



news

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#tui15

Annual Congress 2015

Launch of poster on mental health and well-being

Following the adoption of a resolution by Congress 2014 in relation to mental health and well-being, the Equality Council of TUI designed a poster to advise members of the importance of talking about their problems, stresses, anxieties and worries and to alert them to the relevant supports available.

The members of the Equality Council sub-committee who designed the poster were Michael Hogan (Co Donegal Branch), Gael Guckian (Dublin C&C Branch), Proinsias O'Tuama (Co Cork Branch), Mary Cooney (Cork Institute of Technology Branch), Ann Mannion (Co Dublin Branch) and Clare Conneely (Co Galway Branch).



TUI EQUALITY COUNCIL MEMBERS CLARE CONNEELY, PRIONSIAS O'TUAMA AND MARY COONEY PICTURED AT THE LAUNCH OF THE 'DON'T BOTTLE IT, IT'S GOOD TO TALK' POSTER AT CONGRESS 2015 IN WEXFORD.

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Ahead of his trip to India to work as a volunteer on the Global Schoolroom project, TUI member Barra Hallissey (far left), a member of the Dublin City Post Primary branch, is presented with a bursary by Garrett Campbell, CEO of Global Schoolroom. Also pictured are TUI's Deputy General Secretary Annette Dolan and Global Schoolroom's chairman Robert Power.



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TUI PRESIDENT, GERRY QUINN

Dear Colleagues,

As you read this final edition of *TUI News* for the current year I am sure you are looking forward to the summer holidays and a well-deserved break. In addition to our increasingly demanding jobs as teachers, lecturers and other educators, we have had an eventful and worthwhile year as trade unionists defending our careers and public education. Progress has been made on a number of fronts, including the Junior Cycle dispute and for our colleagues in St Angela's College who have fought a David and Goliath battle with their employers and prospective employers. The progress made in St Angela's College is also due to the solidarity expressed by their third level colleagues who undertook to stage lunchtime protests across all the IoTs on the day of the planned second strike day. As things turned out these protests and the strike were not required as significant progress was made in talks with NUIG. But the commitment to action was decisive.

Third Level ballots

For members in Third level trade union activity continues. Many of you will have already voted YES, as recommended, in both ballots which are ongoing. For those who have not yet voted please do so in these vitally important ballots which arise from Congress decisions. In one ballot you are being asked to vote YES so that

overtime hours can be banned in order to protect the health and well-being of lecturers and to help counteract the scourge of casualisation. In the other ballot you are also being asked to vote YES so that the Executive can direct members to lecture only within the established college calendar year. This too is an important protection as it safeguards against those who seek to undermine our conditions of service.

Marriage Equality

TUI Congress at Easter enjoyed good weather, democratic debate and progress on policy development. Among the emphatic decisions made was the adoption of a motion supporting a YES vote in the marriage equality referendum on the 22nd of May. There was a powerful sense that this is an important milestone on the road to a fully inclusive and equal society and TUI is encouraging members to vote YES.

Junior Cycle dispute

The Junior Cycle dispute has been characterised by a strong level of commitment and clear-sightedness by teachers who are determined to withstand further attacks on their conditions of work and the quality of education at Junior Cycle. The dispute has also illustrated the importance of close co-operation between both unions representing second-level teachers. The recent hugely successful boycott of CPD

for school-based assessment in English is a credit to the teachers who showed such resilience. In addition, the lunchtime protest on May 7th was also extremely effective in further demonstrating the concerns of teachers. Changes to the education system cannot work without our support.

Acceptance of the Travers' document cannot be a pre-condition for further talks on teacher time and resources. The flaws in the document need to be addressed.

We have made clear our implacable opposition to additional work for teachers who are already overstretched by international standards. But we have also made clear that we are a progressive profession which has embraced genuine pedagogical and classroom reform on an ongoing and manageable basis. There is potential for agreement because teachers instinctively want to continuously develop and improve, but we also instinctively know if there is any attempt to save money at our expense.

The coming weeks will show if any agreement between teachers and the Department is possible; but there's one thing for sure and that is that without our agreement change won't work.

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

‘It is our clear position in TUI that any increase in income should come without productivity conditions, without strings attached.’

