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ANNUAL CONGRESS 2019

Full review inside

#TUI19

A Word from the President – Seamus Lahart

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Summer approaching

Colleagues, another academic year is coming to a close and preparations for examinations and corrections are the order of the day. Annual Congress has been held, and I want to thank all of those who attended and who contributed to the policy-making forum that establishes the Union’s priorities for the months ahead.

Pay discrimination – time to revive our mandate for industrial action

Minister McHugh is travelling to the UAE in an attempt to encourage some of our teachers to return home to work in Ireland. TUI has consistently advised the Minister that a mere promise to review the two-tier pay system in the future will not suffice, and if he is serious he must bring the message to newer entrants that they will not be treated less than equally in our schools should they decide to return. Pay restoration must be achieved now; no more promises for tomorrow.



TUI PRESIDENT, SEAMUS LAHART

In this regard, TUI will ballot members early in September to renew our mandate for industrial action, up to and including strike action, in the campaign to end pay discrimination.



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Initiative overload

Workload and excessive bureaucratic duties emerged as a central theme at Annual Congress as many delegates recounted the extent of the ever-increasing demands on their time. This initiative overload must be halted and time must be made available for students and staff to breathe life back into their daily routines. Schools must be released from the shackles imposed by the endless stream of new circular letters and the multiplicity of inspections. Trust teachers to behave professionally and they will respond as they always have done by providing excellent tuition to our students.

Posts of responsibility

Middle management posts of responsibility have not been restored to our schools as promised in the May 2016 Agreement between the Department and TUI. Minister McHugh was reminded to honour that commitment if further resource-intensive initiatives such as Senior Cycle review are to have any serious chance of success. Posts of responsibility are nowhere near the level that they were at before the 2009 moratorium was unilaterally imposed and teachers and students continue to suffer as a result.

Third level funding crisis

TUI has made clear that the third level sector is barely treading water as a result of an era of cutbacks. A real commitment to funding is overdue. With a projected 30% increase in student numbers in the sector over the next decade, what is already a crisis will deteriorate into an impossibly worse situation unless our policy-makers finally find the bravery to grasp this nettle. In

every forum and at every opportunity, we will continue to put forward our strong and wholly reasonable view that a 1% levy should be applied to corporate profits to generate a dedicated fund for higher education.

Pension provision

Cuts to the pension entitlements of recent entrants to the profession are completely unacceptable, while the possible breaking of the link between pension and the salary of the serving grade being spoken of by some Government ministers is extremely worrying. A strong warning was sent out that TUI will not stand by and allow this link to be broken. We work for and pay for our pension. It is also a concern that some of our retired members have not yet received the PSPR restoration due since January 1st as a result of technical issues.

Contracts in further and adult education

The absence of recognised, agreed terms and conditions, including a pay scale, for many further and adult education staff is a matter of serious concern. A commitment was given in previous national collective agreements to address this issue. However, to date, this commitment has not materialised. We demand that action be taken.

The TUI is also extremely concerned regarding the use of public money to fund private providers in the Further Education and Training sector, particularly when the sector already has public sector employees who are expert and experienced in providing this important service.

Housing and accommodation crisis

The failure of Government to address the housing emergency is having a significant impact on the growing teacher recruitment and retention crisis, particularly in our cities. Increasingly, teachers cannot afford current rental demands. Meanwhile, in what is often a hidden trauma, students and their families are forced to live in the uncertainty of temporary accommodation, often a significant distance from their school or college. In this regard, please actively support the ICTU's Raise The Roof campaign, which TUI fully endorses.

Time for real pay increases

The next round of national pay negotiations will begin relatively soon. It must provide for pay increases that take account of the spiralling cost of living in Ireland.

Teachers speaking with a unified voice at future national negotiations will of course be hugely beneficial to all in the education sector. Wherever and whenever possible, TUI will collaborate and work with our sister teacher unions so that our voice is strengthened and amplified.

A word of thanks

Thanks to all our Union activists for their work over another academic year in protecting both our conditions of service and also the quality of the education system in which we work. I hope that you get a chance to recharge the batteries in the coming weeks.



‘This is a gathering of experts, of professionals whose daily commitment is to the betterment of our society, to the achievement of social justice and cohesion.’

In his address to 575 delegates and guests at Annual Congress in Killarney, TUI General Secretary John MacGabhann outlined the Union’s key priorities across a range of important issues. Some of the key messages are set out in the excerpts that follow

The transformative power of education

This Congress is not merely the gathering of an interest group, of a stakeholder caucus. This is a gathering of experts, of professionals whose daily commitment is to the betterment of our society, to the achievement of social justice and cohesion. The delegates at this Congress are imbued with a rooted sense of optimism, a belief that the transformative power of education can be harnessed to forge a better future for all.

Industrial Relations – steady progress

During 2018, we made steady progress on a number of industrial relations issues. Very importantly, we secured re-designation of the remaining flex hour. This represents the culmination of one phase in our broader and more ambitious campaign to bring the lecturing workload in Institutes and technological universities into line with international norms and best practice. The plain fact of the matter is that the current lecturing load is excessive. This is a matter that must be addressed appropriately in the context of the review of matters related to lecturing – much delayed but shortly to commence.

In the further and adult education sector, the BTEI conversion process moved forward apace once the technical niceties were dealt with. We have, where necessary, put wind in the sails of some laggard ETBs that had fallen off the pace. Speaking of laggards, the Department’s glacial pace in regard to providing proper terms and conditions to tutors is lamentable and unacceptable.

A scheme of incremental credit for Youthreach grades was implemented and, through the Teachers’ Conciliation Council, the TUI sought and secured the elimination of objective grounds that had previously prevented the award of a CID to teachers covering for colleagues assigned to HSCL or the NBSS.



TUI GENERAL SECRETARY JOHN MACGABHANN ADDRESSES ANNUAL CONGRESS 2019

Campaign for Pay Equality - New and recent entrants

The ongoing campaign of the TUI was instrumental in securing the progress represented by the measure on new entrant pay that was accepted by members in a ballot in October. Having two scale points removed is important, both for the uplift in pay that it provides to new entrants but also because it brings the new entrant scale back to 25 points. Of course, the measure does not secure pay equality and, needless to say, there is palpable and acute frustration that government still seems to harbour the ambition of avoiding the establishment of pay equality between new entrant teachers and those who entered the profession before 2011. Our commitment to that end is unwavering. Our campaign continues.

We have informed the DES and DPER that incremental recognition for the period of unpaid pre-service training must be restored, that the PME/H.Dip. allowance must be paid to those who entered service on or after 1st February 2012 and that the remaining differentials between the early points of the pre-2011 and post 2011 scales must be bridged.

Teacher supply crisis

To counter the prevailing myopia in the Department and the Teaching Council, we have joined the dots, clearly and compellingly to demonstrate the causal relationship between discriminatory pay rates and precarious, part-time employment on the one hand and the evident crisis in the recruitment and retention of teachers on the other.

The TUI refused to endorse the displacement activities and choreographed dissembling at the stakeholders’ seminar on

teacher supply in late November. This extravaganza of mini-measures, one less convincing than the next, illustrated the dangerous folly of treating the symptoms rather than the disease.

The TUI told the truth. With huge assistance from the PDA we provided the hard evidence. Across the country, in a wide and broadening range of subjects, schools are struggling – indeed failing – to find teachers. Service to students is suffering. The refusal of the DES and government to recognise this obvious and manifest reality is reckless stupidity.

Renewal of mandate for industrial action

We need to be prepared for all eventualities in our campaign for rationality and justice – for pay equality. We in TUI must be armed with a valid mandate for industrial action, regardless of the approach taken by our colleagues in the INTO and ASTI. A ballot will provide members with the opportunity once again to pledge solidarity with new and recent entrants, to mobilise again around the moral imperative of securing pay equality.

General pay increases needed

Of course, colleagues, our ambition in respect of pay does not end with pay equality. Teachers generally need a pay rise, as do other workers. Our economy is not in recession. It is growing. Living costs are increasing. The next pay negotiations therefore must provide significant pay increases. The general election that may well precede those negotiations must be used to secure the commitment of political parties to such increases. In the first instance, this is a matter that we will consider jointly with our sister teacher unions.

Tax is good – and necessary

In seeking pay increases, improved services and enhanced investment in education, we in TUI must logically and in honesty oppose tax cuts. The corollary of tax cuts is diminished public services, inadequate staffing, curtailments in supports, a reliance on privatisation. No matter what your party political affiliation, you cannot with credibility claim to support both tax cuts and better public services.

Housing and homelessness emergency

And colleagues, we need more tax revenue to address the most shameful and needless of the crises bedeviling our society – the housing and homelessness emergency. The

abject, wilful failure of government to tackle this issue is a betrayal of the most craven kind.

The Taoiseach and sundry Ministers seem inexplicably more exercised about the suds of the FAI saga than the blood and bone human misery visited upon families and children – many of them our students – by this engineered housing crisis. And let us not forget, colleagues, that this catastrophic failure of political will has resulted in huge insecurity and extortionate cost for many of our members, who are the victims of price-gouging in the rental market. The TUI in 2019 will continue to support the ICTU Raise the Roof Campaign.

Change - consultation

Change we know is inevitable and the pace of change is accelerating, driven not least by developments in new technologies. However, education systems need stability and prudent management. As educators and trade unionists we need to ensure that we are not stampeded into precipitate change, not mesmerised by fad, whimsy or, increasingly, by powerful and organised commercial interests that want to make us dependent on their product. As a strategic response we must deploy the positive power of “no”, of saying “not until and unless you consult us”. This applies at local, regional, sectoral and national levels.

Consultation works

Conversely, failure to consult with the TUI means that changes mooted will be regarded with justifiable suspicion, will not win approval, will not happen.

They must understand that if you don't consult with us, we won't do as bidden.

Senior Cycle – centrality of teachers

A touchstone issue in this regard will be the review of Senior Cycle. It is certain that there will be an abundance of ideas that will range from good to daft and a super-abundance of advocates and zealots for those ideas. Given past experience, it is likely that efforts will be made to marginalise the teacher union voice. Let me state unequivocally now that any such efforts will fail. Teachers, acting through their unions, constitute not just another constituency. Teachers constitute the critical constituency without whose support reforms, if attempted, will founder. The TUI will demand – and we will get – the necessary, robust structures. We will not be consigned to the side-lines, given usual suspect status, focus-grouped. We will be at the heart of things.

Investment urgently needed

Colleagues, our public education system provides a service of high quality, in spite of the ravages of cuts and neglect. However, that quality cannot be sustained indefinitely on short rations and thin stir-about. Our schools, centres, institutes and Technological Universities needs significantly increased public investment as a matter of urgency.

Teacher Unity

I have repeatedly advised Annual Congress of my conviction that teacher unity is an undeniable necessity and that the absence of unity time and again obstructs and confounds the advances that we could make for members and for the status of the profession. It may be argued that now is not a propitious time for moving towards unity. Colleagues, the time is never propitious. Waiting for a good time is to wait for Godot. The point is that now is the right time, the necessary time.

Child Protection

There is an unnecessary and hugely divisive insistence by the DES that where a complaint related to child protection is made about a member of staff, a report of the complaint naming the staff member must be made to the Board of Management. The Department is peddling the view that this is necessary to ensure appropriate oversight by the Board. That is a nonsense. Naming the staff member will not at all improve oversight or enhance child protection. The necessary oversight can be fully exercised in the absence of the name.

The TUI, let me be clear, is entirely committed to the protection of children and vulnerable adults and has long advocated for enhanced protections and procedures. However, we are not at all persuaded by the Department's assertion that the procedures upon which it is now insisting have “ensured that due regard is given to the rights of the individual against whom an allegation has been made.” We have absolutely no doubt that wholly innocent teachers will have their personal and professional reputations destroyed if reports are not anonymised. Names will get out into the public space. Nothing is surer. It is simply not good enough that teachers who are innocent of any wrong-doing or who are the subject of mistaken, vexatious, malicious or, in some cases, intimidatory complaints should be blithely regarded as acceptable collateral damage.

The TUI, as a matter of extreme urgency and justice, requires, at the least, that any report made to a Board of Management be anonymised – as, for good reason, is the current practice.

‘We are proud of the work we do and proud of the high standard of Irish education’

Some key points from President Seamus Lahart’s response to Minister Joe McHugh’s address at Annual Congress 2019

Who are we?

TUI is committed to sharing the lifelong educational journey of students of all ages, and we are active in protecting and promoting the terms and conditions of our members. We are central to the success of the Irish education system.

We are second level teachers who engage with teenagers with varying abilities, talents and needs. We are lecturers who have developed the third level sector seamlessly from the days of small regional colleges to producing many thousands of highly trained professionals that sustain our economy in Institutes of Technology and more recently, in Technological Universities. We are further education trainers who provide an alternative pathway to a career, offering a second chance to some. Last but by no means least, we engage with adults who may be challenged in terms of literacy and numeracy, and we bring the joy of being able to read and write to these people.

We are proud of the work we do and proud of the high standards that Irish education is consistently recognised in international comparisons. We are the educators who prepare people for a lifelong journey; we are the ones who are there for the long haul. We support, we advise, we mentor, we teach, we instruct, we innovate.

Apprenticeship

The economy is crying out for many more trained skilled apprentices, and we still have the nonsense of TUI being excluded from the board of SOLAS, the managing body of Further Education and Training, from where a solution to this problem must evolve. Minister, you have to rectify this stupidity as a matter of urgency. Allow TUI to have a voice on the board of SOLAS, and I guarantee you that we will effect the positive changes to address the skills shortages in our society.



TUI PRESIDENT SEAMUS LAHART ADDRESSES ANNUAL CONGRESS 2019

Leaders in academic and vocational education

I want to draw your attention to our theme for Congress this year. The Teachers’ Union of Ireland is leading academic and vocational education. Both are held in parity of esteem within TUI. Vocational education programmes have made a real difference to society, to the economy and the lives of countless young people nationwide; they build self-confidence and leadership skills by allowing students to utilise their unique gifts and talents.

Minister, TUI draws no distinction between our learners. We value young and old, new entrants or prior learners, regardless of ability. Education is a lifelong activity, and all are welcomed to our schools and centres.

