in Co. Dublin VEC, Congress instructs the Executive to ensure all VECs (ETBs) are informed of the rights and entitlements of our members in the Youthreach sector and insist that comparable members receive the same terms and conditions of employment.

Application of the Labour Court determination to all qualifying members is actively being pursued at branch level. All branches have been circulated with copies of the Labour Court determination and have been asked to circulate it to all Youthreach Centres. In accepting, on a without prejudice basis, the Government’s invitation to talks in early 2013, TUI prioritised both the issue of new entrant pay scales and the issue of casualisation.

## EMERGENCY MOTIONS CARRIED

### EMERGENCY MOTION NO. 1

**Executive Committee / Limerick City Schools / Co. Clare/ Tipperary NR / Co. Cork / Cork City Schools / Dublin City PP / Donegal C&C / Donegal Colleges / IT Sligo / Athlone IT / Waterford City / Tipperary SR / Co. Wexford / Co. Waterford / Co. Kilkenny / Cork Colleges / Waterford Colleges / Dublin C&C / Co. Louth / Co. Monaghan / Co. Cavan / Co. Meath / Co. Leitrim / Co. Donegal / Co. Sligo / Co. Mayo / Galway City / Co. Galway / Galway-Mayo IT / Limerick Colleges**

Congress instructs that the TUI:

- Condemns the continued targeting of the pay and conditions of teachers and lecturers appointed since January 2011
- Campaigns, in conjunction with other public service unions, to have the reductions to starting pay rescinded
- Will support claims to the Equality Tribunal that this pay cut amounts to discrimination
- Commits to vigorously seeking the immediate restoration of the single incremental payscale for all teachers and lecturers.

All elements of this motion are being actively pursued. The union has prioritised the pay and conditions of new entrants to teaching and lecturing and the associated casualisation of the profession in all of its

public discourse during the year, in discussions at IR fora and in all of its engagement with the department, other agencies and government.

**EMERGENCY MOTION NO. 2**  
**Co. Donegal / Donegal C&C /**  
**Dublin City PP / Galway City /**  
**Co. Carlow / Co. Waterford /**  
**Co. Cork / Co. Laois /**  
**Co. Wicklow / Co. Dublin /**  
**Co. Sligo**

Congress notes with concern the publication of new Draft Guidelines for Self-Evaluation in Schools. In particular Congress notes the Inspectorate's desire to introduce student and parent surveys on teacher performance; formalised peer reviewing of teaching by department colleagues and / or principals; focus group reviews and the requirement to put in place school improvement plans and the potential implications this might have for teachers.

In response to these new proposals Congress directs the Executive

- To liaise with ASTI with a view to agreeing a shared stance on the new proposals if possible.
- To make a robust submission to the DES countering the proposals before they can come into effect.
- To communicate clearly to the DES its opposition to any form of PMDS and to reiterate TUI's view that inspection is the preserve of inspectors and not Principals.
- To instruct the relevant TUI Officials to carry out these instructions.

TUI has liaised closely with the ASTI and has engaged robustly with the Inspectorate through written submissions and meetings. Significant changes to the initial proposal have been secured.

**EMERGENCY MOTION NO. 3**  
**Co. Donegal / Dublin City PP /**  
**Dublin Colleges / IT Carlow /**  
**Co. Mayo / IT Tallaght /**  
**Co. Galway / Co. Dublin /**  
**Co. Cork / Tipperary SR /**  
**Cork City Schools / Co. Meath**

This Congress instructs the Executive to organise a national campaign against the cuts in the pupil teacher ratio in 2nd level disadvantaged DEIS schools, and against the changes in the Guidance Counselling allocation which will lead to approximately 800 job losses. These cuts will have a serious detrimental effect on

student well-being, on the level of support for disadvantaged students as well as denying all students an adequate Career Guidance service.

The TUI's campaign against the cuts is outlined in the "Education Cuts" section of the Annual Report. TUI also launched a campaign against the increase in PTR at FE/PLC announced in Budget 2013. This is ongoing.