In his keynote address to 450 delegates at Annual Congress 2015, TUI General Secretary John MacGabhann tackled a number of issues including the failure of policymakers to consult with teachers and lecturers, casualisation of the profession, the Junior Cycle dispute and the union’s strong opposition to forced mergers of institutes of technology. Some key points are set out below.

Consultation

The failure to recognise practicing teachers and lecturers as a repository of the deepest expertise and wisdom and the associated failure to consult them in relation to changes of the deepest consequence for the public education system is not simply misguided or mistaken, it is stupid.

Consultation - Third Level

This failure to consult was evident at third level in the ham-fisted, overbearing attempts by the management in some Institutes of Technology to arrange shotgun marriages without so much as a by-your-leave to the putative partners. It has been egregiously evident in the arrogant behaviour of the management both of NUIG and of St. Angela’s College, Lough Gill, in relation to the incorporation of St. Angela’s into NUIG; a fact evidenced by the decision of our members in St. Angela’s to take industrial action, including strike action.

Consultation - Second level

At second level, the ongoing dispute in relation to the proposed changes at Junior Cycle also has its origins in a failure to consult with the profession. This dispute, as commentators have observed, is not about money for teachers.

I accept that the majority of those on the other side of the argument genuinely believe that what they propose will enhance the educational experience of students.

However, they undermine their own argument by their refusal, properly and comprehensively to consult and engage with the practitioners, those who will be charged with the responsibility of making change work.

Exclusion from Statutory Bodies

Another means employed to avoid appropriate consultation is exclusion of the union from statutory bodies - in the name of “modernising” governance structures. The TUI has strongly opposed this laicisation of employer and statutory bodies. Our position is clear: displacement of expert practitioners by luminaries from the corporate business sphere who, far too frequently, bring with them a mistrust of public service and public servants, is both wrong and foolish. Yet, this is the currently the dominant tendency in constituting Governing Bodies and statutory bodies, such as SOLAS. The TUI has consistently sought direct representation on SOLAS and the National Apprenticeship Council, for example, but to no avail.

Pay

Initial discussions at the Public Services Committee of the Irish Congress of Trade Unions indicate that the preferred approach of public sector unions is that the pension related deduction - the “pension levy” – a misnomer - should be unwound. This approach would also be consistent with our demand that the odious FEMPI legislation, which has been used repeatedly since 2009, must be rescinded.

It is our clear position in TUI that any increase in income should come without productivity conditions, without strings attached.

Time

In this context, let us remember that, in addition to a sustained assault on the pay and pensions of public servants over the past seven years, there has been an equally sustained and more pernicious assault on your time. Time is your most precious and, at this point, most stretched asset. It is also, in industrial relations terms, demonstrably the new currency. No public servant is only a public servant. Each has a life to live, family and societal responsibilities to attend to and each has a right to personal time. Public service is a noble calling but it must not become public servitude. A person enslaved by his or her work becomes, by degrees, less effective as a person and, inevitably, less effective in his or her work.

Coerced hours damage morale

The reviled flex hours in institutes of technology are killing capacity and collapsing morale, at individual and institutional level. The argument that it is only two hours is a deception. Each hour of delivery involves a multiple of that hour in terms of associated professional work.

In further and adult education, additional hours were demanded under the HRA not because they were needed – they were not – but because DEPR, wanted blood, demanded that public servants be put in their place.



JOHN MACGABHANN ADDRESSES ANNUAL CONGRESS 2015

The experience at second level has been no different. The insistence on provision of the 33 Croke Park Agreement hours is killing the goose that laid the golden egg of voluntary and co-curricular involvement.

Casualisation

Another abomination of recent years that has eroded morale is the casualisation of teaching and lecturing. The TUI has consistently demanded that the crisis, the disgrace, of casualised and precarious work in the teaching and lecturing profession, be tackled and remedied. As you know, in excess of 30% of our membership is in part-time and/or temporary work. Many live in abject income poverty, have no credit worthiness, cannot afford to buy accommodation and, increasingly, cannot afford to rent it.

Employment Control Framework

An instrument that has been used, not so much to casualise as to kill employment in the higher education sector, is the Employment Control Framework (ECF). This is yet another “emergency” measure that must be dropped.