Senior Cycle review

The Senior Cycle review is underway while we do not yet have the evidence to inform us of the positive and negative consequences of the radical overhaul of the Junior Cert. This is a matter of concern to TUI members, and it is a matter that should be fully investigated as a priority. TUI insists that the long-promised linear study of the effectiveness and outcomes of the new Junior Cycle approach and programme content be carried out immediately. The success of the new programme has not been assessed, and without the proper evaluation, we may be in danger of repeating the bad and failing to recognise the good, and as we know, it is not inevitable that all change is good. To facilitate change for the sake of it will not happen with TUI members. As long-serving educationalists, we will not support a radical reform which has detrimental effects. Mark my words Minister, TUI is watching closely.

There are some red line issues which must underpin the revision process. Number one - State certified examinations must remain. Number two - teachers will not correct their own students' exams. Number three - additional workloads and bureaucracy will not be offloaded onto teachers behind the smokescreen of reform which inevitably becomes a cost-saving exercise. Work with us, Minister. Please do not work against us.

Initiative overload

Also, Minister, our members are undergoing what I can only describe as initiative overload; you have used the words yourself - circular fatigue and administrative apathy. Minister, we've reached a saturation point, there is simply no more room for any more paperwork, we simply cannot sustain the job we are paid to do when every month it seems that a new avalanche of paperwork and more initiatives are coming our way. Minister, it's time to offload the overload.

Teacher supply and pay discrimination

A supply of fully qualified, professional teachers is essential to the delivery of quality education. Differential pay is still a reality in our schools. Yes Minister, still. Teachers are asked to teach children about the immorality of discrimination in our society while at the same time those same teachers are being subjected to grossly unfair discrimination themselves.

TUI has campaigned on the issue of pay equality for quite some time now, and we have made some headway, but equality has not yet been achieved. Teachers must be paid from the same scale. In addition, we need reinstatement of the PME/HDip allowance and placement on the 3rd point of a 25 point scale in recognition of the time spent unwaged during a six-year training period.

Discrimination will be an election issue in every constituency in Ireland during the upcoming local elections and the next general election. Again, Minister, we are here for the long haul. Ministers may come and go; educationalists will remain.

Pensions

Teachers retire having given decades of valued service to education. They pay for and have earned their pension and are entitled to have a small level of comfort in

their retiring years. Pension is linked with current pay, and some greedy Government ministers have the mad notion of breaking this link.

General pay rise required

Another reality is the matter of a general pay rise for those of us working in the public service. The negotiations for a new pay deal must begin, and they must reflect the reality of pay increases in other sectors and the spiralling cost of living in Ireland.

Third level issues

Our Institutes of Technology and Technological Universities are struggling with a huge funding deficit, yet the growth of the Irish economy is dependent on adequate funding being available to our third level colleges.

The third level workload review is not yet completed some three years later, and one wonders when – if ever – that will finally happen. We need that review to be completed as we move forward to embrace university membership.

The Institutes of Technology have served the regions well and are to become Technological Universities under the terms set out in the Technological Universities Act 2018. TUI responded to the original draft of the Act by proposing some essential amendments. Regional access to courses has served the country well, and the continuation of that availability is now underpinned in the legislation, and TUI will continue to monitor that.

TUI has insisted that members will cooperate with these mergers only when local management bodies engage with us in respectful and detailed discussions leading to agreement. TUI members locally and nationally will work with change only when there is prior agreement on all issues that effect terms and conditions of employment. Foolishly, some local management bodies thought that they could do a solo run without our members being consulted, but they found out the hard way that respectful negotiation and cooperation is the best and the only way forward.

Posts of responsibility

Minister, in 2009, one out of every two teachers held a post of responsibility in our

schools. These posts were, and are essential to managing the everyday demands of running a school. Yet failure to restore the posts as agreed is making school management impossible. Plans to rejuvenate the Senior Cycle programmes on top of a long list of new initiatives will be impossible to implement without the middle management structure being reinstated as agreed in May 2016.

Further and adult education

TUI has a very active and wide-ranging membership serving the further and adult education sectors. We have fought hard to secure proper contracts of employment for the many who work in these diverse sectors, and there has been much success. However, the ongoing campaign on behalf of those working in adult literacy must be brought to a successful conclusion shortly. The provision of the skills required by the Irish economy continues to be actively provided by our further education colleges. The ability to respond to the ever-changing needs depends on adequate funding being available to allow our practitioners to upskill and to develop new courses. The provision of courses by private providers is being facilitated by some ETBs to the detriment of standards. Cheap, short term ad hoc course provision is a bad practice that must be discontinued.

Follow Donogh O' Malley's example

Minister Donogh O' Malley identified a system of inequality in Ireland in the late 1960s. He announced the free access to second level education for all the children of the nation. Even today, over 50 years later, his vision is applauded across the political spectrum.

Minister McHugh, you can follow in the footsteps of great ministers of education by showing the same vision in addressing inequality. The solution for you is much easier than the mammoth task faced by Minister O' Malley, but the rewards for Irish education will be great. Speak out and take action against the unfair discrimination against newer entrants and you will leave a lasting legacy in the annals of Irish education.

Third level members vote to accept proposal in relation to Phase 2 of Conversion Process for Hourly Paid Assistant Lecturers

TUI members in the Institutes of Technology/Technological Universities voted by a margin of 87% to 13% to accept proposed arrangements in relation to Phase 2 of the Conversion Process for Hourly Paid Assistant Lecturers. The national ballot ran between 26th March and 11th April.

The relevant TUI members will be granted significantly better outcomes than would be available under the law that governs part-time work.

Those currently lecturing in one semester will be converted to a six-month pro-rata contract, while the proposal also sets out a clear, agreed mechanism for those with six-month contracts and unbalanced contracts to achieve whole-time, year-long Assistant Lecturer contracts as work becomes available.

TUI will continue to oppose the use of any inappropriate contracts that would seek to undermine the employment of full-time Assistant Lecturers.

'DDLETB payroll change discriminates against most vulnerable teachers' – TUI members stage protest

TUI members employed by Dublin and Dún Laoghaire ETB (DDLETB) protested outside the ETB's offices in March over the decision to change the payment frequency for teachers from bimonthly to monthly.



The change is especially distressing for those teachers who struggle to survive financially on substitute or casual hours.

TUI Assistant General Secretary Michael Gillespie said that the decision of DDLETB to change the pay frequency for teachers from bimonthly to monthly makes the lives of those who do not enjoy full hours or secure contracts (many of them in the early stages of their careers) more difficult and will make the profession less attractive.

Substitute teachers or those on casual hours are the most vulnerable staff working in Irish schools. The hours they work in any given period can vary significantly, so it is of vital importance that a system where they do not have to wait longer than 14 days for payment is maintained in order that they can meet their most basic financial commitments, such as paying rent or putting food on the table.

In some cases, teachers may have to wait up to seven weeks for payment for work carried out.

TUI will continue to campaign to seek reversal of this change and has urged DDLETB to engage with us (as other ETBs have, most recently Donegal ETB) to establish fortnightly payments, the same as exist for those employed by other ETBs or those employed directly by the Department of Education and Skills.

Points 4 and 8 removed from post-1st January 2011 entrant scales

Effective from 1st March 2019, points 4 and 8 have been removed from post-1st January 2011 entrant salary scales. The measure means that new and recent entrants will progress up the scale quicker. TUI members accepted the measure in a national ballot in October, in the context of the Union's ongoing campaign for pay equality. The Union made clear that the measure does not, of itself, deliver pay equality.

The implications of the measure vary, depending on grade and career stage of a member. See Circular 21/2019 (Third Level) and Circular 22/2019 (Post Primary) on the TUI website for full details. Worked

examples calculated by TUI Head Office are also available on the website.

The circular letters set out that:

- The adjustments should be applied, as appropriate, to each eligible 'new entrant' paid on the 2011 entrant pay scale on their next normal increment date.
- The terms of the Circulars do not apply to those paid on the pre-2011 pay scale.
- For those currently on incremental points 1 or 2 of the post-1st January 2011 entrant pay scale, each will

receive the normal increment due on their next normal increment date.

- For those currently on incremental points 3, 4 or 5 of the post-1st January 2011 entrant pay scale, each will receive two increments (one normal, and one additional increment) due on their next normal increment date.
- For those currently on incremental point 6 or above of the post-1st January 2011 entrant pay scale, each will receive three increments (one normal, and two additional increments) due on their next normal increment date.

TUI, INTO end ASTI demand pension equality

The following statement was issued at Annual Congress. The INTO and ASTI issued similar statements on the same day.

Along with other public servants, teachers and lecturers pay for their pensions while working to achieve a deferred income throughout their retirement.

It is scandalous that those who entered public sector employment on or after 1st January 2013 will receive little or no benefit from their career average pension. This is nothing less than a swindle. This decision must be reversed or the profession will become even less attractive to the best young graduates.

In addition, maintenance of the linkage between pay of serving members and pensions in retirement is absolutely essential in protecting the value of this deferred income in retirement.

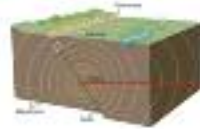
Along with the INTO and the ASTI who are also prioritising this critical issue at their conferences, TUI will vigorously campaign for pension parity for all teachers and lecturers. The unions will also insist that future negotiations on pay include negotiations on pension improvements.

This critical issue affects every teacher and lecturer – one day each will be a retiree.

National award for Kinsale teacher



Helena Farrell, a teacher at Kinsale College, has won the inaugural John Kelly Award for Universal Design for Teaching and Learning. The judging panel recognised Helena's achievements in being innovative in teaching and learning, incorporating activity-based teaching pedagogy and for embracing the Universal Design in Teaching and Learning teaching methodologies into her classes in Kinsale College.



Seismology in Schools

Seismeolaíocht sa Scoil

For the last ten years the Seismology in Schools programme has involved over 700 schools worldwide monitoring seismic activity and submitting records to a global database.

This education and outreach programme has been coordinated in Ireland by Tom Blake of the Dublin Institute for Advanced Studies. There are 70 participating seismic stations in schools, colleges, universities and Geoparks across Ireland, where the seismometers have been used in classes of LC geography and physics, as well as extensively with TY science classes. They have been used for Young Scientist and SciFest projects and they have captured data from devastating earthquakes in Haiti, Japan, Nepal and Indonesia, as well as underground nuclear tests in North Korea.

When the programme began here, 34 seismometers were purchased by various education and teacher centres and loaned to schools in their respective regions. The most successful school of the entire global network is St Columba's College in Stranorlar, Co. Donegal (station DL02), which has recorded data for over 930 events. However, today, not all of the original participating schools continue to submit data or engage actively in the programme.

There are several reasons for this: teachers change schools, equipment breaks, PCs fail, or other demands necessarily encroach on teachers' time. It is our hope to reboot the initiative in Ireland, and towards this end we would like to invite teachers to participate.

Seismology in Schools targets significant cross-curricular goals. It helps students make connections with people across the globe. The data schools collect brings home the reality of distant catastrophes and helps to inform students of the challenges facing humanity now, and in the future, as our population inexorably grows.

Does your school have a seismometer? Would you like your school to become involved? Do you teach physics, geography, TY, or do you wish to explore the potential of seismology for CBAs?

If so, we would like to hear from you.

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Curriculum development update

In Ireland, the power to prescribe the curriculum is vested within the legal power of the Minister for Education and Skills under the Education Act 1998. However, in practice, decisions in regard to the curriculum are informed by extensive work undertaken by the National Council for Curriculum and Assessment (NCCA). A wide range of stakeholders is represented on the NCCA including the teacher unions and management bodies. The last few months have seen developments in a number of areas, as summarised below.

Junior Cycle

The last phase of subject updates will take place in September 2019 when the phase five subjects begin. Those subjects are the Technology suite, Religious Education, Jewish studies and Classical Studies.

The 2018/2019 school year will see Classroom Based Assessments being carried out in a broad range of subjects: English, Science, Business Studies, Modern Languages and Visual Art.

Senior Cycle Review

The review of Senior Cycle is being undertaken by the National Council for Curriculum and Assessment. The review

will be informed in part by lessons emerging from implementation of the new Framework for Junior Cycle. The TUI continues to be involved in this important consultation process. As part of the TUI consideration of the Senior Cycle review we are, at time of writing, launching a survey of members to assess their views on such matters as whether programmes should be ringfenced, how many subjects should there be, should certain subjects be compulsory, should wellbeing form part of the programme, how should reporting function etc. The TUI has strongly, and repeatedly, stated that all assessment must be carried out by the State Examinations Commission and adequate resourcing must be available to schools to implement any revised Senior Cycle. The TUI would ask as many members as possible to fill in the survey which has been sent to workplaces.

Other Senior Cycle Developments

As well as the overall review of Senior Cycle by the NCCA, the Council has, with the Department, been involved in a review of a number of existing Senior Cycle subjects as well as the development of some new subject specifications.

Ongoing Leaving Certificate subject specification work

Sciences: Three new development groups are currently being established to work on revised specifications for Physics, Biology and Chemistry. The TUI has nominated representatives to these groups. The TUI insisted that there be three separate development groups for the three different subjects, rather than just one development group for all three.

Gaeilge: A development group recently started work on a revised specification for Leaving Certificate Irish.

Modern Foreign Languages: A development group recently started work on a revised specification for Leaving Certificate MFL (Polish, Lithuanian, Portuguese, Chinese).

RSE: The NCCA is currently conducting consultation on a comprehensive review of RSE in schools. The TUI has made a submission to the NCCA on this matter.

The TUI would like to take this opportunity to acknowledge the exceptional work carried out, voluntarily, by our representatives on NCCA boards and committees.

Recent TUI submissions

On behalf of members, TUI has made the following recent submissions to the Oireachtas Committee on Education and Skills:

- Written and oral submissions on children with Down syndrome in the education system
- Written and oral submissions on the need for non-teaching support staff in schools

In its submissions, the TUI highlights the excellent work carried out by teachers and lecturers but also makes clear the need for significant, additional resources to be invested into the education system. The TUI also makes clear in all submissions that, whilst schools and colleges have responsibilities they cannot, and should not, try to solve all of society's problems. Students, families, local communities and society

as a whole also have significant responsibilities.

The TUI strongly supports inclusive education but schools must be supported with adequate resources, training opportunities and the services of relevant non-teaching staff through agencies such as CAMHS, Tusla, NEPS etc. TUI submissions are available for members to view in the Education Policy section of the Union's website.

New members on TUI Executive Committee

With effect from Congress 2019, there are three new members on the Executive Committee. Sincere thanks are extended to departing members Claire Markey (Area 6), Séamus Ó Fearraigh (Area 8) and Fabian McGrath (Area 16) for their hard work and diligence on behalf of members over the course of their terms.