**EMERGENCY MOTION NO. 4**  
**IT Tallaght / Dundalk IT /**  
**Limerick Colleges / IADT Dun**  
**Laoghaire / Dublin Colleges /**  
**Waterford Colleges / Cork**  
**Colleges / Donegal Colleges /**  
**Sligo Colleges / Galway-Mayo IT**  
**/ IT Carlow**

Congress notes that the Third level system in Ireland has been grossly underfunded for many years. Despite this underfunding, International research concludes that Ireland:

1. Has an outstanding Third Level education system (Ref; ECOFIN)
2. Ranks in an outstanding position for the Third Level educational qualifications attainment of its citizens (ref: OECD)

Congress takes the view that the chief reasons for this outstanding performance in the IoT Sector are due to the:

1. Unique nature of the Institutes of Technology
2. Hard work of the highly-skilled and motivated Academic Staff
3. Student-centred, highly-successful teaching model
4. Regional focus of the Institutes of Technology

Congress further takes the view that the IoT Sector, as currently structured, is one which is crucial to a 'knowledge' and 'thinking' economy.

Congress instructs the Executive Committee that the changes to the sector proposed by the Government, as embodied in the 'Hunt Report' and the HEA's document, "Towards a Future Higher Education Landscape" (13th February 2012) will:

1. Irreparably damage the quality and diversity of Third Level Educational provision
2. Adversely impact on the terms and conditions of employment of TUI members
3. Irreparably damage the hard-earned excellent reputation of the sector internationally, and by extension

4. Irreparably damage the economic and competitive edge that the Country enjoys, arising from this reputation. Congress instructs the Executive Committee to use all available means at its disposal, including industrial action (up to and including strike action) if necessary, to protect:

1. The quality of educational provision in the current 'unbroken' system
2. The terms and conditions of TUI members in the sector

In May 2012, TUI organised a consultative conference with third level members to inform the TUI response to the HEA Landscapes document. TUI's submission to the HEA regarding the Landscapes document was guided by the terms of the motion. At meetings with the HEA, TUI has trenchantly informed the Authority of its opposition to the approach suggested in the Landscapes and associated documents. TUI has said it must be fully consulted in advance of any decision being taken with regard to a restructuring of the higher education sector.

**EMERGENCY MOTION NO. 5**  
**Tipperary SR / Co. Donegal /**  
**Cork City Schools / Co. Carlow /**  
**Co. Galway / Co. Limerick /**  
**Tipperary NR / Waterford City /**  
**Co. Louth / Co. Cork / Co. Dublin**

Congress instructs the Executive to withdraw with immediate effect, the revised TUI directive re Junior Cert Oral Irish which allows for the implementation of Junior Cert reform without the resources and training which we demand in our overall policy. This directive of January 2012 places an unnecessary burden on colleagues under S&S, no remuneration is required and, crucially, no training is now, or has been provided.

The Executive Committee amended the directive in accordance with the motion. This issued to schools and centres in October 2012.

**EMERGENCY MOTION NO. 6**  
**Limerick Colleges / Athlone IT /**  
**GMIT / Dublin Colleges /**  
**Donegal Colleges / Sligo Colleges**  
**/ Cork Colleges / IT Carlow /**  
**Dundalk IT**

Congress instructs the TUI Executive to vigorously oppose any attempt by DOES and HEA to use the temporary downturn in the recruitment of Apprentices in the construction sector as an opportunity to

remove the existing facilities and unnecessary redeployment of staff, thus preventing the continued Education and Training of apprentices in the sector.

This will be best served by encouraging and engaging with the stakeholders if and when a review of apprentice structure takes place.

TUI has considered these issues at the Apprenticeship Working Party and Colleges Sub-committee and has subsequently addressed them to the HEA and at the IoT IR Forum Apprenticeship Sub-committee. TUI is monitoring and responding to developments in FAS/Solas and the Education and Training Boards Bill. The union continues to seek a direct entry model of apprenticeship, located in the institutes, that is not dependent on employer registration.