Against the backdrop of this ECF absurdity, the demands of politicians and of the HEA that Irish higher education institutions become more effective and internationally competitive is cynical and certainly laughable.

Forced mergers of IoTs

Therefore, Irish governments should not, as they currently are doing, beggar Irish higher education institutions. Nor should they demand in legislation that institutes of technology merge in order to apply for the status of Technological Universities. The HEA has said that such mergers must be effected on a “shoestring”. That strongly suggests that the purpose of merger is not system enhancement but rationalisation. If we are right - and there is little to suggest we are not - the impact of such rationalisation will be negative.

Technological Universities legislation – TUI’s demand

I wish to put on record our conviction and demand that, as a first step and a necessary one the Minister should confirm that the Technological Universities legislation, yet to be enacted, will not give direct effect to the merger of DIT, the Institute of Technology Tallaght and the Institute of Technology Blanchardstown, will not oblige other institutes to merge before applying for Technological University status and will ensure that merger will not be forced through by local managements in opposition to the wishes of staff and other constituencies. We also demand that the regional mission, which is central to the institute of technology ethos, will be explicitly retained and that both institutes of technology and Technological Universities will be required to continue to provide programmes from level 6 through to level

10 and, in particular, to provide apprenticeship education.

Further and Adult Education

The implementation of the Education and Training Boards Act 2013, the establishment of SOLAS and the integration of what were FÁS Training Centres into the ETB structure have created a confluence of issues for our members in the ETB sector and particularly for those in further and adult education. The Union has liaised and negotiated with the project management office established by the Department to oversee the integration of the FÁS Training Centres and staff. Inevitably, there have been difficulties and discussions regarding the mapping of FÁS grades into ETB structures. Those difficulties relate, in particular, to grades such as Adult Education Officer, in terms of how they relate to grades in the FÁS structures. Regrettably, there have been occasions when local ETBs have taken precipitate and ill-advised actions – without consulting us - that have had a consequence of exacerbating tensions. The Union is currently disputing the view that acting Adult Education Officers can be appointed without regard to the qualification requirements set out in the circular letter for the grade.

‘We have a teaching and lecturing profession in crisis, scarred by income poverty, particularly for younger teachers. It is also damaged by dangerously unsustainable workloads.’

Key points of TUI President Gerry Quinn’s response to Minister Jan O’ Sullivan’s address at the union’s Annual Congress in Wexford.

Welcome

While our welcome is sincere it occurs in very difficult circumstances. These circumstances include an educational landscape which has suffered from the scorched earth of relentless cuts, many of which have adversely affected the most vulnerable and marginalised teenagers. We have a teaching and lecturing profession in crisis, scarred by income poverty, particularly for younger teachers. It is also damaged by dangerously unsustainable workloads. We are above international norms for our annual number of class contact hours. Yet the teaching profession is becoming increasingly bureaucratised and lecturer numbers decrease as student numbers increase. This damage requires radical, immediate intervention, not cosmetic surgery or medium term promises.

St Angela’s College

I’ll begin by asking you to take a practical step and intervene with the management at NUIG who have continuously refused to speak to the TUI as representatives of our members in St Angela’s College in Co Sligo. Are we being discriminated against because we are effective advocates for our members? The lecturers at St Angela’s face a difficult future when their college is incorporated into NUIG and they have been threatened that they will be demoted from lecturers to university teachers. This high handed, undemocratic and confrontational approach is the product of an elitist mindset and from a university which has a proven track record when it comes to issues of gender inequality. Minister, intervene immediately and tell NUIG that their discriminatory behaviour is undemocratic and unacceptable.

Tell them that they have their work cut out for them in taking on the resilience and resourcefulness of the TUI.

Posts of responsibility

We are hugely concerned about the regressive managerialist JMB/ACCS document “A proposal for management structures for post primary schools.” This document seeks that each school be provided with a sum of money, according to its size, and that the Board of Management, ie the employer, decides on the range of roles and the tier at which each role is awarded. If such a proposal were sanctioned it would lead to incalculable harm to the collegiality among teachers in a school.

The model being proposed by the management bodies is used in England which has a greatly troubled education system with a high attrition rate of young teachers. I worked there for while and saw really good people crushed by the combined weight of bureaucracy and student indiscipline.