Area 6

Co Dublin, Dun Laoghaire

DAVID WATERS

Greenhills College, Limekiln Avenue,
Greenhills, Dublin 12



Area 8

Sligo, Leitrim, Donegal

MICHAEL LEYDEN

Abbey Vocational School,
Donegal Town, Co Donegal



Area 16

College Area Dublin

EILEEN MAGEEAN

TU Dublin, Bolton Street,
Dublin 2



Download the TUI Members' APP today

Available from Google Play and Apple App Store by searching for the keywords 'TUI members'

BENEFITS OF THE APP:

- ✓ Newsfeed
- ✓ Push notifications on national and local issues/events
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- ✓ Ability to update personal and work details
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Summer is officially here – and the change of season is one of the best and most popular times of year for home improvements. Home upgrading is a trend which has seen somewhat of a surge in popularity in recent years – and for good reason. A refurbishment can completely transform a home. A nationwide survey by the Irish League of Credit Unions (ILCU) found that a significant two thirds of adults had carried out home improvements between 2014 and 2017. Planning on building on an extension, overhauling the kitchen, laying new carpets or floorboards, or just giving your home a new lick of paint, Apply online today. You'll find we are happy to provide flexible loans of any size to suit your grand design plans!

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Are you considering home improvements, or adding additional space, this loan is the one for you? Apply online today at www.tuicu.ie

Warning: If you do not meet the repayments on your loan, your account will go into arrears. This may affect your credit rating, which may limit your ability to access credit in the future. The cost of your monthly repayments may increase.

Loans are subject to approval. Terms and conditions apply. Teachers' Union of Ireland Credit Union is regulated by the Central Bank of Ireland.



**SCHOLARSHIP
AWARDS 2019**
FOR TUI CREDIT UNION MEMBERS

TUI Credit Union
2 Scholarship Awards
for Active Members in 2019!

**TWO SCHOLARSHIP AWARDS 2019!
€1,500 PER ANNUM FOR UP TO 4 YEARS.**

TUI Credit Union hold an annual Scholarship competition, giving away a prize of **€3,000** to **two** lucky students! That's €1,500 per year for up to four years*!

Are you interested in our Scholarship Award?

To apply download brochure from www.tuicu.ie or contact our office for a brochure 01 4266060.

Applicants must be a member of TUI Credit Union before the 27th September 2019.

Closing date for application 27th September 2019

The successful applicants will be picked by lottery on Friday 11th October 2019.



TUI'S ANNUAL CONGRESS 2019



Thank you to everyone who visited our stand during Congress. It was a great few days catching up with existing members and volunteers. A very special welcome to all new members who joined The Teachers' Union of Ireland Credit Union during Congress 2019.



Membership has its benefits, join today.

Apply online www.tuicu.ie or give our office a call on 01 4266060 for an application form.



FOUR €250 AN GAELTACHT BURSARY AWARDS FOR MEMBER'S CHILDREN

AN GHAELTACHT BURSARY AWARDS 2019

The TUI Credit Union Gaeltacht Scholarship Scheme is designed to assist the children of TUI Credit Union members to attend approved Irish language courses in Gaeltacht areas during the summer months.

- For the children of TUI Credit Union members
- Attendance at approved Irish language courses in Gaeltacht areas during the summer months
- 4 winners annually to the value of €250 each
- Qualifying member must have
 - maintained account in good standing
- Closing date - 31st May 2019
- Draw - Friday 18th June 2019

To apply download brochure from www.tuicu.ie or contact our office for a brochure 01 4266060.

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Teachers' Union of Ireland Credit Union is regulated by the Central Bank of Ireland



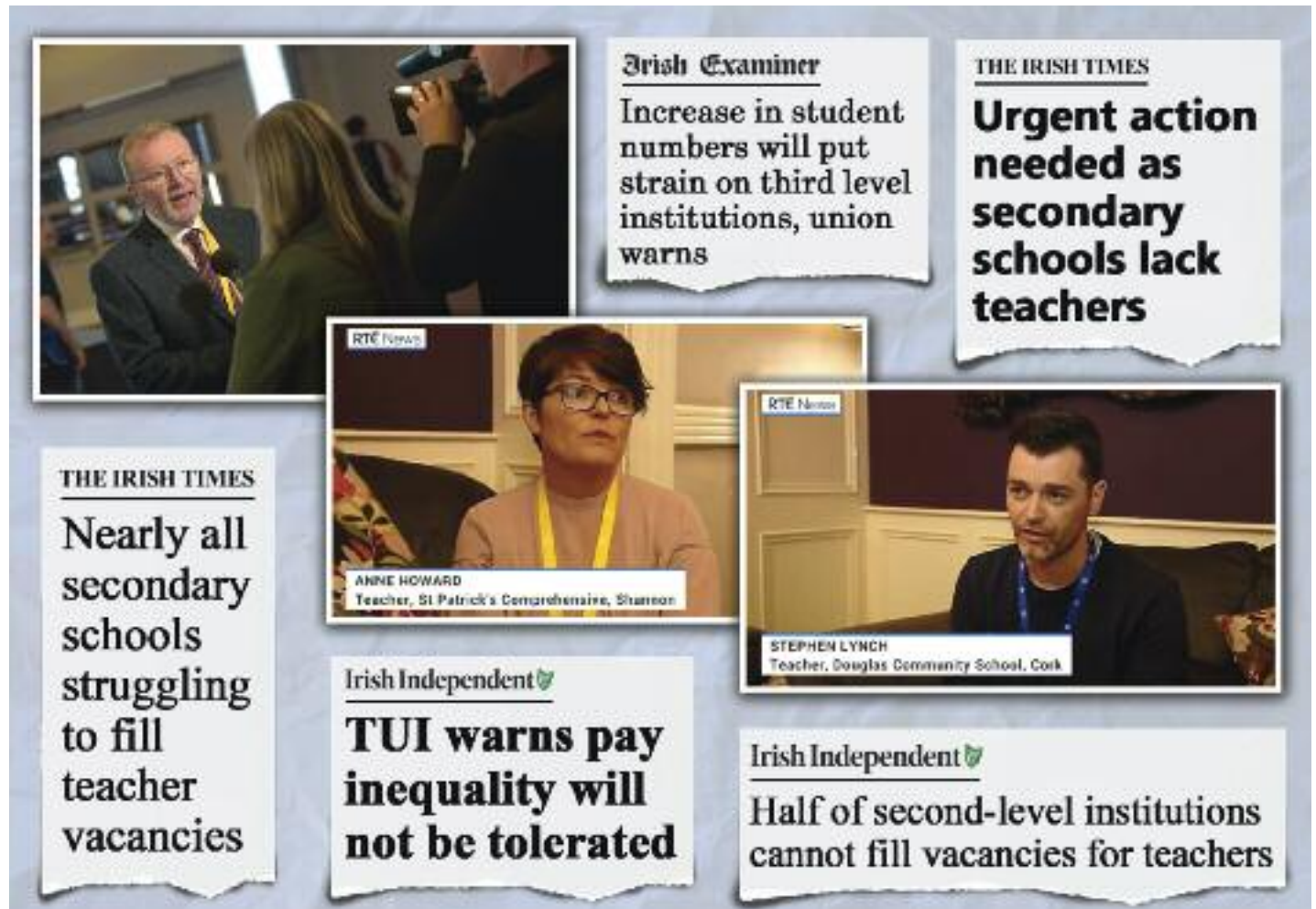
www.tuicu.ie



TUI in the media



A sample of some of the issues addressed by TUI representatives in the national media is set out below.



Teacher retention/recruitment difficulties

'94% of schools experienced teacher recruitment difficulties in the last six months, while 63% experienced teacher retention difficulties. We have made some movement towards equalisation, but pay still remains different for post-2011 teachers. In the initial years their pay is 14% less than that of their colleagues. There are better options with the qualifications that they have elsewhere. In addition, pre-2009, one in two teachers held a middle management position while now just one in four teachers holds one.' TUI President **Seamus Lahart** on *Newstalk's Hard Shoulder* programme - 22/4/19

'Half of secondary schools are struggling with unfilled teaching vacancies in key subjects such as Irish, maths and science, according to a new survey. A Teachers' Union of Ireland (TUI) poll of principals and deputy principals in 120 of the State's secondary schools over the past fortnight indicates that many are being hit by a "recruitment and retention crisis". TUI president **Séamus Lahart** said it was clear that graduates who might formerly have chosen teaching are now looking at other options.' *Irish Times*, 22/4/19

Pay equality

'Principals cannot fill vacancies across a broadening range of subjects because teachers have gone elsewhere. The collapse in enrolment into the PME teacher training course occurred precisely from the point when pay was cut – and not just cut once but cut multiply for teachers. There is a clear relationship between the two, and as for as long as Government refuses to act on that evidence, this crisis will continue and worsen. Our students need action now. They get one shot at this, but it has been confounded by an engineered crisis.'

John MacGabhann, *RTE's Morning Ireland* 24/4/19

'Absent the PME allowance, you can't mathematically have pay equality, and we are getting pay equality.' **John MacGabhann**, *RTE News*, 23/4/19

Senior Cycle reform

'While not perfect, we have a gold standard system at the moment that enjoys not just public support but that is also recognised internationally. There is no place for fad or whimsy - whatever is done must be rigorous. Rigour is shown by the retention of state certification, by the retention of objective assessment, external to the individual school through the state examinations commission, by the maintenance of standards that genuinely meet the needs of our society and our young people in terms of the curriculum that's provided. The teacher voice has to be central to this.'

John MacGabhann,
Morning Ireland 24/4/19

Initiative overload

TUI Executive Committee member **Anne Howard** and TUI members **Stephen Lynch** and **Kieran Tummon** discussed initiative overload and bureaucratisation on *RTE News* on 25th April. They highlighted the raft of educational circular letters issued in recent years, the huge volume of initiatives being introduced into schools and how this is deflecting from the core duty of teaching.

Third level funding crisis

'The Teachers' Union of Ireland is warning that a significant projected increase in the number of students in the country's third level institutions will greatly worsen the current crisis in the sector unless urgent action is taken.

Since 2008, third-level bodies have faced funding cuts which have reduced and, in some cases, eliminated services in some colleges.

TUI president, **Seamus Lahart**, said: "Increased participation at third-level should be something to be celebrated, but the abject failure of successive Governments to address the sector's funding crisis make the latest projections a ticking timebomb for a sector that has already been ravaged by cutbacks." *Irish Examiner 19/4/19*

Annual Congress 2019 pays tribute to Lyra McKee



FOLLOWING MINISTER MCHUGH'S ADDRESS TO ANNUAL CONGRESS AND TUI PRESIDENT SEAMUS LAHART'S RESPONSE, A TRIBUTE WAS PAID TO MURDERED JOURNALIST LYRA MCKEE. TEACHERS, LECTURERS, TRADE UNION OFFICIALS, JOURNALISTS AND HOTEL STAFF JOINED WITH THE MINISTER FOR EDUCATION AND SKILLS IN A VIGIL THAT HONOURED LYRA'S MEMORY OUTSIDE THE CONFERENCE HALL IN KILLARNEY.

Half of schools have unfilled teaching vacancies

New survey of principals highlights continuing teacher recruitment and retention crisis

A follow-up survey of principals and deputy principals in 120 of the country's second level schools illustrates continuing, severe teacher recruitment and retention difficulties.

The survey of a sixth of the total number of second level schools in the country was carried out in April by the Principals and Deputy Principals' Association of the TUI. The findings were released by the Union ahead of its Annual Congress.

TUI has said that the findings make clear the urgent need for completion of the pay equalisation process.

Key findings of the survey include:



of schools experienced teacher recruitment difficulties in the last six months



of schools experienced teacher retention difficulties in the last six months



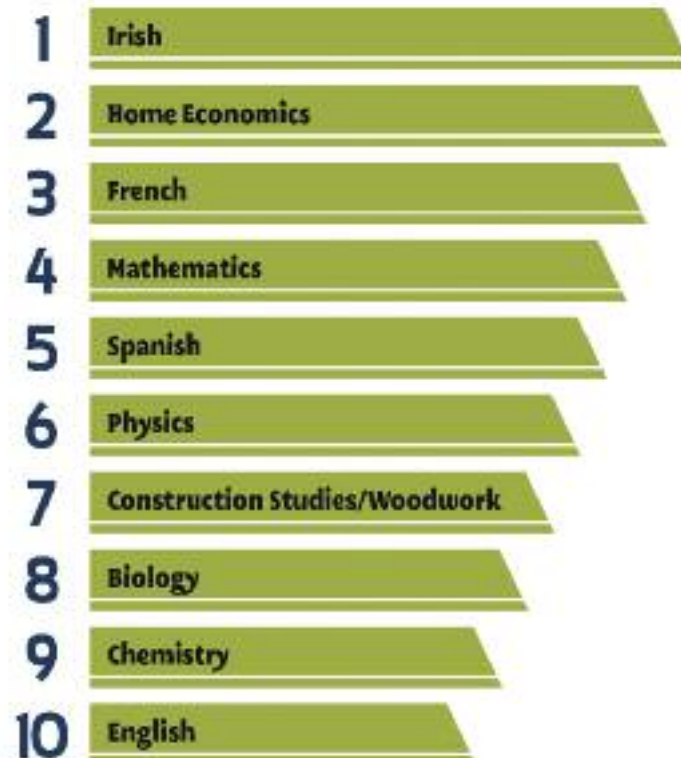
of schools advertised positions to which no teacher applied over the last six months



of schools have unfilled teaching vacancies

Subject areas in which most severe recruitment/retention difficulties were experienced

ranked from 1 to 10



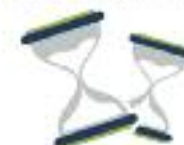
What do you think is the primary cause of teacher recruitment and retention difficulties?