## REFERRED MOTIONS

### 19 Dublin City PP

Congress is concerned that the new grievance procedure

- (i) implies a strange state wherein workers have grievances and the employer represented by “immediate supervisors, co-ordinators, principals” try to resolve these problems
- (ii) implies that the employer does not create problems
- (iii) implies that all grievances are local and individual
- (iv) uses a condescending and patronising tone to members
- (v) ignores entirely grievances with the VEC itself
- (vi) introduces the title “immediate supervisor”

Congress is further concerned that the role of the union branch is diminished by the new procedure. Specifically Congress is concerned that

- (i) regular meetings between the union branch and VEC which has been the norm in many areas and which have dealt with a wide range of concerns is entirely absent from the new procedures
- (ii) the union representative at stage 3 is being interpreted to mean a full-time official.

Congress rejects the new grievance procedure and instructs the Executive to negotiate a new procedure based on defending its members and recognising the reality that when problems arise they may be/are often caused by the employer.

*RESULT Referred*

Improvements to the nationally-negotiated procedure (of March 2010) – taking account of the above motion - are being sought at the Unions’/IVEA Consultative Forum

### 61 IT Tallaght

Congress notes that, although there is a well established mechanism whereby new contracts or changes to existing contracts may be negotiated, Management bodies feel entitled to bypass this and to deceive appointees into signing contracts which have not been agreed by the union. Congress instructs the Executive that where such an abuse is uncovered in any TUI workplace, it is union policy to immediately ballot members throughout the relevant sector to take national industrial action, up to and including strike action, until the offending contracts have been replaced by agreed contracts.

*RESULT Referred*

At third level Branches were issued with an explanatory letter about variations. Branches were requested to invoke a Stage 3 grievance where cases were identified. In addition, Branches were provided with two assessment tools for Pro-rata and CID staff. Where breaches of agreements occur the union will utilise the available IR mechanisms in the first instance. The union has referred all part-time (HPAL and Associate lecturer) issues to the Keegan process.

### 119 Cork City

Congress reaffirms that work generated by the changes to the FETAC examination system will only be carried out within the 167 school opening days.

*RESULT Referred*

The operation of the FETAC examination system is kept under review by the Further Education Sub-committee.

### 167 IT Tallaght

Congress instructs the Executive that the weekly time allowance for Area Representatives be increased to one-half the weekly norm teaching hours of the full-time recruitment grade of the sector in which the Area Representative is employed.

*RESULT Referred*

This proposal has very significant cost implications for the union. The adequacy of the union’s structures as well as associated workload issues are kept under review by the Organisation and Training Sub-committee.

### 178 IT Tallaght

“Congress notes that the Executive has at times decided not to allow members to have their say on significant changes to their terms and conditions because of how long it takes to hold a ballot, or a Special Congress, or both. This has arisen where the other side in the negotiations is working to a time-frame of its choosing. Congress instructs the Executive that in any negotiations with the Official Side, any decisions to be taken by the union must be made in strict accordance with rule. Congress further instructs the Executive to remind the Official Side in advance of negotiations, without laying down preconditions for those negotiations:

1. of the time-scales required under rule for the union to organise and hold a Special Congress and/or ballot
2. that the Executive is obliged to adhere to these time-scales and does not have any discretion in this regard.”

*RESULT Referred*

Where appropriate and relevant, the official side is made aware of the time-scales that apply under the rules of the union.