Minister, don’t take us any further down that disastrous road. Be radical, be democratic. Support and promote teacher collegiality. Lift the moratorium and provide assistant principal and special duties teachers’ posts.

Job losses and casualisation

Jobs have been lost by means of the Employment Control Framework at third level and by increasing the pupil teacher ratio at second level and in the further education sector. These jobs must be restored. However, having a job does not necessarily bring all the benefits it might appear to do. One third of our teachers have casualised work with less than full hours or temporary contracts and many have both of these disadvantages combined. The proportion increases to 50% for those under 30 years of age.

In this regard we welcome the publication of the Ward Report and in particular the provision of job security for temporary teachers after two years. This is a significant

step in addressing the corrosiveness of casualisation and we acknowledge your assistance in this respect, Minister.

However, if the Ward Report can be described as a rung up the ladder then we’re several rungs away from the top where qualified, skilled and committed teachers can secure a proper career in education. Minister, you must now ensure that CID holders with less than full hours are offered all hours which become available in their schools, for which they are qualified. You have the power to do that and you must be ambitious for our teachers, lecturers and by extension the well-being of our students. Also you can ensure that permanent jobs are offered to NQTs in the first instance. It is not good enough for your department to simply say that employers/management are free to do this when they clearly are not. You must show leadership in this regard and ensure that permanent whole-time appointments are made.

Workload and other professional challenges

Minister, recent national surveys of teachers and lecturers have confirmed the worst of what many of us knew from our experience as practitioners and trade unionists.

In second level, third level and further education, work overload, bureaucratisation which deflects from teaching and learning, and the increasingly challenging behaviour from some students in schools are having a detrimental effect on the professional and personal lives of educators. This should be of huge concern to you because these are the same issues which are driving people out of teaching in countries like England and the USA. Is it of surprise to anyone that these are also countries which are experiencing ongoing frustration with lack of educational progress despite waves of so-called reforms?



GERRY QUINN RESPONDS TO MINISTER AT ANNUAL CONGRESS 2015

Adult and Further Education

Minister, despite the absence of formal recognition, Adult and Further Education has been a success story of Irish education over the last 30 years. Teachers and other educators in this sector have been the drivers of its development. We are deeply concerned that this valuable education work which serves communities so well will be undermined by the excessive focus on training and business criteria by SOLAS. Courses delivered by private providers present a serious threat to the strong educational ethos enabled by public provision. Private providers duplicate some of what our members do but neglect the educational dimension. Minister, you can greatly assist in the maintenance of educational standards and support for community cohesion and equity by undertaking that Government funding of education both directly by your department and indirectly through agencies such as SOLAS will be given to public providers. We are singularly unimpressed by your continued failure to allow TUI representation on the board of SOLAS. By not doing so you are censoring the voice of the practitioners. This voice is collectively and democratically channelled through the structures of organised labour. And this denial couldn't be happening at a worse time when education and the benefits of public education are under threat in Further Education. Minister, take a step for educational reform and appoint a TUI representative to the board of SOLAS.

Technological Universities

Minister, the institutes of technology, with their regional mission, have a strong strategic role in Irish society. Socially and economically they are vital to our regions and the achievement of some level of

balanced regional development. The recognised apprenticeships have been an important part of this and they must continue to be supported and expanded in their natural home which is the IoTs. There are thousands of students who would never have attended a third level college but for the advantage of having an IoT relatively nearby.

These strengths remain as important today as they were when the Regional Technical Colleges were first opened. We should not play fast and loose with structures of educational success because of short term rationalisation expediencies.

That is not to say that we are opposed to the concept of Technological Universities but considerable financial investment to meet the academic criteria and guarantees about wedding the best of the past with the promise of the future, are needed. What is also needed is a recognition that a 'one size fits all' approach won't work in a geographically disparate landscape. Therefore the proposed prerequisite that colleges merge before seeking Technological University status must be removed.

And ill-conceived mergers won't work, especially where TUI members vote overwhelmingly to oppose them.

The Junior Cycle dispute

We were told by your predecessor that his Junior Cycle Reform ship had departed and the only question was its arrival date. Well he obviously hadn't heard about the Titanic. That would probably explain why he risked the future of History in his proposals.