1 More attractive options for new graduates in other employments



2 Discriminatory pay rates affecting new and recent entrants to teaching



3 The unavailability of contracts of full hours upon appointment

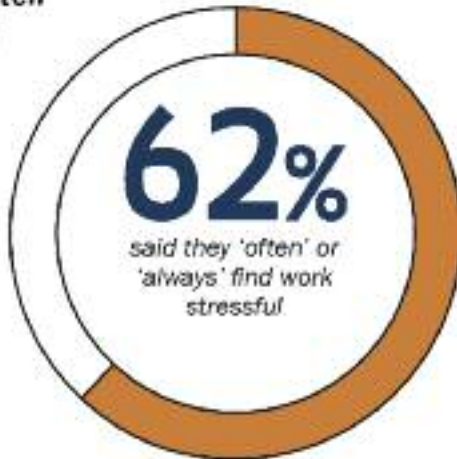


4 Accommodation costs in the vicinity of the school

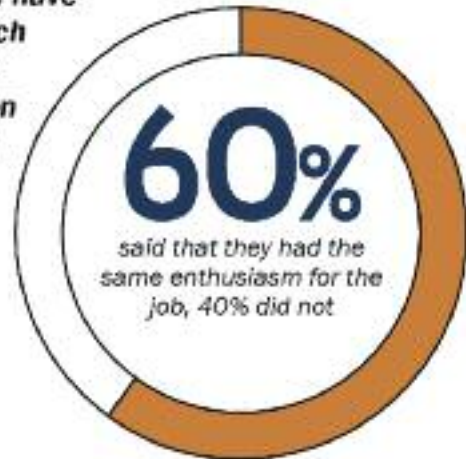
TUI survey of second level teachers on morale within profession

798 respondents - online survey carried out in March/April 2019

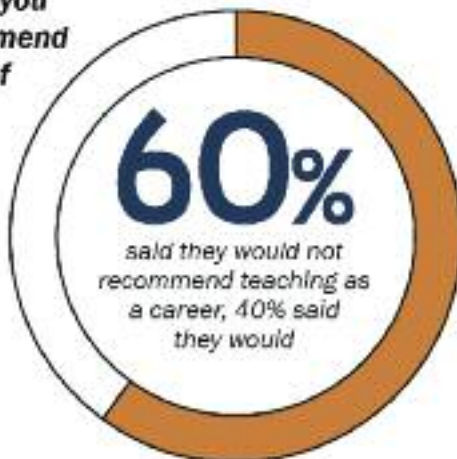
Q How often do you find work stressful?



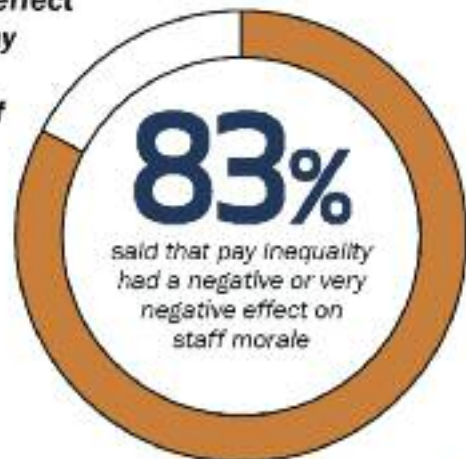
Q Do you have as much enthusiasm now as when you started the job?



Q Would you recommend the career of teaching to your children or students?



Q What effect has pay inequality had on staff morale in your school?



In carrying out my day-to-day teaching role, I have:



Q Do you believe there is under-investment in the education system?



Q Do you believe that under-investment in education has affected your workplace or job?



Recent reports on Relationships and Sexuality Education (RSE) and the Home School Community Liaison (HSCCL) from the Oireachtas Committee on Education and Skills

In recent months the Oireachtas Committee on Education and Skills has published two important reports

The first was on Relationships and Sexuality Education (RSE).

The key recommendations are as follows:

1. The Committee noted that the curriculum for SPHE was published in 1999 and believes that this needs to be updated. Additionally the curriculum needs to be delivered to students from an earlier age.
2. The Committee understands that the review currently being undertaken by the NCCA of the curriculum is to be published in the first half of 2019. It is recommended that, on completion of this review, a copy of the review and its findings be forwarded to the Committee for information and consideration.
3. The Committee recommends that the SPHE/RSE curriculum is updated to give consideration to the significant and welcome changes that have taken place in Ireland in order to produce a gender equality-based, inclusive, holistic, creative, empowering and protective curriculum.
4. The Committee recommends that RSE and SPHE be taught at primary level in an age and developmentally appropriate manner, with due regard for the integrated nature of RSE in the methodologies chosen. Consideration must also be given at post-primary to the methodologies chosen that will be most supportive and inclusive for students.
5. The Committee recommends that outside providers of RSE be regulated by the DES or HSE to ensure consistency and accuracy of information provided to students.
6. The Committee recommends that an accredited SPHE and RSE programme be put in place at the earliest possible date for teachers delivering the programme.
7. The Committee recommends that the Department of Education and Skills examine the development of qualification criteria and accreditation to teach SPHE at post-primary. The Committee recommends that the Department examine the possibility of specialism in the area of SPHE for teachers at primary level to enhance the capacity of leadership in the area.
8. The Committee recommends that any updated SPHE and RSE programme be fully inclusive of LGBTQI+ relationships and experiences including sexual orientation, gender identity and the spectrums thereof. Consideration should be given to the inclusion within curriculums of LGBTQI+ specific sexual health issues and the presentation of LGBT relationships without distinction as to their heterosexual counterparts.
9. The Committee recommends that instances of homophobic and transphobic bullying are requested by the DES and that a mechanism to monitor the collection of this data in schools be put in place. The Committee recommends that a specific curriculum for people with an intellectual disability that is accessible and appropriate, and deals with sexuality and contraception, be developed at the earliest possible date and that funding for specific education programmes for school leavers and older adults who, over the past 25 or 30 years, may have missed out on sexual education or who may need reinforced education be made available.
10. The Committee recommends that sexual consent forms an integral and fundamental part of all discussions on and reforms of SPHE and RSE and it is delivered in an affirming context where positively framed sexual experiences are the focus.
11. The Committee recommends that the negative impact of pornography forms an integral and fundamental part of all discussions on and reforms of SPHE and RSE reinforcing positively framed sexual experiences.
12. The Committee recommends that reproductive health care forms an integral and fundamental part of all discussions on and reforms of SPHE and RSE.
13. The Committee recommends that clarity and direction is given by the DES regarding how schools and colleges, under religious patronage, should implement a comprehensive RSE programme so that all children and young people are treated equally.
14. The Committee recommends that the Education Act 1998 be amended or at least reviewed, so that ethos can no longer be used as a barrier to the effective, objective and factual teaching of the RSE and SPHE curriculum to which every student is entitled.
15. The Committee recommends that the necessary legislative amendments required to remove the role of ethos as a barrier to the objective and factual delivery of the RSE and SPHE curriculums be made as soon as possible and at the latest by the end of 2019.

16. The Committee recommends that DES examine and develop qualification criteria to teach SPHE at post-primary level and to examine feasibility of allowing teachers to specialise in SPHE at primary level.
17. The Committee recommends that the specific policy issues raised in the report should be integrated to all curriculums where appropriate and form part of a whole school approach.
18. The Committee recommends that additional resources to be made available to boards of management and principals to support the whole school approach to RSE.
19. The Committee recommends, in light of the NCCA's support of external funders to deliver RSE and SPHE, that the Health Service Executive should allocate more resources to schools as a result.
20. The Committee recommends that, in light of the envisaged continuing role of external funders in delivering RSE and SPHE, the DES and, insofar as it has a role, the HSE allocate sufficient resources to all schools to ensure the delivery of the curriculum in an effective and consistent manner.
21. The Committee recommends that the Minister gives consideration to the full spectrum of views put forward by Stakeholders in their submissions to the Committee.
22. The Committee recommends that an interdepartmental approach to Sexuality Education and Health is taken in the form of a strategy for young people and children from 0-18. All opportunities available should be taken to improve RSE for children and young people both in and outside of school. This includes specific health promotion in by relevant state agencies to support parents and students.
23. The Committee recommends that sufficient and practical supports are offered to Boards of Management, principals and in-school management teams because of their integral role in support of Whole School Approaches to RSE and their key role in ensuring that programmes are taught adequately and their schools are welcoming and inclusive places.
24. The Committee recommends that all efforts should be made to provide barrier-free training and Continual Professional Development for teachers in RSE and SPHE and all teachers about RSE and SPHE to improve practice in schools because of the integrated nature of RSE across subjects and the school day. The Committee recommends a guaranteed and ring-fenced fund for this area annually.

The second report was on the Home School Community Liaison (HSCL) scheme.

The key recommendations in the report were that:

1. Continued commitment to investment and a renewed vision is provided to ensure it responds to the increasing needs of pupils and families living in challenging contexts.
2. A commitment to ongoing professional development and opportunities for networking within clusters is required.
3. Consideration is given to expanding the allocation of HSCL teachers in areas that have a high concentration of Traveller pupils, including non-DEIS schools.
4. The provision of Parents' rooms should be expanded to all schools with HSCL teachers.
5. Courses for parents should be facilitated in all schools with a HSCL teacher.
6. Continual support to the family and the child is provided throughout the first year to improve their chances of progression.
7. Consideration is given to facilitating HSCL teacher visitations at school if it is not culturally appropriate to have visitations at home and discretion given to the teacher to determine whether home or school interactions are most appropriate at any given time.
8. Provision of interpreters should be made and not left solely to the school if an interpreter is necessary; perhaps the establishment of an approved interpreter "database" could be considered.
9. Procedures to be developed to allow for engagement with parents who may not ordinarily qualify for Garda clearance in certain circumstances, while ensuring the safety and welfare of the child is paramount.
10. HSCL scheme should be expanded to avoid those with special needs not being able to avail of this service.

The TUI has made clear that RSE should be available in all schools and to all students unless a family chooses to opt out. Equally, the right to opt out for religious reasons should be available to teachers.

TUI has repeatedly made clear to Tusla and to both the Department of Education and Skills and the Department of Children and Youth Affairs that those assigned to HSCL are teachers carrying out an education function. This was confirmed by the DES in the recent circular on HSCL.

Mary Immaculate College Thurles Summer School

The forthcoming Mary Immaculate College (MIC) Thurles Summer School, taking place between June 18th – 20th, will focus attention on the role of middle management in post-primary schools with keynote address by Dr Harold Hislop, Chief Inspector at the Department of Education & Skills.

Early registration is advised as numbers will be limited. To register your attendance please email: Kathryn.fitzgibbon@mic.ul.ie or telephone 0504 20533. Further information on the event is available at www.mic.ul.ie.

Down Syndrome Ireland HB Fundays

Down Syndrome Ireland is the voice of people with Down syndrome and their families throughout Ireland. We provide a wide range of vital services including Early Intervention, Speech & Language Therapy, Health, Education, Personal Development and Employment Opportunities that enhance the lives of thousands of children and adults with Down syndrome. Every year we need to raise at least 87% of our €3.7+ million costs to enable us to continue providing these essential services so we are very heavily reliant on public funding.

One of our largest fundraising campaigns every year is our HB Fundays and the focus of this year's campaign is to increase support for new parents and young children with Down syndrome throughout Ireland. We want to provide a peer to peer support for new parents as well as practical resources, specifically designed to meet the learning needs and abilities of young children with Down syndrome, giving them the very best start on their education journey. Through this campaign, we are asking schools, creches, childcare centres, clubs and community groups to host a fundraising party – an ice cream party - at which they fundraise by taking donations for ice cream provided by us and HB Hazelbrook Farm ice creams. You will find more information on our campaign here on our website <https://downsyndrome.ie/event/hb-fundays-2019/> and you'll see that we provide party hosts with downloadable party decorations, lots of party tips and hints and also fun ice cream recipes.

#pausebeforeyoupost poster launch

TUI's Equality Council launched their #pausebeforeyoupost campaign at TUI's Annual Congress. The poster aims to encourage people to think before they talk, tap, post or send messages on social media platforms. TUI Deputy General Secretary Annette Dolan is pictured with members of the TUI's Equality Council and Susan Flocken, European Director of the European Trade Union Committee for Education (ETUCE) at the launch.



TUI Golf Society News



Thirty people travelled on the TUI Golf Society's annual trip to Portugal last October. Most played four rounds of golf with the very enthusiastic playing five. With superb golf courses and beautiful weather, it was a great trip. Another outing is already organised for this coming October and this trip will have greater numbers travelling and is already booked out.

The final outing of the year took place in Headfort Golf Club, in the home club of our Captain, Kieran Walsh. There were two competitions; a scramble and The Captain's Prize, the latter which was won by Tipperary stalwart, Paddy Hogan. Paddy also won Golfer of the Year which was sponsored by the TUI Credit Union.

The AGM took place after the last outing. The following are the Officers and committee:

- Captain - Kieran Walsh
- Treasurer - Tommy Glynn
- Subscription Secretary - Tom Buckley
- Committee - Denis Magner, Finola Butler, Angela Doherty and Paddy Hogan

Membership of €20 is now due and should be paid to Tom Buckley, 10 Verbena Park, Sutton, Dublin 13.

All future communication to members of the TUI Golf Society will be done on the TUI Golf Society WhatsApp Group. To be included in the WhatsApp group communications, please contact Kieran Walsh (087 770 5996).

Annual Congress 2019 Report

RESOLUTIONS CARRIED

Motion Under Rule 23

Noting

- the TUI's commitment to prosecute the ongoing campaign for pay equality to resolution
- that the measure of removing scale points 4 and 8 represents progress but does not achieve pay equality and
- that the current mandate for industrial action was secured in 2017 and requires to be refreshed

Congress directs the Executive Committee to commence a ballot of members before the end of September 2019 for renewal of the mandate for a campaign of industrial action, up to and including strike action, in pursuit of the just goal of pay equality.

A. Conditions of Service - Second Level

4. Co. Donegal

Congress instructs the Executive Committee to liaise with the Department of Education and Skills and urgently seek that a national redeployment scheme, that includes all counties every year, be created instead of the current pilot situation.

14. Co. Meath

Congress instructs the Executive Committee to negotiate a scheme of leave for teachers in ETB schools in line with those in Voluntary Secondary and Community & Comprehensive schools where "management may grant special leave to a teacher for up to five school days in a school year for any reason which they may consider sufficient noting that substitute cover is not paid by the Department of Education and Skills".

26. Co. Monaghan

Congress instructs the Executive Committee to renegotiate a yearly Circular to include a yearly opt-in and opt-out option for teachers and to remove the 15-year length of service clause in order to opt-out as this is discriminatory to newly qualified teachers. It should be compulsory that once you have 15 years S&S completed,



either as an unbroken period or broken period, that you will receive a pension on the S&S.

19. Dublin City

The Croke Park hours were imposed upon teachers in Post Primary and Further Education in February 2011. The supply and retention of teachers is a problem in education.

To address the problem, Congress acknowledges and demands the immediate removal of the Croke Park hours.