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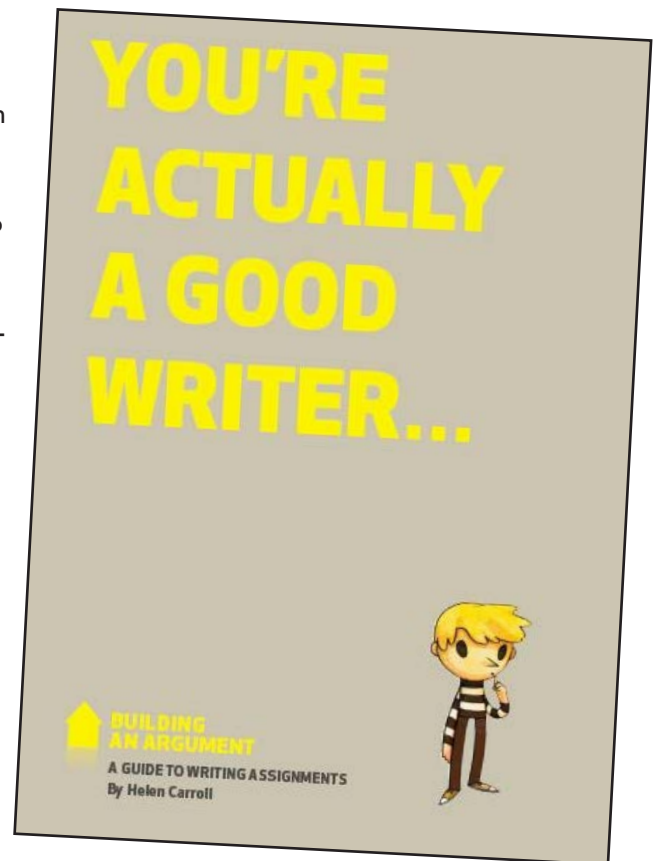
# Rethinking the classroom, building inclusion into learning

Research carried out by AHEAD – Association for Higher Education Access and Disability indicates that there are just under 7,000 students with disabilities in higher education institutions throughout Ireland and this trend looks set to increase, with over 10% of students undertaking the Leaving Certificate requesting reasonable accommodations. Students with disabilities are progressing successfully from school and getting the course of their choice. Similarly all students with disabilities that graduate with honours degrees, masters and doctorates do so due to the same hard work and diligence as their peers.

Students with disabilities now have expectations of forging careers; accessing third level is no longer a dream but a reality. They are now more than ever aware of their legal entitlement to an education which takes into account their specific needs. In the last 5 years alone there has been a 92% increase in the number of students with disabilities accessing higher education. This is a good news story but it brings the inevitable challenge of changes to practices to support students with different needs within a climate of ever decreasing budgets. How can we continue to support this growing cohort of students? It's time to rethink the classroom and the methods used to include students with disabilities.

The approach currently adopted for the provision of reasonable accommodation is usually achieved through specialist treatment or retrofitting existing facilities often at great cost, both in terms of time and money. But legislation as far back as the 1960's has been advocating for a more inclusive environmental approach under the

broad banner of universal design, examples of which are plentiful: ramps and electronic doors into buildings originally built to ensure access for wheelchair users actually facilitate a range of users - a parent with a pram, delivery of goods. The underlying concept of universal design is the recognition of human diversity and an awareness of a variety of needs that was originally applied to the built environment but is now being expanded to include the learning environment known as universal design for instruction. UDI is an approach to teaching that consists of 9 proactive design and instructional methods that benefit a broad range of learners including students with disabilities. Building in access at the design stage is more sustainable than retrofitting or having to reconsider for each situation. For example, many HEI's now purchase Assistive Technology site licenses, and install the software on all college PC's ensuring access for anyone who needs it and reducing the need to provide individual PC's. Another example is that teachers who redesign their information delivery around the needs of students with Dyslexia by adopting a multi-media approach (same message delivered through text, diagrams, learning templates and video) tend to find that their teaching practice improves for all students. In short, all students learn differently and implementing UDI principles at the design stage of learning



benefits all students, not just those with a disability and just like in the built environment, it proves cheaper, smarter and more effective in the long run.

For an example of a learning template check out AHEAD's Guide to Writing an Assignment [www.ahead.ie](http://www.ahead.ie).

*AHEAD, Association for Higher Education Access and Disability is an independent non-profit organization working to promote full access to and participation in third level education for students with disabilities and to assist in their employment on graduation. AHEAD provides information to students and graduates with disabilities, teachers, guidance counsellors and parents on disability issues in education. Ahead also works with employers and graduates.*

# Master's dissertation entitled

*“An investigation in to the impact the current recession is having on the education of secondary school students in Kerry today”*

*By Marie Harmon*

During 2012, I was a student at the Institute of Technology, Tralee before commencing my studies for a Professional Diploma in Education. As teaching was always my chosen career, I wanted to focus on the education sector for my dissertation. As the current recession has had a devastating impact on the country and thus government expenditure, I sought to find out what the impact of the spending cuts was having on the education sector and secondary school students in Kerry in particular.