I think the metaphor of a ministerial car would have been a better choice with Ruairi driving to his nirvana of Junior Cycle Reform egged on by one or two senior civil servants in the back seat. And of course we must not forget your loyal "interested

parties" minister, the ones who have agreed with every decision of yours and your predecessor. These are the nodding dog in the back window and they just keep nodding away regardless of whether its Ruairi driving at high speed into the quagmire or you taking over and making a reasonable attempt at reversing out but still stuck.

Minister, remove the preconditions and engage in talks to bring about a resolution. You cannot proceed with implementation as long as teachers willingly and enthusiastically implement the non-cooperation directives.

Pay

Pay must be restored and restored for all without any strings attached. We have had enough of strings attached, or should I say ropes which are tying us down, and the damage to education which it has caused. But Minister if there is one group that this Congress and our union would have me highlight it is those who were appointed since January 2011 who have suffered even greater pay cuts.

Equal pay for equal work is a fundamental principle of this union and for any employer to do otherwise is to engage in discrimination. Minister, don't stand over discrimination. Ensure that this corrosive practice is stopped and stopped immediately.

Minister, the Spanish poet Antonio Machado wrote:

'Pathwalker, there is no path. You must make the path as you walk.'

Minister, make a path towards educational recovery which of necessity brings teachers, lecturers and other educators with you.

Implementation of Ward Report recommendations – new entitlements for temporary and part-time teachers explained

A new Circular Letter published in March by the Department of Education and Skills outlines new entitlements which will benefit thousands of fixed term/temporary and part-time teachers.

Circular Letter 24/2015 sets out the arrangements for the implementation of seven of the recommendations of the 'Expert Group on Fixed-Term and Part-Time Employment in Primary and Second Level Education in Ireland', which was established under the Haddington Road Agreement (HRA). The Group reported in September 2014 – the Ward report - and the new Circular will apply from the start of the school year 2015/16.

The issue of the Circular is a milestone in the long running and ongoing campaign by TUI and ASTI to highlight the problem of casualisation and temporary employment in second level teaching. TUI has prioritised the issue with the aim of ensuring that permanent and whole time jobs are available to new teachers to protect both the viability of the career and the integrity of the teaching profession.

Key Points under the Circular:

- A teacher will qualify for a Contract of Indefinite Duration (CID) after a period of continuous employment in excess of two years – ie upon commencement of a third year of continuous employment, subject to certain conditions. This is significantly better than the statutory provision and improves the initial position negotiated under the HRA. (Under fixed-term worker legislation the qualifying period is four years and under the HRA it had been 3 years for teachers).
- Hours held by a fixed-term teacher who is covering for a teacher on career break or for a teacher on secondment will now be counted towards their CID. The teacher will be placed on a redeployment panel immediately prior to the return of the teacher on career break / secondment. In such circumstances the teacher will remain in receipt of his/her income/salary.
- The hours of the CID will be the hours worked in the full school year prior to the issuing of the CID (i.e. the qualifying year), regardless of the source of the hours.
- A teacher who has qualified for a CID after two years will be liable for redeployment if their subjects become surplus to the curricular requirements of their school.
- The new arrangements will apply from the start of the school year 2015/16.

Additional hours for Part-Time CID holders

Where a qualified teacher holds a part-time CID and is working additional hours under a separate fixed-term contract, they will receive a CID for these hours after a continuous period of employment (in the hours) in excess of one year, if the hours continue to be viable and available under the allocation.

Post automatically advertised after Year 1

All teachers on their first fixed-term contract will have their positions terminated at the end of year 1. The position will automatically be re-advertised and a new recruitment process undertaken. Therefore, the teacher will need to apply for and interview for the position at the end of year 1.

What is a CID?

A Contract of Indefinite Duration or CID is equivalent in every way to a permanent contract with the single difference being that a Permanent Whole-time Contract is always for 22 hours per week but a CID may be for less. For instance if a teacher is teaching 16 hours fixed term in the 'qualifying year' then s/he will receive a CID for 16 hours.

A teacher with a CID enjoys the same rights as a permanent teacher. The Ward Report definitively confirms that a teacher employed on a CID holds an employment status which is equal to that of a permanent teacher.

How do I qualify for a CID under the new arrangements?