The TUI Executive Committee will campaign fully to this end.

2. Co. Carlow

Congress demands that the Executive Committee negotiate with the Department of Education and Skills that when a teacher undertakes further study and completes an educational diploma/master's degree that gives them a better result than in their original teaching diploma/master's degree, that a higher allowance would be paid to the teacher.

16. Co. Galway

While the recruitment of teachers is a national issue, the small minority of island schools also face increased difficulties. Congress instructs the Executive Committee to negotiate the restoration of the island allowance for teachers.

8. Co. Kildare

Congress instructs the Executive Committee to negotiate an agreement with the DES and ETBI to put in place agreed procedures to appeal senior management

positions of Deputy Principal and Principal to reflect due process and transparency.

23. Co. Meath

Congress directs the Executive Committee to renegotiate Circular 0006/2014. The demand that teachers be available for 5 periods a week of S&S is excessive for those on a 1-hour period timetable and should be reduced.

5. Dublin & Dún Laoghaire (Amended by Dublin & Dún Laoghaire)

Congress calls on the Executive Committee to negotiate with the Department of Education and Skills to demand adequate provision of Guidance Counselling services in schools to help meet the needs of the whole school body with an additional key focus on the most marginalised. To ringfence this service demands adequate guaranteed resource provision using the services of fully qualified guidance counsellors who are ensured security of tenure.

We call on the Executive Committee to address this issue as a matter of urgency.



29. Co. Donegal

Congress instructs the Executive Committee to negotiate with the Department of Education and Skills with a view to altering parental leave provision to include the option of one day a week, a shorter week, or the current block situation.



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

SCHOOL OF EDUCATION MASTER IN EDUCATION HIGHER EDUCATION

APPLY NOW

Do you want a postgraduate qualification in teaching and learning in higher education?

If you are interested in learning about the national and global context of higher education, evidence-based practice on scholarly teaching and learning, and undertaking your own practice-based research project, the Higher Education strand of the Master in Education programme is right for you.

Since its inception in 2010, the course has enrolled participants from a wide range of higher and further education and training settings. Participants' teaching and learning activity is supported through an environment of reflection, peer review and shared analysis in communities of practice. Many graduates have published their practice-based research in scholarly journals.

Applications

Applications should be made online through:
<https://www.tcd.ie/courses/postgraduate/az/course.php?id=DPTED-EDUC-1F09>

Closing Date: 30 June 2019

Master in Education (M.Ed.)

The taught component of the course comprises five modules, usually taken by participants over two years:

- Module 1:** Traditions, Power and Context
- Module 2:** Designing curriculum, assessment and supervision in higher education
- Module 3:** Reflecting on practice in learning and teaching
- Module 4:** Linking teaching and research within and beyond the disciplines
- Module 5:** Academic Literacy and Research Methods

Teaching and learning sessions take place over a 12-week semester and are scheduled on Tuesday evenings from 6pm to 8pm. Module 5, Academic Literacy and Research Methods, comprises five lecture and workshop sessions that are scheduled on Saturday mornings in year 1.

Participants may choose to complete their studies after the completion of the five modules and will be awarded a **Postgraduate Diploma in Educational Studies**.

The third year of the programme is devoted to your research project. Participants are required to complete a 20,000-word dissertation.

Further Information

More detailed information about the course content, teaching approaches and assessment is available at:
<https://www.tcd.ie/Education/programmes/masters/teaching-learning/>

For enquiries about applications, please contact Dr Michelle Share, School of Education, Trinity College Dublin (email: sharem@tcd.ie; 01 896 1579).

11. Co. Laois

Congress notes,

- (a) The failure of the TUI/ETBI Transfer Agreement, despite its initial purpose, to provide basic protection for TUI members against arbitrary and unfair transfer.
- and
- (b) The more favourable current circumstances to secure appropriate amendments.

Therefore, Congress instructs the Executive Committee to:

Renegotiate this agreement to ensure that it provides a fair and reasonable basis for unavoidable transfers. To this end it is essential that the word “educational” is replaced by the word “curricular” as the basis for transfers in the ETB sector.

21. Co. Monaghan/Co. Cavan/Executive Committee

Congress notes the inequality and practice that has developed in many schools and ETBs of membership subscriptions to some professional associations being paid from school/ETB funds (public funds). Noting that membership subscriptions to other professional associations are not paid from school/ETB funds, it appears that whoever holds the purse determines where it is spent. Congress instructs the Executive Committee to engage with the Department of Education and Skills to secure a fair and consistent approach to the payment of such subscriptions to eliminate this inequality



B. Conditions of Service - Third Level

44. Executive Committee

Congress notes the increasing use of online learning, blended learning and e-learning and the absence of a national sectoral agreement regarding conditions and safeguards that should apply to such models of delivery and learning. Congress instructs the Executive Committee to negotiate such a national sectoral agreement as a matter of urgency.

42. IT Tralee

Congress instructs the Executive Committee to protect staff from any possible forced reassignment or redeployment which might occur as a result of the merger of Institutes of Technology and or establishment of Technological Universities. In addition, Congress instructs the Executive Committee to negotiate a policy for voluntary mobility and transfer of staff between the different locations of a TU in order to protect the terms and conditions of members.

52. Dundalk IT (Amended by Cork Colleges)

Congress notes the development of the following roles and duties for Lecturer grades in excess of traditional lecture, tutorial and laboratory class contact hours; Module Coordinator, Programme Directors, Year Convenor, Dissertation Supervision, Group Project Supervision or equivalent. Congress notes the time allocation for these duties and the inclusion in the timetables varies within Institutes and across the IoT sector. Congress instructs the Executive Committee to negotiate an appropriate time allocation for these duties and roles on a standard, national basis and ensure they are transparently timetabled.





46. Executive Committee

Congress instructs the Executive Committee to seek pay equity for members who were placed on point one of the Assistant Lecturer scale, irrespective of experience, while their more recently recruited colleagues are being placed on significantly higher scale points.

47. Donegal Colleges

In the event that there is no satisfactory national agreement between the Union and the management side in regard of the development and delivery of all forms of online and digital learning by the 1st of September 2019, then Congress instructs the Executive Committee to conduct a ballot of all Third Level members to authorise industrial action – specifically to systematically withdraw from all forms of activity relating to the development and delivery of all online modules and all online courses, this action to commence in January 2020.

53. Dundalk IT

Congress notes with alarm the inadequacy of many current Grievance and other procedures to protect members from online attacks and cyber-bullying and condemns the failure of IoT management to develop fit for purpose procedures and processes to address the phenomena of online attacks and cyber-bullying targeting our members. Congress instructs the Executive Committee to support any member subjected to such attacks and develop a strategy to ensure management are compelled to fulfil their obligations to protect members from the harmful effects of such attacks.

48. Dublin Colleges (Amended by Cork Colleges)

Congress believes that the IoT/TU sector will be damaged by the creation of an artificial division between lecturing and research. Congress instructs the Executive Committee to negotiate appropriate contracts for researchers which are nationally agreed and views the current situation as an attempt to undermine lecturers' contracts and conditions.

51. Donegal Colleges

Congress notes that the weekly lecturing load of 16 and 18 hours for Lecturers and Assistant Lecturers respectively dates from a time when the IoT sector operated predominantly at level 6 and 7 on the National Framework of Qualifications.

Congress instructs the Executive Committee to immediately launch a campaign for a reduction in teaching loads as part of the move to a Technological University to ensure quality in teaching, learning and research.

93. Dublin Colleges

Congress instructs the Executive Committee to immediately rectify the anomaly whereby all staff employed between 2011 and 2016 were denied incremental credit. This has resulted in a major injustice against staff employed between these dates. Congress instructs the Executive Committee to include this issue in any pay talks and associated campaigns relating to pay equality.

82. Donegal Colleges

Congress instructs the Executive Committee to negotiate in all relevant forums that all policies and procedures in a proposed or established Technological University are identical across all of its constituent campuses without exception.

81. Cork Colleges

Congress instructs the Executive Committee to seek timetable alleviation for non-teaching duties performed by academic staff such as year co-ordination and course co-ordination.

88. IT Tralee(X2)

Congress instructs the Executive Committee to demand that IoTs sign up to the Code of Practice for the appointments to positions in the Civil Service and Public Service which would engender a higher degree of robustness and transparency in recruitment.



54. Limerick Colleges (Amended by Cork Colleges)

In line with recent directives issued to Second Level, Congress instructs the Executive Committee to issue a directive to the Institutes that maximum class sizes are as follows:

computing and drawing labs: 20 students

tutorials: 20 students

lab practicals, workshops: 16 students

counselling: 14 students.

67. IT Tralee

IT Tralee presented a motion to Congress 2017 regarding a review of the nationally agreed grievance procedure which was carried. This motion also included an amendment by Cork Colleges 'to take appropriate action at national level to pressure IoT management into complying with the grievance procedure particularly its timelines'. The grievance procedure is fundamental to the resolution of industrial relations issues. Timelines are still not being adhered to with management delaying the progression of grievances up through the levels because there are no deadlines given in the procedure. Congress now instructs the Executive Committee to seek to update the nationally agreed grievance procedure to include appropriate timelines.

40. Executive Committee

Congress demands that the Executive Committee negotiate with the DES and THEA with a view to ensuring that recruitment is to the Assistant Lecturers/Lecturer grades other than in the limited circumstances where the recruitment of HPALs to cover time-limited vacancies is appropriate.

Congress instructs the Executive Committee to conduct a ballot for industrial action if inappropriate recruitment of HPALs continues and/or if the agreement arising from the HRA in relation to HPALs is not implemented properly.

41. Limerick Colleges

Congress notes that there are an increasing number of students in Third Level with a wide range of learning difficulties. Congress requests that adequate support be made available to all lecturing staff in Third Level education to facilitate students across a range of learning difficulties, to help provide an inclusive, productive and safe classroom environment for all students and staff.



certified sick leave, that weekend days be excluded from calculation of that leave and that only the days that a member is expected to attend work be counted. It is understood that this would be public sector wide not simply for teachers as there is a public sector sick leave scheme.

109. Donegal Colleges

Congress instructs the Executive Committee (in conjunction with other public sector unions) to negotiate the revision of the current sick pay arrangements and to revert back to the pre – September 2014 arrangements.

114. Co. Donegal (Amended by Cork Colleges)

Congress instructs the Executive Committee to negotiate with the Department of Education and Skills to increase the amount of compassionate leave or create a new form of leave in a situation where a member [has] a caring responsibility to someone with a recognised serious medical condition and who is receiving ongoing medical care.

102. Dundalk IT

Congress instructs the Executive Committee to campaign for the restoration of pre-austerity sick leave provisions which applied to the Education sector.

104. Co. Mayo

Congress instructs the Executive Committee to seek legal advice regarding the liability which applies to members in the course of their duties, with regard to issues such as Health and Safety and GDPR, in particular in relation to any liability which may apply to the member personally. Furthermore, that this advice be propagated widely to members to make them aware of the risks they might be exposed to.

103. Co. Offaly

Congress instructs the Executive Committee to negotiate with the DES and the Education Shared Business Services (ESBS), (which is the ETB Payroll

C. Conditions of Service - General

110. Dublin City/Co. Carlow

Congress instructs the Executive Committee of TUI to negotiate with the Government that in the event of

Shared Services that is being phased in over the next twelve months), to ensure that part-time staff are paid fortnightly in the same way that full time staff will be under the new ETB Payroll Shared Services. The present system that is running in two ETBs will mean that part-time staff will have to work for six weeks before they are paid for their work and will be paid monthly thereafter. Congress abhors this inequality in payments for staff.



D. Adult Education

I24. Co. Longford

Congress instructs the Executive Committee to pursue a policy to actively stop ETBs outsourcing the work that tutors do, immediately.

I44. Executive Committee

Congress condemns the failure of the Department of Education and Skills to progress the Chairman's Note discussion in relation to Adult Education Tutors. Congress instructs the Executive Committee to utilise all mechanisms available to the Union to ensure that the DES delivers on this commitment entered into under the terms of the HRA and subsequent National Agreements.

I30. Co. Mayo

Congress instructs the Executive Committee to engage with the Department of Education and Skills, ETBI, SOLAS, QQI and other stakeholders, to address the additional administrative work which is impacting the amount of time co-ordinators and centre managers have to deal with. This reduces the support which can be given to students. Our primary focus must be on delivering education and training not paperwork and statistics.

I29. Co. Clare

Congress instructs the Executive Committee to advocate that the conversion process offered to members of BTEI be extended to our members in Adult Literacy and Community Education settings.

I42. Co. Roscommon/Co. Longford/Tipperary NR/Tipperary SR (Amended by Executive Committee)

Congress instructs the Executive Committee to request that Education and Training Boards act without delay on the issuing of contracts to Adult Education teaching staff, ensuring recognition of service so that members are placed on a suitable salary scale and that contracts issued are in line with the nationally agreed contracts providing Adult Education tutors and teachers with the equal status and conditions as BTEI teachers.

I27. Co. Clare

Congress instructs the Executive Committee to lobby the DES to acknowledge work experience to date of newly appointed teachers/ALOs/BTEI Coordinators/CEF/Guidance Coordinators in Further Education and Training sector, rather than starting at point 1 of the salary scale.

Circular Letter 55/2014 states Point 19. It should be noted that it remains Government policy that new appointees to any grades will start at the minimum point of the scale. However, incremental credit may continue to apply for relevant recognised service.

I25. Limerick City Schools

Congress instructs the Executive Committee to seek full negotiating rights for TUI members who work as instructors in Training Centres. These members pay a full subscription and are entitled to full representation.

E. Education

I45. Executive Committee

Congress notes the increasing level of workload and bureaucracy arising from the range of inspections carried out in schools. Congress considers that this is not consistent with terms of the May 2016 Agreement.

Congress therefore instructs the Executive Committee to demand a review of the current inspection models and practices with a view to ensuring that they are consistent, professionally supportive of schools/centres and teachers, do not involve excessive workload (such as that arising from the SSE and LOOKING AT OUR SCHOOLS 2016 – A Quality Framework for Post-Primary Schools document) and have appropriate regard for school/centre context.

150. Boyne Area/Executive Committee

Congress instructs the Executive Committee to negotiate with the relevant bodies to establish a Charter of Rights for teachers.

147. Co. Mayo

Congress instructs the Executive Committee to negotiate to establish that all engagement with the inspectorate be conducted during timetabled hours.