Due to time constraints with the research, the dissertation focused on how education has been affected at senior cycle in second level schools in county Kerry since the recent economic downturn began in 2007. In carrying out this investigation, the researcher sought to identify what areas within the education sector have been targeted by budget cuts and what impact these cuts are having on the education of students today.

Existing studies completed by the teaching unions of Ireland have focused on the country as a whole and have provided several examples of the type of cutbacks currently being experienced in schools and the impact of this on teachers and staff and their ability to teach their students. This study focusing on Kerry found many similarities with the national research.

As part of my research process, a survey of two large second level schools in Kerry was undertaken. A questionnaire was the main research instrument chosen for this study so as to include a large number of student opinions. Teachers and parents inputs were also appreciated in two focus groups. The mean age of the respondents was seventeen years of age as senior cycle students only were included. Seventy six per cent of the respondents were female and twenty four per cent were male.

Overall the study found that Kerry students have been significantly affected by the cutbacks in their education.

Students are experiencing larger class sizes as a result of the loss of teachers as well as the amalgamation of higher and ordinary level classes. Tuition time is being reduced with one of the schools studied closing earlier three days a week, reducing the total tuition time for students by 2 hours a week. Individual class times are also being reduced by 5 minutes to ensure 9 classes are still taught on these shorter days. Students are also losing out on valuable one on time with teachers for feedback and assistance which students have found particularly distressing as students require feedback from their

teachers to determine how they are doing in class. The study also found that some subjects such as physics, chemistry and history are being removed from the senior cycle curriculum with music removed for all students due to a lack of teachers and resources. These developments are causing considerable worry for students. If students fall behind in larger classes, there is less opportunity for the teacher to recognise this and there are fewer resources to assist them. These cutbacks will have a dramatic effect on their futures and their potential.



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# TUI in the media

*A small sample of issues recently address by the union in the national media*

## **A season of not-so-smart casual for teachers – Irish Times 12/3/13**

“Casualisation is a cancer in second-level schools. We have young teachers with seven or eight hours a week hanging around staffrooms waiting for someone to go sick. The new Croke Park proposals on substitution and supervision will only make matters worse,” says Gerard Craughwell, President of the TUI. Teachers are facing cuts of €106 million a year in supervision and substitution payments under the proposed new deal. “Employers in schools are using the labour laws to extend the probation period of teachers for years, turning them into machines who will do anything they are told in order to keep their jobs,” says Craughwell.

**TUI General Secretary John MacGabhann interviewed on RTE’s Prime Time** about state funding to fee paying schools. He says fee paying schools have both the money and the moral obligation to repay to the state the full value of their teacher allocation. 11/3/13

**Principals to seek alternative unions – Irish Examiner 9/3/13** The TUI said the principals it represents attend TUI meetings and represent themselves through its branches and structures, as well as through the Principals and Deputy Principals Association. “Any concerns that TUI members may have can be raised in and addressed through the TUI structures,” it said.

**The figures show state-sponsored privilege in education must be ended – extract from opinion piece by TUI President Gerard Craughwell in Irish Examiner 8/3/13** ... The report shows that fee paying schools have over €81m in discretionary income to spend on extra teachers, ancillary staff, state-of-the-art facilities and extra-curricular activities. Access to such facilities is off limits to the majority of students in Irish education. Therefore, quite clearly, the situation whereby fee-paying schools enjoy a double funding mechanism falls short of any test of fairness or equity. Crucially, the €81m in



discretionary income is what remains after the cost of unpaid fees and discounts, capital loan repayments and grants, and teachers foregone has been deducted from the fee income generated by these schools.