- (i) To qualify for a CID you must have up to date registration with the Teaching Council and be qualified to teach in your sector.
- (ii) You must have in excess of two years continuous service with the same employer, on one or more fixed term/fixed purpose contracts.
- (iii) The post must be viable for at least a full school year and come from the allocation.
- (iv) In the qualifying year, at least some of the hours held must be free from an 'objective ground' for not awarding a CID.

What is an 'objective ground'?

If all of the hours that a teacher holds in their qualifying year are covered by what is known as an 'objective ground' they will not receive a CID. 'Objective grounds' exist if the hours are of a legitimate fixed purpose nature i.e. covering for a teacher on maternity leave, sick leave or job share OR if there is a legitimate reason as to why the post is not viable in the employment (school/scheme) for at least a full school year.

The teacher's contract must include a statement detailing the specific objective ground(s), if any.

A generic objective ground (e.g. that the post is dependent on funding) is not acceptable or legitimate.

Please note, if a teacher holds even one hour that is free from an objective ground in her/his qualifying year, s/he will be in a position to claim a CID for all hours worked in the qualifying year.

Under CL 24/15, covering for a teacher on career break or secondment is no longer considered to be an objective ground for not awarding a CID. Therefore, a teacher, all of whose hours are for the purposes of covering for a teacher on career break (or secondment) acquires an entitlement to a CID following 'a period of continuous employment in excess of two years' in those hours.

What are the advantages of the new arrangements for teachers?

Qualification for a CID after two years is a key concession that has been secured for teachers by TUI. It does not apply to other grades in the public service. By contrast, under the provisions employment law, specifically the Protection of Employees (Fixed Term Work) Act 2003, the qualifying period for a CID is four years.

In addition, teachers with a CID for less than full hours can now add other fixed-term hours to their CID after just one year, subject to certain conditions.

How do I apply for my CID?

In the ETB sector the HR department will issue you with a CID. In the C&C sector you need to write to their Board of Management stating that you have an entitlement to a CID.

Any member refused a CID should contact her/his TUI Branch without delay as there is a 4 week deadline to lodge an appeal with the adjudicator (under CL 50/06).

How it affects members

Teachers in YEAR 1

If you were first employed on a fixed term contract in the school year 2014/15, you are in Year 1.

Your post will automatically be terminated at the end of your first year. You will need to apply for and attend for interview in order to secure a post for year 2. You have no automatic entitlement to the position. Therefore, you should also apply for other teaching posts.

You must be notified by your employer that the post is being advertised and be given the details of the application process.

When the post is advertised please check that it is the same post that you held under your Year 1 fixed term contract. Check the number of hours that is advertised and check that, for example, two posts are not being subsumed in to one or one divided into two. Please contact your TUI Branch or TUI Head Office in such circumstances.

Teachers in YEAR 2

If you were first employed on a fixed term contract in the school year 2013/14, you are in Year 2 in the 2014/15 year.

If your position or hours in whole or in part are available in the school/ETB/scheme in the school year 2015/2016 and some/all of the hours are not covered by an 'objective ground' in the current (2014/15) school year, you are entitled to a Contract of Indefinite Duration (CID) for all hours worked in year 2 when you enter your third year of employment for the 2015/16 school year. This is equivalent to a permanent contract. No interview will apply.

(Note, covering for a teacher on secondment or career break is no longer an applicable objective ground.)

Please contact your TUI Branch or TUI Head Office if you are not offered a CID under these circumstances.

Teachers in YEAR 3

If you were first employed on a fixed term contract in the school year 2012/13, you are in Year 3 in the 2014/15 school year.

You will automatically be granted a CID from the commencement of the 2015/2016 school year. No interview will apply.

Your CID will be based on the hours worked in the school year 2014/2015 (i.e. year 3).

Please contact your TUI Branch or TUI Head Office if the hours worked in Year 2 (2013/14) were greater than those worked in Year 3. Please also contact your TUI Branch or TUI Head Office if you are not offered a CID.