155. Co. Cork

Congress notes that DES CL 14/2017 created a significant and unforeseen workload for TUI members in providing for Personal Pupil Plans (PPP), Individual Learning Plans (ILP), Individual Action Plans (IAP) and Student Support Files (SSF) in the area of Special Education Needs (SEN). Principals can use some of the hours allocated under this SEN Allocation model to alleviate Special Education Teacher (SET) timetables but that is inadequate and is not a universal practice. Congress demands that TUI negotiate a discrete and ring fenced post, equivalent to Programme Coordinator, to manage the increased administrative and bureaucratic workload on teaching staff imposed by the revised SEN allocation model. Circular 03/2018 should be amended to include provision for such a post when secured by negotiation.



It is disingenuous of Government to feign concern for female teachers/lecturers while

- i. targeting a woman because of her level of education and vocation
- ii. allowing a new born child to be discriminated against because of the mother's profession
- iii. introducing inequality among women working in the public sector.

In light of the Minister of State with special responsibility for Higher Education's announcement about the establishment of a Gender Equality Taskforce, Congress instructs the TUI Executive Committee to engage with other unions to restore the thirty days leave.

F. Equality**180. Co. Donegal**

Congress instructs the Executive Committee to liaise with the Department of Education and Skills urgently in order to insist that pregnancy-related sick leave is recorded separately to sick leave. Teachers are being forced to start maternity leave early, and therefore reducing time at home with their baby during the first six months of their new-borns' lives where sick leave, due to multiple pregnancy issues, over a 4-year period results in them being reduced to half-pay.

178. Cork Colleges

Context: In Budget 2013 it was announced that arrangements for maternity and adoptive leave-in-lieu (up to 30 days) that currently apply to teachers are to be ended. In other words, a mother is not entitled to any holidays that fall during her maternity leave. This is the difference between leaving a 5-month old in childcare to return to work in comparison to a 6-month old. Congress abhors the discrimination the Government has subjected female teachers/lecturers to, in comparison with women in other public sector posts, by way of the Budget 2013 maternity legislation.

175. Co. Donegal

Congress notes the provision made by the Department of Education and Skills to address the mental health and wellbeing of students and learners. However, it starkly highlights the glaring lack of provision for staff. Congress instructs the Executive Committee to seek to enter into negotiations with the Department of Education and Skills to formulate and implement a well-resourced, effective and accessible wellbeing programme for members.

176. Co. Roscommon

Congress requests the Executive Committee to promote an awareness campaign for the role of the Workplace Committee in schools to create an effective communication body between management and staff so as build education systems on strong foundations of respect and dignity in the workplace.

G. Examinations

192. Co. Laois (Amended by Co. Laois)

Congress notes that there are moves afoot to “reform” the Leaving Certificate. While genuine reform is welcome, the interpretation of reform can be distorted by financial cuts and underinvestment in education. This was very much in evidence during the Junior Cycle dispute. Consequently, Congress advises the Executive to take heed of the lessons of the TUI Junior Cycle campaign. Congress instructs the Executive to campaign to retain nationally certified examinations, to oppose any re-emergence of an attempt to impose teacher assessment of their own students for certified examinations and to oppose any increase in already unfair workloads. Congress instructs the Executive to seek to develop a joint strategy with the ASTI in order to achieve these goals and to include preparations for industrial action, up to and including strike action, in such collaboration.

191. Executive Committee/Co. Cork (Amended by Executive Committee)

Congress notes a strong emphasis on inquiry-based teaching and learning by advocates of educational reform in Ireland. In the context of the NCCA’s Senior Cycle Review, constructivism, discovery, problem-solving, experiential and inquiry-based teaching are assumed to be superior methodologies to prepare students for the 21st century in developing ill-defined skills such as critical thinking or creativity. Such methodologies can be fostered through teaching knowledge, skills and competencies but should not displace other tried, tested and well-evidenced approaches. Congress instructs that TUI negotiates with the NCCA/DES to insist that educational reform in the context of the NCCA Senior Cycle Review is evidence-informed and fit for purpose.

222. Co. Carlow

Congress instructs the Executive Committee, in light of Senior Cycle reform, to vehemently defend the integrity of the State Exam system and reiterate our fundamental thinking that the leaving certificate should be wholly externally assessed.

202. Co. Laois

Congress notes that the document entitled Junior Cycle Reform - Joint Statement on Principles and Implementation, as agreed by TUI and the DES in 2015, included the key union objective that Junior Cycle reform would “not impose additional workload and time demands on teachers” (p.ii). Also, with regard to assessment, it was agreed that the NCCA be requested

“to pay particular attention to avoiding “over-assessment” and the cumulative burden on students and teachers of multiple assessments across the full range of subjects.” (p.2).

In order to ensure that these and other commitments are honoured it was agreed that “Implementation of this agreement will be monitored by an Implementation Committee comprised of the signatories to the agreement” (p.5). It was also agreed that “Interpretation issues that arise with regard to this Appendix [professional time] will be referred to the Implementation Committee” (p.4, Appendix). Congress is gravely concerned that the Implementation Committee has been deprioritised and undermined. It needs to be used to its full potential to prevent any increase in workload and time demands on teachers. Consequently, Congress instructs the Executive Committee to actively co-operate with our colleagues in the ASTI to maximise the significant potential of the Implementation Committee. Also, if this committee is prevented from stopping workload increases then the TUI must lead the way in terms of industrial action including directives to boycott implementation of CBAs.

198. Co. Donegal

Congress notes with concern the practice by some schools and centres of demanding that Junior Cycle professional time carried out by members be documented and submitted to management. Congress confirms that members are not required to engage in this activity.



H. Further Education

223. Executive Committee

The TUI notes the increasing burden of Quality Assurance (QA) and assessment procedures for ETBs and for other FET providers in Ireland. Congress demands that the Executive Committee negotiate a rational, properly resourced and coherent approach to the implementation of QA and assessment measures having regard to the following:

- That 'initiative overload' by QQI and ETBI in FET be halted.
- That unnecessary and excessive bureaucratisation of teaching and learning in FET be resolved.
- That the resources required to provide evidence of quality assured teaching, learning, administration and assessment be nationally standardised and simplified across ETBs and FET providers.
- That an agreed method of QA oversight and implementation be nationally negotiated for the ETB sector to ensure that the same governance systems are applied nationally.
- That the application of national standards be uniformly applied in a reasonable and coherent fashion in all settings.
- That each organisation be required to meet the same operational standards of teaching, learning and delivery uniformly and nationally irrespective of whether courses are provided on a part-time, full-time, private or public basis.

228. Executive Committee/Co. Mayo/Limerick City Schools

Congress instructs the Executive Committee to do all in its power to secure a seat on the board of SOLAS.

227. Executive Committee

Prospective PLC students in receipt of social welfare payments from the Department of Employment Affairs and Social Protection currently wait for at least three months before being eligible to enrol on a PLC course and get a Back to Education Allowance (BTEA). Congress instructs the Executive Committee to negotiate with Government to remove this qualifying period immediately. Potential students who are unemployed, parenting alone or have a disability should be allowed to take up a place on a PLC course and receive their BTEA without impediment, from the time of application.

229. Executive Committee

Congress notes the continuing policy of SOLAS and the DES to use public monies to fund private providers operating in the Further Education and Training sphere.



Congress instructs the Executive Committee to utilise all appropriate fora, including the media, to highlight this inappropriate manner for delivery of what should be a core public service i.e. the provision of education at all levels for Irish Society.

226. Co. Kerry

In relation to students with Special Education Needs and adults with disabilities in Further Education, Congress instructs the Executive Committee to seek the granting of a teaching allocation to facilitate these students' needs adequately.

255. Co. Mayo/Co. Kilkenny

Congress instructs the Executive Committee to once more reiterate that the use of private resources in the delivery of education and training should be stopped where such resources are available within the ETB to deliver these modules, thus protecting teaching jobs.

237. Co. Clare

Congress instructs the Executive Committee to meet with SOLAS and the DES to request that they develop other methods of measuring learner 'outcomes' to ensure educational, personal, economic and social aspects are included. As it currently stands - attendance, certification, progression or employment are used as a basis for future funding in the Further Education sector.

224. Co. Kerry

In recent years we have seen a huge increase in bureaucratic procedures, paperwork and an onerous tick box culture required by QQI. In this context Congress instructs the Executive Committee to challenge vigorously the erosion of terms and conditions of colleagues delivering QQI modules.

231. Cork City Schools (Amended by Dublin City)

Congress instructs the Executive Committee to recognise the current crisis due to the ongoing drop in student numbers in the PLC colleges. Congress instructs



that the reasons for this decline be identified as much as is possible and that a clear plan of action to protect the FE sector of our union should be drawn up and put in place as a matter of urgency. Congress believes that the arbitrary cap imposed on PLC numbers and the permanent downward no recovery nature of the cap coupled with chronic underfunding and lack of recognition of the sector must be urgently tackled.

I. Health and Safety

262. Co. Donegal (Amended by Cork Colleges)

Congress instructs the Executive Committee to negotiate with the Department of Education and Skills to insist that Health & Safety risk assessments and/or audits are carried out by qualified health and safety officers in schools and Third Level colleges.

J. Miscellaneous

266. Dublin Colleges

Congress expresses disbelief and frustration at the slow pace of the Irish Government's response to tackling the affordable housing emergency which is having such a detrimental impact on the lives of young teachers, lecturers, third level students and many schoolchildren and their parents.

Congress instructs the Executive Committee to ensure that all protests by the Raise the Roof Campaign have an official TUI presence and that support for these protests is communicated beforehand to all TUI branches.

K. Organisation

327. Dundalk IT/IT Carlow/Co. Donegal/IADT Dun Laoghaire/IT Tallaght

Congress notes that honoraria are no longer paid to Branch Officers and instructs the Executive Committee to negotiate a time allocation for all Branch Officers, in order to support them in a far more meaningful way in carrying out the many duties associated with their roles.

L: Pay / National Agreements

338. IT Tallaght/IT Carlow/Cork Colleges/IADT Dun Laoghaire

Congress instructs the Executive Committee to negotiate with other teacher unions to agree a strategy to oppose any legislation which seeks to impose punitive measures on members of unions which reject national pay agreements, including the option of collectively ending their affiliation with ICTU, unless the latter body also actively opposes such legislation.

M. Pensions

343. Dublin & Dún Laoghaire/Co. Kilkenny/Co. Meath/Co. Offaly/Dublin C&C/Dublin City/Tipperary NR

Congress directs that the Executive Committee seeks the support of other public sector unions to demand that the pay parity linkage of Public Service pensions with the salary of the pensioner's grade at retirement, or subsequent equivalent grade, be retained after the expiry of the current Public Service Stability Agreement 2018-2020, and the linkage be protected for the future by being put on a statutory basis.

349. Galway-Mayo IT/Donegal C&C

Congress instructs the Executive Committee, in co-operation with other public service unions to seek the restoration of the "final salary" pension for public servants who entered the public sector on or after the 1st of January 2013. Membership of the current pension scheme is compulsory and most members will receive no net benefit from it as the pension will be based on their career average salary.

342. Co. Galway/Dublin City

While pay equality has not been achieved, the changes to teachers' pensions are also unjustly unequal. Congress instructs the Executive Committee to liaise with public sector unions and to campaign for pensions to be restored to pre-2004 levels.

345. Dublin C&C/Co. Kilkenny/Co. Meath/Dublin City/Tipperary NR

Congress directs the Executive Committee to seek the support of other public sector unions, to demand that a statutory negotiation forum be established to deal with public sector pensioner issues.



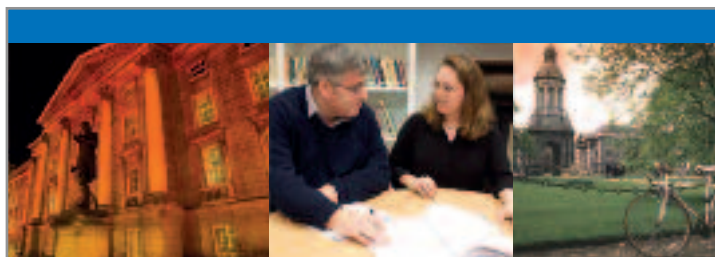
N. Posts of Responsibility

350. Executive Committee

Budget 2019 did not allow for the restoration of posts of responsibility. The commencement of restoration as outlined in CL03/2018 is insufficient. Congress requests that the level of posts be restored to pre-moratorium levels and instructs the Executive Committee to negotiate with the DES to fulfil the terms of the May 2016 Agreement. Furthermore, Congress instructs the Executive Committee to endeavour to have additional posts created to assist with SSE, Junior Cycle Reform, Senior Cycle Reform and a plethora of other initiatives.

356. Co. Louth

Congress notes the issuing of Circular 3/2018 Leadership and Management in Post-Primary Schools. An applicant for a POR may appeal on one or more grounds in relation to an alleged breach of procedure to an appointment. There is no provision to appeal on the grounds of unfairness. Congress demands the renegotiation of Circular 3/2018 with the Department of Education and Skills and in that renegotiation seek to restore the grounds for alleged inconsistency and or unfairness as part of the appeal process. Congress instructs the Executive Committee to issue a regular update on progress on this issue in the TUI News.



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362. Co. Louth

Congress instructs the Executive Committee to enter negotiations with the DES for the restoration of posts of responsibility to pre-2009 levels (or to increase the number of both AP1 and AP2 posts of responsibility). It is to be made clear that the existing structure with the allocation of deputy principals is to remain the same. The requirement for more posts of responsibility is required due to the large amount of new initiatives and expectations on members in all centres and to support the successful implementation of these initiatives.

359. Co. Louth

Congress instructs the Executive Committee to seek a separate post of responsibility/position for all schools/colleges for the purposes of administration of Additional Educational Needs. This post should be separate to the existing structure of posts of responsibility. The allocation of resources to this position should be similar to how hours for guidance counselling are allocated.



360. Co. Wicklow/Co. Kildare

Congress instructs the Executive Committee to negotiate with the Department of Education and Skills to have a special post created for SEN Co-ordination with appropriate remuneration and timetable allowance.

O. Rules

365. Executive Committee (Amended by Executive Committee)

Congress declares its agreement, from Congress 2020, to establish a TUI Benevolent Fund for in-benefit members and members of the Retired Members' Association. Its purpose shall be to assist members who find themselves unable to deal with serious issues, financial or otherwise, having exhausted all other available options. The Fund will be financed through an allocation of a proportion of each TUI and RMA member's subscription. If the fund stands at less than €20,000 after the allocation has been processed, the General Fund will be used to defray the difference.