**TUI General Secretary John MacGabhann interviewed on TV3 news ‘The 5:30’** about a Department of Education and Skills report on the fee income of fee paying schools. He said the Government now needs to act on the “irrefutable logic” of the report. 5/3/13

**TUI General Secretary John MacGabhann interviewed on RTE Radio 1’s Morning Ireland** welcomed the publication of the DES report on fee paying schools that he said confirmed TUI’s position that it is unconscionable that the state would underwrite privilege through the funding of fee paying schools. 5/3/13

**Teacher unions urge no to Croke Park deal - Irish Examiner 28/2/13** The executive of the Teachers’ Union of Ireland, which represents second and third-level teachers, met yesterday to discuss how the €1bn in savings being sought by the Government would impact upon its 15,500 members. Afterwards general secretary John MacGabhann said his executive believed the suite of measures proposed were “excessively draconian” and that the best way to address the financial situation was through taxation. He also said there was a deep mistrust of the Government as people had signed up to the first Croke

Park deal on the basis that it would not be revisited.

**Teacher unions tell members to reject new deal – Irish Independent 28/2/13** John MacGabhann, general secretary of TUI, which represents second-level teachers and lecturers in institutes of technology, said last night that there were a number of reasons for the executive’s decision. He said the Croke Park II pay terms were unpalatable, the proposals contained a number of ambiguities, while problems relating to casualisation at both second and third-level had not been addressed. Mr MacGabhann said they planned to have their ballot concluded ahead of the TUI annual conference in the first week of April.

**Opposition to Croke Park II gathers pace – Irish Times 28/2/13** The Teachers’ Union of Ireland, the Civil Public and Services Union and the Irish Federation of University Teachers each said last night that they will be recommending rejection of the deal in ballots of their members.

**Teaching unions say no to pay cuts in Croke Park II – Daily Mail 28/2/13** The national executive of the Teachers’ Union of Ireland, which represents secondary school teachers, last night said it would recommend its 15,000 members vote against the deal.

### Teachers set to say no – *Daily Mirror* 28/2/13

The Teachers' Union of Ireland said it would recommend that its 15,000 members vote against the agreement.

### TUI General Secretary John MacGabhann interviewed on *Morning Ireland* about the TUI

Executive's decision to recommend that members vote no to the LRC proposals on a Public Service Agreement. He said the proposals are unacceptable and disproportionately impact on lower-paid teachers. 28/2/13

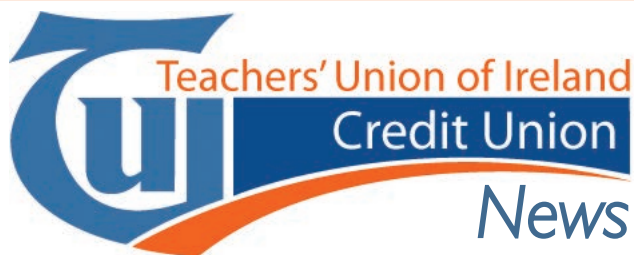
### TUI 'may leave Croke Park II' – *Irish Examiner* 12/2/13

Any government proposals that will involve pay cuts or job losses will see the Teachers' Union of Ireland considering its continued participation in talks to extend the Croke Park agreement, the union has declared.

### TUI may pull out of Croke Park talks – *irishtimes.com* 11/2/13

The Teachers' Union of Ireland (TUI) has signalled that it may pull out of the current talks on an extension to the Croke Park agreement if the Government tables proposals that would result in pay cuts or

job losses. In a statement today, the union's general secretary John MacGabhann said: "At a meeting of the TUI Executive Committee last Friday, a motion was passed that as soon as concrete proposals are put on the table, the TUI Executive will meet without delay. If at that stage pay cuts or jobs losses are included in the agenda, the TUI Executive Committee will consider the union's further participation in the talks."



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\*Terms and Conditions Apply

### TUI Congress Galway 2013

Again this year we were pleased to have sponsored the Congress Delegates Wallets. We will have a stand with members of the TUI Credit Union there to advise you on membership and loans. Of course we will have our usual raffle so come visit our stand and fill in the form.