Branches that report a surplus in the Annual Return may decide, at an AGM, to make an additional donation to a maximum value of €3,000 in any given year.

Any fines resulting from a finding of unworthy conduct shall be allocated to the Fund.

Additional funding may also be sought through a raffle at Annual Congress.

Any surplus in the Benevolent Fund at the end of the year will remain in the Fund for the following year.

A Committee comprising of four members shall administer the fund.

The Benevolent Fund Committee shall undertake the tasks of appraising claims and deciding on the worthiness of claims and determining the level of benefit if any.

The General Secretary may assign a member of staff employed by the TUI to assist and advise the Committee. Any expenses reasonably incurred by the Benevolent Fund and the Benevolent Fund Committee shall be discharged from the General Fund of the Union. The full terms of reference of the Benevolent Fund Committee shall be published in the Annual Report 2020.

Consequent rule changes required:

Amend Rule 101 by adding a new section (vii) Benevolent Fund

After current Rule 139, create a sub-heading 'Benevolent Fund'.

Insert new Rule 140 as follows:

140 The Union shall establish and administer a Benevolent Fund. The purpose of the Benevolent Fund shall be to assist members who, through no fault of their own, find themselves unable to deal with serious issues, financial or otherwise, having exhausted all other available options. €1.50 of each member's annual subscription and €1.00 of each member of the RMA's annual subscription shall be allocated to the Benevolent Fund. If the fund stands at less than €20,000 after the allocation has been processed, the General Fund will be used to defray the difference. Any fines resulting from a finding of unworthy conduct shall be allocated to the Fund. Any surplus in the Benevolent Fund at the end of the year will remain in the Fund for the following year.

Insert new Rule 141 as follows:

141 The Benevolent Fund shall be managed by a Committee of the Union consisting of three in-benefit members of the TUI and one member of the Retired Members' Association.

The three members of the TUI standing on the Committee shall represent three separate Areas by rotation; elected by their respective Areas.

The member of the RMA shall be nominated by their Association.

Members of this Committee shall serve no more than two consecutive 3-year terms, with one member elected annually. A term will commence at the close of Annual Congress. The nomination process will be held at the same time as the

elections to the Executive Committee, the Standing Orders Committee and the Security Fund Committee.

Members of the Executive Committee, the Standing Orders Committee and the Security Fund Committee shall not be members of the Benevolent Fund Committee.

At the first meeting after Annual Congress, the Benevolent Fund Committee shall elect a Chairperson from amongst its members. A quorum shall consist of any three members.

Insert new Rule 142 as follows:

- 142 The audited accounts of the Benevolent Fund shall be presented at Annual Congress by the Benevolent Fund Committee Chairperson.

Insert new Rule 143 as follows:

- 143 The Benevolent Fund shall be vested in the Teachers' Union of Ireland.

And renumber all subsequent Rules.

372. Executive Committee

Congress agrees that Rule 96 be amended by the addition of the following text at the end of the existing Rule 96: "(d) Congress declares a once-off amnesty to all members who were in arrears on 1st January 2019 and are paying their subscription via deduction at source. This amnesty will expire upon commencement of Congress 2020."

P. Teaching Council

380. Dublin City

Congress instructs the Executive Committee to ensure that the TUI representation on the Teaching Council is comprised only of TUI members currently in employment in an educational institution.

379. Co. Limerick

In regard to ongoing issues with unfounded and/or malicious allegations made by parents and/or students against teachers, this Congress calls on the Executive Committee to pursue a campaign which demands urgent action by the Minister under Section 28 of the Education Act to vindicate the right of a teacher to have fair and due process in relation to any such complaint.

386. Cork City Schools

Congress instructs the Executive Committee to ask the

Teaching Council to withdraw the additional fees that are charged to teachers who wish to have new/extra subjects added to their initial registration.

384. Co. Donegal

Congress instructs the Executive Committee to ask the Teaching Council to produce a post Brexit policy to ensure teachers with qualifications obtained from the UK won't be unfairly affected by potential changes in education policy after Brexit.

Q. Youthreach

408. Co. Offaly/Co. Donegal/Limerick City Schools

Congress instructs the Executive Committee to negotiate the duration of the Youthreach academic year to bring it in line with the post primary 167 days.

400. Co. Donegal

Congress notes that Youthreach Resource Persons, teaching staff and Co-ordinators work with learners who require additional supports and are expected to carry out duties comparable to the duties of social workers and counsellors. Congress instructs the Executive Committee to seek talks with the Department of Education and Skills and ETBI to negotiate an increased budget, which will allow for the provision of additional and specialised resources in this area.

391. Co. Cork

Congress instructs the Executive Committee to formally request the DES ensure that a safe, fit for purpose premises is provided for the staff and student body of all Youthreach Centres and that they provide adequate funding to ETBs for this to happen.

390. Co. Donegal

Congress notes that, currently, Youthreach Resource Persons are expected to attend overnight residentials to supervise learners during the Youthreach year. Congress instructs the Executive Committee to undertake a complete review of Time Off in Lieu for Youthreach Resource Persons attending overnight residentials.

401. Co. Clare

Congress instructs the Executive Committee to request that there are TUI representatives on the Implementation Body post Review of VTOS and Youthreach.

396. Co. Longford

Congress instructs the Executive Committee of the TUI to pursue vigorously with the Department of Education and Skills (DES) that the Youthreach Programme



nationally, be recognised as a Second Level response to the Second Level challenge of early school leaving, with responsibility to the Department of Education and Skills only, and with the same pay and conditions which currently apply to Second Level Principals and teachers automatically applying to all qualified staff in the Youthreach Programme.

394. Co. Wicklow/Dublin & Dún Laoghaire

Congress instructs the Executive Committee to address the disparity and inequity of Youthreach Resource Persons' and Coordinators' contracts and negotiate for terms and conditions in line with colleagues in full-time FET programmes, and in particular to demand that delivery of educational programmes, specifically Youthreach, which is open to inspection by the DES, be deemed as teaching.

393. Limerick City Schools

Congress instructs the Executive Committee to demand that officials negotiate rigorously with the DES in relation to getting recognition that the work carried out in Youthreach centres by Resource Persons and Coordinators is teaching and not administration.

397. Co. Offaly/Co. Clare

Congress instructs the Executive Committee to pursue vigorously with the Department of Education and Skills (DES) parity of conditions for Youthreach Resource Persons and Centre Co-ordinators with teachers in the Youthreach system.

398. Dublin City

Congress demands that, as a matter of urgency, the TUI follow through with the DES on an updated version of Circular Letter 0019/2018, as promised. CL 0019/2018 states that "Discussions are ongoing between the Department and the TUI in regard to incremental credit in recognition of previous service that is not directly analogous to the grade of Youthreach Resource Person but which may be relevant and, subject

to the outcome of those discussions, an updated version of this Circular may issue at a future date".

Congress instructs the Executive Committee to demand that the DES recognises the wide range of relevant experience employed within Youthreach by implementing a process for awarding incremental credit through the issuing a new Circular Letter.

403. Co. Donegal

Congress notes the extra two hours per week that Youthreach Resource Persons and Coordinators are required to work due to the requirements of the National Collective Agreements. This increased the working week for such persons to 37 hours. Congress instructs the Executive Committee to seek to negotiate a more flexible use of these hours.

399. Limerick City Schools

Congress instructs the Executive Committee to negotiate with the DES that Youthreach Resource Persons taking up teaching contracts have the teaching element of their resource work recognised for the purpose of incremental credit.

R. New Entrants/Pay Equity

409. Executive Committee (Amended by Dublin Colleges)

Congress notes the acceptance by members of the proposal on the 'new entrant' salary scale measure in the context of TUI's ongoing campaign for pay equality. Congress re-iterates its commitment to prosecute to full and successful conclusion the campaign for pay equality. Congress strongly condemns the Executive Committee for failing to show real leadership on the issue of equal pay and recommend rejection of recent Government proposals, which do not deliver equal pay. In line with the Motion passed at Congress 2018 congress now instructs the Executive Committee to initiate a campaign of industrial action, in conjunction with other teacher unions, to achieve full equality for new entrants.

414. Galway City

Congress demands the:

- Restoration of HDE/PME allowances (formerly payable to holders of the Professional Master of Education (PME) qualification)
- Restoration of commencement on point 3 of scale in recognition of a six-year (primary degree and PME) training period
- Elimination of the remaining differences in the early points of scale



- They remain a top priority with a deadline for a satisfactory agreement in order to end the hardships faced by NQT's/LPT's.

S. Teacher Unity

428. Dublin City

Congress instructs the Executive Committee to approach its sister teacher unions with a view to establishing a clear mechanism for regular and ongoing meetings so that common strategic positions can be developed.

429. Cork City Schools

Congress instructs the Executive Committee to undertake a feasibility study to look at the possibility of a single unified teachers' union and that this be pursued as a matter of urgency.

Emergency Motions

EMERGENCY MOTION NO. 3

Co. Cork / Cork City / Cork C&C / Co. Mayo / Conamara / Limerick City Schools / Dublin & Dún Laoghaire / Co. Waterford

Currently the practical subjects of Home Economics, Art and PE, all have a requirement of 90 ECTs and Music has a requirement of 80 ECTs for registration as a teacher of these subjects. All other subjects are at 60 ECTs, The Teaching Council have proposed to now bring all subjects down to the 60 ECTs, but the ATHE along with other concerned parties are making the point that not all subjects are the same. These 90 ECTs are for the study of theoretical and practical skills in the discipline of Home Economics and are separate from the study of education required to be a Home Economics teacher. The

Teaching Council now proposes to reduce the requirement which will have a huge impact on quality of student learning and quality of teaching in the classroom. 60 ECTs amounts to 24 semesterised weeks of study or 1 academic year, in order to be registered to teach the subject.

Congress demands the Executive Committee oppose the Teaching Council's proposal to reduce the ECT requirement from 90 to 60 ECT in the study of Home Economics.

EMERGENCY MOTION NO. 4

Limerick Colleges / Dundalk IT / Athlone IT / IADT / Dublin Colleges / IT Blanchardstown / IT Carlow / IT Sligo / IT Tallaght / Donegal Colleges / GMIT

Congress notes that as outlined by existing Government Policy, the current transformation of the Third Level sector potentially involves the transition of existing IoTs into Technological Universities.

Congress also notes that TUI have abided by this policy and have entered an agreement whereby a number of IoTs have either become, or are in the process of attaining, TU status.

If any IoT proposes to change its current status via any other route, than through the provision of the TU Act, Congress instructs the Executive to immediately approve local ballots for industrial action, up to and including strike action. Congress further instructs the Executive to ballot all Third Level members for national industrial action, up to and including strike action, should local action not resolve the issue.





EMERGENCY MOTION NO. 1

Limerick City / Co. Limerick / Co. Kerry / Dublin C&C / Co. Clare / Dublin Colleges / Cork C&C / IADT / Co. Galway / Limerick C&C / Co. Kildare

Congress instructs the Executive Committee to express public support for the second student global climate strike on May 24th and their ongoing campaign.

As part of the statement of support, Congress also instructs the Executive Committee to establish a climate change advisory committee to make recommendations and present concrete steps on how TUI can significantly reduce its carbon footprint and show leadership in tackling the current and future climate change crisis.

EMERGENCY MOTION NO. 6

Dublin City / Co. Galway / Co. Kildare / Co. Louth / Co. Carlow / IT Blanchardstown / Co. Cavan / Co. Offaly / Co. Mayo / Co. Leitrim / Dublin Colleges

Congress condemns in the strongest possible terms, the murder of journalist and LGBT activist Lyra McKee. As a Union we want to send a message that we abhor the return to hatred and violence that this act signals. We call on the trade union movement, North and South, to mobilise against a return to sectarianism.

EMERGENCY MOTION NO. 5

Co. Wicklow / Co. Carlow / Co. Galway / Co. Wexford / Dublin & Dún Laoghaire / Co. Kilkenny / Co. Westmeath / Co. Kildare

That Congress instructs the Executive to demand the immediate publication of the DES career guidance review which was due to be published in January 2019. This review is of utmost importance to Adult Guidance Counsellors, Second Level guidance counsellors and the Adult Guidance Association.

Resolutions Referred

45. Dublin Colleges/IT Tralee

Congress instructs the Executive Committee that, if a comprehensive national agreement on e-learning has not been negotiated by the end of this academic year, then TUI ballot its Third Level members on withdrawal from all e-learning activities.

RESULT Referred

Kevin McCarthy - An Appreciation

It was with great sadness that his union colleagues and friends learnt of the death of Kevin McCarthy last November. Kevin was a committed union stalwart, who served as President (1971-73) and acting General Secretary in 1976.

Kevin was a proud West Cork man who joined the County Cork branch in 1952. This was a period of austerity, during which teachers' salaries were cut by some 12%. This of course strengthened Kevin's already strong commitment to the union.

The union was reformed in 1956, becoming a union exclusively for teachers as opposed to one which included teachers and administrative staff. Kevin, together with Tom Carney, was foremost in supporting the new departure. The new union, entitled the Vocational Teachers' Association (VTA), appointed Charles McCarthy as General Secretary, a development which Kevin said was the best decision ever taken by the union. They worked together until Charlie retired in 1972, during which time they achieved much, including overseeing the establishment of the Regional Technical Colleges - now the Institutes of Technology.

During his presidency, Kevin was a passionate advocate of vocational and technical education. He was critical of the inferior status accorded to vocational education during his earlier teaching career, when vocational schools were prevented from offering the Intermediate and Leaving Certificate courses. This he attributed to clerical opposition to any initiative which interfered with religiously run secondary schools. He was instrumental in righting this injustice during his presidency.

Night schools were also the subject of criticism and restriction. Interestingly, Kevin met his future wife Winnie while organising night classes.



Kevin taught for over 40 years in Clonakilty Vocational School, becoming principal in 1964, until he retired in 1995.

In the early 1970s, Vocational Education Committees, and more particularly their CEOs, wielded unreasonable power over teachers, penalising them by, among other methods, stopping their salaries for minor offences. A dispute arising from this mistreatment arose in Co Wexford and led to the union calling for a strike and a ministerial inquiry in 1973. During the course of this dispute, Kevin was the subject of a high court action by the CEO in Wexford, P.B. Walsh, for his courageous and steadfast support for the teachers. It was only through mediation by the Department of Education that the issue was resolved in favour of the union.