### RESULTS FOR CONFINED MEMBERS MONTHLY DRAW

#### The winners for February 2013 were:

1st.	Valerie Coyne of Dublin	€1,500
2nd.	Patrick Marshall of Co Dublin	€1,000
3rd.	Dermot Duffy of Dublin	€500

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**Please contact the TUI Credit Union Office if you would like to enter the draw: phone 1850 741600**

### Introduce a Colleague to TUI Credit Union

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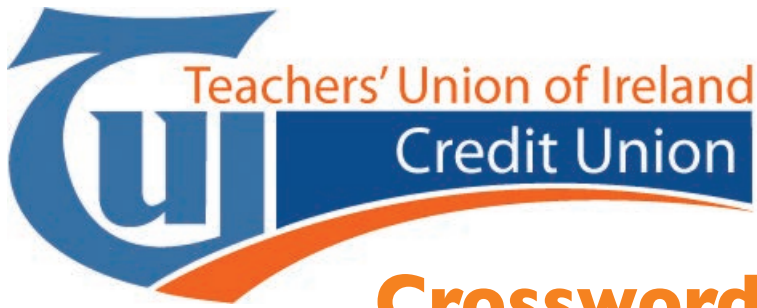
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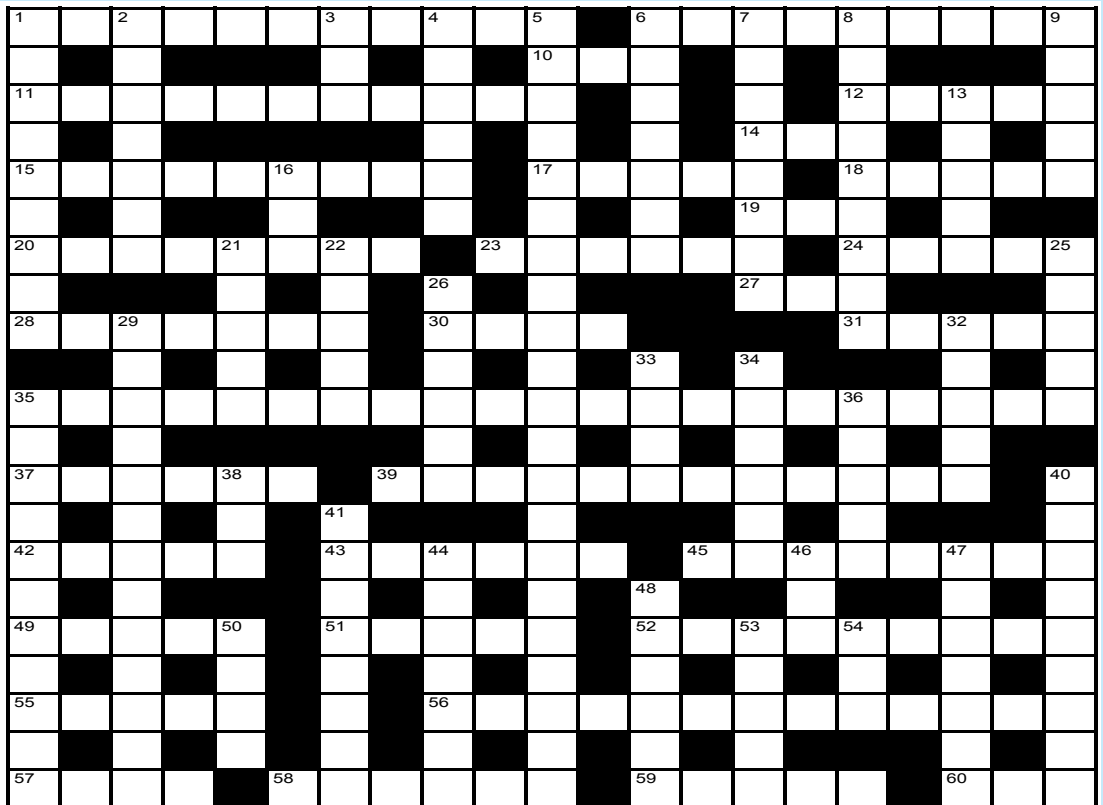
Contact number \_\_\_\_\_