Sadly, Kevin's vice-president, Patricia Hurley, was tragically killed in a road accident while she was representing teachers during the dispute. Her death greatly saddened Kevin, who was anxious that her contribution to the union be remembered.

The Ryan report, introducing a common basic salary scale for teachers, was implemented during Kevin's presidency. The implementation of the report created a salary anomaly (of between

£100 and £300) between secondary and vocational teachers, which led to an exodus of teachers from vocational to secondary schools. The matter was righted through vigorous action taken by Kevin and the then Executive Committee, effectively protecting vocational teachers and their schools.

On the retirement of Charlie McCarthy, Maurice Holly was appointed General Secretary, a position he held until 1975, when Kevin was appointed acting General Secretary. During his term of office, he travelled the country extensively, representing teachers and supervising local disputes. On returning home from one such trip, he was told by his wife Winnie that there was a strike on in the house due to his prolonged absences. He resigned shortly afterwards as General Secretary.

Kevin represented the union internationally and became vice president of the ETUCE (European Trade Union Committee for Education). A sub group of that body for English speakers was entitled; 'the British Isles Group'. Kevin forcefully pointed out that Ireland was not in the 'British Isles', and so the title was changed to the 'British and Irish Group'.

The McCarthy family were all involved in one way or another with the union and with vocational education. Kevin's son Fergal was a member of the Executive Committee for many years and is now the principal of Kinsale Community School. His daughter, Denise, is a teacher in Clonakilty Community College.

Kevin's death marks the end of an era in the history of the TUI; an era in which the union morphed from an under-rated and perhaps peripheral player in Irish education, to a central player in education and trade union organisation. Those of us who were his colleagues will miss him greatly and those who have succeeded him owe him a great debt of gratitude.

Jim Dorney

ARE YOU RETIRING THIS YEAR?

Join the Retired Members' Association and be involved in promoting the interests of retired teachers and lecturers

Your First Year's Membership is Free

Aims of the Association:

- To safeguard and promote the welfare of retired TUI members.
- To provide access to advice to members.
- To keep retired members in touch with colleagues
- To keep members informed.
- To respond developments that impinge on the lives of retired members.

To promote these aims it:

- Liaises with the TUI Officials and has observer status at Executive meetings.
- Is a member of the Alliance of Retired Public Servants & ICTU Retired Workers' Committee.
- Organises three national outings each year.
- Provides members with a TUI Diary and TUI News.
- Has a branch network to cater for members in their local area.

Organisational Structure:

- The Annual General Meeting elects a Chair, Secretary, Treasurer, Membership Officer, Social & Cultural Officer and fourteen other members who form the National Management Committee.

RMA Website:

Visit our website www.rmatui.ie to find further details about the Association.



RMA MEMBERSHIP APPLICATION FORM

NAME: _____ (BLOCK LETTERS)

ADDRESS: _____

MOBILE TELEPHONE NO.: _____

E-MAIL ADDRESS: _____

RETIRED FROM _____
(Name of College/School/Education Centre)

TUI BRANCH _____

I consent to the use by the Retired Members' Association of the personal information given here for the administration of my membership.

Signature _____ Date _____

Please forward the completed application form to Membership Officer:
Michael McNulty, Mount Pleasant, Ballymackey, Nenagh, Co. Tipperary

RETIREMENT CONCERNS

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the Best of Your Life**

JOIN



annual membership fee only €25

Application forms available from:

- **Our website: www.rmatui.ie**
- **RMA Membership Officer: details in TUI diary**
- **Local TUI & RMA Branches**

RMA News

Upcoming AGM

The end of another school year beckons as we prepare for our Annual General Meeting on Wednesday, 15th May in the Anner Hotel, Thurles, Co. Tipperary. The format is similar to previous years. We will have Mass for our deceased members at 9.00am and, following breakfast, registration will commence at 10.00am with the AGM starting at 11.30am. The afternoon session will include motions, reports and elections, with our Gala Dinner at 7.00pm including the Dr Charles McCarthy Memorial Lecture. The social dimension will conclude on Thursday, 16th May with a tour.

Spring Break – Mayo

On the subject of tours, our Spring Break in the fabulous Hotel Westport was another great success. This four-star hotel adjacent to the beautiful setting of Westport House proved a wise choice. Entertainment provided each evening including a table quiz, bingo and music on two nights.

Our bus tour took us through the rolling landscape of rural Mayo to Foxford Woollen Mills. From there we went to the Museum of Country Life where we had ample time to view its vast range of artefacts from Ireland's agricultural and rural past. Following a late lunch, we travelled onwards to Ballintubber Abbey. This medieval church has been in continuous use since the 13th century, and if you haven't seen it, it is truly beautiful, so make the effort. It capped off a very enjoyable day.

The next day we spent a leisurely few hours on a guided tour of Westport House. This early 18th century edifice boasts a spectacular cantilevered Italian marble staircase, some dungeons and many notable paintings of the Browne and Altamont families, including one by Sir Joshua Reynolds. And now we look forward to our visit to Cahir Castle and the Swiss Cottage during our AGM visit to Thurles in mid-May.



Autumn Break – Waterford

In October, we will be spending our Autumn Break in Treacy's Hotel in Waterford City. A very attractive deal is in place - €180 for three nights DBB pps and just a €10 p/night single supplement. Our tours may include Lismore Castle and Gardens, Lismore Cathedral and the Vee Drive and also Kilkenny's St Canice's Cathedral or a trip through Waterford's Viking heritage. The booking form is available on the website www.rmatui.ie and will be posted out to members in late August or early September together with a TUI Diary and membership renewal letters.

RMA at TUI's Annual Congress

The RMA was represented at TUI's Annual Congress in Killarney by our chairperson Martin Hoye and myself. This year we were delighted to be part of the launch of a campaign by the TUI (in conjunction with the other teacher unions) on the importance of maintaining the link between pensions and the salary of their serving peers which Martin launched as part of his address to Congress. Following the launch, a motion on this parity issue in the name of a number of TUI branches, on behalf of the RMA, was passed as was a second on the need for the establishment of a statutory negotiation forum to deal with public

sector pensioner issues.

On the Thursday morning of Congress, another motion of interest to the RMA regarding the establishment of a TUI Benevolent Fund was carried.

Join the RMA

During the Spring, the RMA was represented at two TUI pre-retirement seminars. As such seminars precede actual retirement time, not all attendees know exactly when and if they will finish working. I am also conscious that some members may have overlooked attending or found it impossible to get to either event. All attendees received a membership application form, and forms can also be downloaded from www.rmatui.ie.

A membership application form and more information are included on the page opposite. Retiring members should note that most time at RMA meetings is devoted to issues of concern to them – home security and safety, wills, financial planning, leisure planning, health provision issues and so on, so it is in every retiring TUI member's interest to join the RMA.

As this is the final issue of TUI News for this school year, may I wish everyone a lovely summer.

Dan Keane, RMA Secretary.



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Congratulations to
Vol 41 No 4 winner
Angela Dennehy,
Castlerea Prison, Co Roscommon.

Crossword

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

Only one entry per member.
 Photocopies can be submitted.

Name _____

Workplace _____

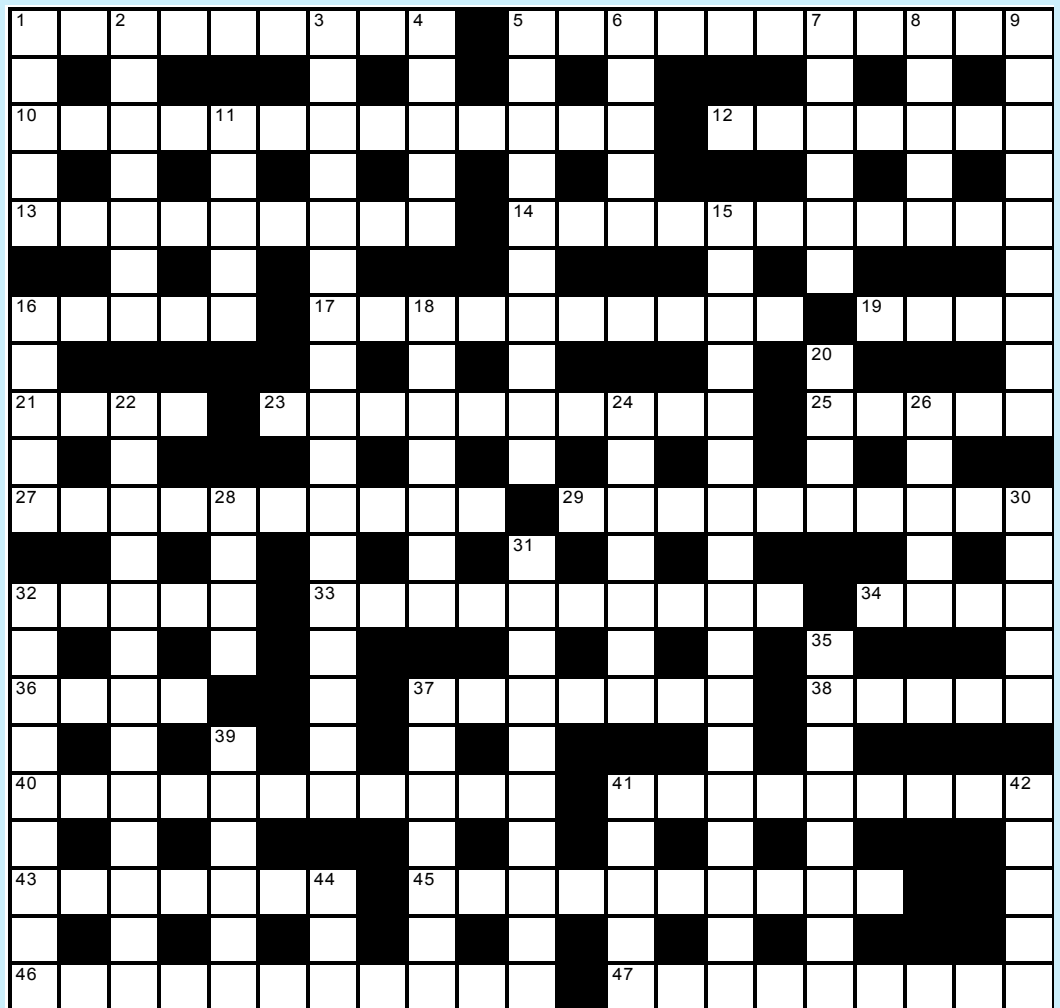
Address _____

Contact number _____

TUI Branch _____

Send entries to TUI Crossword
 May '19, TUI, 73 Orwell Rd, Rathgar,
 Dublin 6

Closing date for entries:
 Friday, 12th July, 2019



- ACROSS**
- 1 A skilled worker who draws plans of buildings or machines (9)
 - 5 One of the twelve cards in a deck bearing a picture of a face (7,4)
 - 10 One trouble leads to another that aggravates the first (7,6)
 - 12 Someone who escapes (7)
 - 13 The act of dwelling in a place (9)
 - 14 Dark brown martens of northern Eurasian coniferous forests of northern Eurasian coniferous forests (4,7)
 - 16 Be in accord (5)
 - 17 Office of a bishop (10)
 - 19 The driest and palest of the traditional varieties of sherry (4)
 - 21 Horse with a brownish coat thickly sprinkled with white or grey (4)
 - 23 Unmistakably; visibly clear; in an evident manner (10)
 - 25 Come into existence; take on form or shape (5)
 - 27 Relating to or expressed by a writing system that uses an alphabet (10)
 - 29 Terrestrial amphibians that resemble lizards and that return to water only to breed. (10)
 - 32 A state of extreme confusion and disorder (5)
 - 33 A gauge for recording the speed and direction of wind (10)
 - 34 Plants with sword-shaped leaves and erect stalks bearing bright-coloured flowers composed of three petals and three drooping sepals (4)
 - 36 Mentally healthy; free from mental disorder (4)
 - 37 The ----- Brothers - 2018 western, based on the novel by Patrick deWitt. (7)
 - 38 Approach or come to completion or perfection (5)
 - 40 A stringed instrument that produces musical sounds when a current of air passes through it. (7,4)
 - 41 A weather event producing solid precipitation (9)
 - 43 British R&B girl group formed in 1992 with the line-up consisting of Easther Bennett, Vernie Bennett, Kéllé Bryan and Louise Nurning (7)
 - 45 A literary genre that shares some of its characters and settings with crime fiction, especially detective stories (4-6)
 - 46 American satirical dark comedy television series starring Alia Shawkat (6,5)
 - 47 Beatles song, original titled 'Scrambled Eggs' (9)
 - 11 A song that was formerly popular (5)
 - 15 Ethyl alcohol denatured with methyl alcohol to prevent its use as an alcoholic beverage (10,7)
 - 16 The large trunk artery that carries blood from the left ventricle of the heart to branch arteries (5)
 - 18 John Lennon single first released in 1971 (7)
 - 20 ---- Noren, protagonist of Scandi noir drama The Bridge (4)
 - 22 The first and last; a title of Christ and God in the Book of Revelation (5,3,5)
 - 24 A swing-like bar on ropes used by circus acrobats (7)
 - 26 New -----English rock band formed in 1980 by Bernard Sumner, Peter Hook, and Stephen Morris. (5)
 - 28 A domed or vaulted recess or projection on a building especially the east end of a church; usually contains the altar (4)
 - 30 Colophony or Greek pitch (5)
 - 31 1990 American comedy film starring Kid and Play (5,5)
 - 32 A percussion instrument consisting of a pair of hollow pieces of wood or bone usually held between the thumb and fingers (9)
 - 35 Strabismus in which one or both eyes turn inward toward the nose (5-3)
 - 37 Spread thickly (7)
 - 39 A day devoted to an outdoor social gathering (6)
 - 41 An activity done regularly in one's leisure time for pleasure (5)
 - 42 A domesticated cat (5)
 - 44 An impudent or insolent rejoinder (3)
- DOWN**
- 1 Major ferry port in the UK (5)
 - 2 Someone who imputes guilt or blame (7)
 - 3 Failure to understand or interpret something correctly (17)
 - 4 Full of or characterized by loud and nonmusical sounds (5)
 - 5 A thief who steals from the pockets or purses of others in public places (10)
 - 6 Free from dirt or impurities (5)
 - 7 An extra or repeated performance; usually given in response to audience demand (6)
 - 8 Record label founded by The Beatles in 1968 (5)
 - 9 A set of rules specifying the correct manner of dress (5,4)