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

Send entries to

TUI Crossword March '13, TUI,  
 73 Orwell Rd, Rathgar, Dublin 6

Closing date for entries: Friday,  
 19th April 2013



**Across**

- 1 1958 romantic comedy starring Clark Gable and Doris Day (8,3)
- 6 Wine lover (9)
- 10 Primitive dwelling (3)
- 11 Cultural movement spanning 14th-17th centuries (11)
- 12 Of the bird family Accipitridae (5)
- 14 A crowd of people (3)
- 15 State capital of 50 across (9)
- 17 Gene Pitney was 24 hours from here. (5)
- 18 A brilliant or successful effect; ostentatious display (5)
- 19 Rapa --- - natives of Easter Island (3)
- 20 Queen of Castile and Leon (8)
- 23 ----- Palmer - golfer (6)
- 24 Infamous Irish Bank (5)
- 27 The dark force opposing yang in traditional Chinese philosophy and medicine (3)
- 28 Joseph ----- Irish author of Star of the Sea (7)
- 30 A visible body part at the mouth of humans and many animals. (4)
- 31 A dress made from a strip of cloth, native to the Indian subcontinent (5)
- 35 1947 play which won the Pulitzer Prize for Drama in 1948 (1,9,5,6)
- 37 A syrup made from almonds, sugar and rose water (6)
- 39 Star of the film version of 35 across (6,6)
- 42 Architecture, characterized by fluted columns and capitals with scroll-like ornaments (5)
- 43 ----- Does it Better - Carly Simon's 1977 James Bond theme song (6)

- 45 A legendary Greek king of Ithaca and a hero of Homer's epic poem (8)
- 49 An outer protective garment that covers primarily the front of the body (5)
- 51 Youngest of the Bennett daughters in Austen's Pride and Prejudice (5)
- 52 US state and first name of author of 35 across (9)
- 55 Not appropriate or suitable (5)
- 56 A style of shoe or boot with a long pointed toe, fashionable in the 1950s (6-7)
- 57 A protuberance in vertebrates that houses the nostrils (4)
- 58 A tradesman who specializes in welding materials together (6)
- 59 Simultaneous discharge of artillery or firearms either to hit a target or to perform a salute (5)
- 60 --- Kelly - Irish-Australian folk hero (3)

**Down**

- 1 He won the Oscar for Best Screenplay at this year's awards (9)
- 2 A deficit in memory caused by brain damage, disease, or psychological trauma (7)
- 3 Irish philanthropic Society founded in 1731 (3)
- 4 Nobel prize-winning British playwright (6)
- 5 National anthem of the USA (3,4-8,6)
- 6 The Moor of Venice (7)
- 7 Area of France, created for the Scandinavian Viking leader Rollo in the 10thC. (8)
- 8 Romans - the non-aristocratic people (9)
- 9 To drive or force out; expel or emit (5)

- 13 The Soviet Union government agency that administered forced labour camps (5)
- 16 License to ---, 1986 debut album by the Beastie Boys (3)
- 21 The Fastest Milkman in the West (5)
- 22 Indonesian island (5)
- 25 Extremely fat (5)
- 26 A domesticated South American mammal (6)
- 29 People aged 80-89 (13)
- 32 Powerful herbivorous odd-toed ungulate of southeast Asia and Africa (5)
- 33 The ---- 1976 horror film starring Gregory Peck (4)
- 34 I Wanna Be ----- 1990 single by The Stone Roses (6)
- 35 Abhorrence; disgust (11)
- 36 County town of Co. Clare (5)
- 38 Jeanne d'---- - The Maid of Orléans (3)
- 40 Spurred or moved by a strong feeling, madness, or a supernatural power (9)
- 41 Something that bears an analogy to something else (8)
- 44 Covered in dew (7)
- 46 A strong desire or inclination; a yearning or craving (3)
- 47 Brian ----- - manager of The Beatles (7)
- 48 A ringlike coral island and reef that nearly or entirely encloses a lagoon (6)
- 50 A fruit composed of a hard shell and a seed (4)
- 53 A landlocked sovereign state located in South Asia (5)
- 54 And so forth and so on (3)