**Teachers with a CID for less than full hours
You currently have a CID for less than full-time hours, i.e. less than 22 hours.**

- (a) If your CID is for 18 hours or more, you are entitled to opt for full-time work (ie 22 hours). Use the H22 form attached to CL 11/09 to lodge your claim. The employer is obliged to pay you a full time (22 hour salary) and you become liable/available for 22 contract hours.
- (b) If you have been working additional hours on a fixed term basis in the school year 2014/2015 and these hours are available in the school/ETB/scheme in the school year 2015/2016, you are entitled to get a further CID based on these hours or have these hours added to your existing CID. (Unless legitimate objective grounds apply).

Please contact your TUI Branch or TUI Head Office which will assist you in your case.

In order to ensure that the Circular Letter is being implemented correctly and that teachers are benefitting from permanency and increased hours and wages, TUI is requesting that all teachers in their first, second or third year supply us with the information below.

Please complete this form and post it to Roisin Farrelly, TUI Head Office, 73 Orwell Road, Rathgar, Dublin 6 or scan it and email to rfarrelly@tui.ie

Alternatively the form can be downloaded from the TUI website and filled in electronically.

Name _____
 Phone Number _____
 Email address _____
 Current School _____
 Current ETB (if applicable) _____
 TUI Branch _____

Are you in:
(Please tick the correct box)

Year 1 (i.e. employed since August/September 2014)
 Year 2 (i.e. employed since August/September 2013)
 Year 3 (i.e. employed since August/September 2012)

Weekly hours held in:

Year 1
 Year 2 (if applicable)
 Year 3 (if applicable)

How many weekly hours do you currently hold:
(Please fill in the number of hours that you hold under each applicable heading)

In own right
 Covering for a teacher on career break
 Covering for a teacher on secondment
 Covering for a job share
 Covering for a teacher on maternity leave
 Covering for a teacher on long term sick leave
 Covering for Whole School Community Liaison

Subjects taught: _____

Subjects that as per Teaching Council you are qualified (registered) to teach:



Junior Cycle campaign continues apace

The joint TUI and ASTI campaign in relation to the proposed Junior Cycle changes has continued apace in recent months. At TUI's Annual Congress in Wexford, the resolute opposition of teachers to aspects of the proposed changes was made crystal clear in contributions by delegates, in keynote addresses by both the General Secretary and President and also in a number of high profile media interviews.

In a joint statement delivered in Wexford and also at the ASTI's conference in Killarney, both Presidents re-iterated this strong, shared stance.

'The Junior Cycle Dispute is now at a critical stage,' Gerry Quinn and Philip Irwin stated. 'Through joint action the TUI and ASTI have succeeded in bringing about substantial changes to the original Junior Cycle Framework proposals. There remains a number of fundamentally important matters to be resolved including the need for all subjects to have projects etc. externally assessed for state certification, the need to address teacher workload problems and the need for school resources. Also teachers of English require that their concerns be addressed.'

'The centrality of teacher student relationships at second level and the maintenance of the advocacy role of teachers on behalf of students has to be understood and supported by the Minister if agreement is to be reached. We want to resolve this dispute, we want to ensure the best possible educational experience for our Junior Cycle students. We will continue



LUNCHTIME PROTEST, HOLY CHILD COMMUNITY SCHOOL, SALLYNOGGIN, CO DUBLIN

to represent our members on the ground all over the country, the classroom teachers who understand, what will and will not work, in their classrooms and with their students.'

English CPD – Picketing of education centres

It was also announced at the conferences that, in keeping with the joint directive which prohibits any engagement by TUI and ASTI members in activities connected with the Junior Cycle Framework, education centres where continuing professional development (CPD) for English was due to take place in April would be picketed. This form of industrial action proved extremely effective with no evidence of any union members passing the joint TUI/ASTI picket lines around the country over the two weeks when sessions were to be delivered.

Lunchtime protest – 7th May

In order to keep the issue on the public agenda and to further demonstrate the continuing concerns of teachers, it was decided that a lunchtime protest would take place outside school gates around the country on May 7th. On that day, TUI and ASTI warned that further industrial action over Junior Cycle would be inevitable if the Minister continued to implement proposals which do not have the support of second-level teachers. Intensive talks regarding resources, assessment and other identified issues were highlighted as the only way to resolve the current dispute.

Speaking on the day of the protest, Gerry Quinn said that teachers have demonstrated 'a huge level of determination throughout this campaign for educational quality, equity and progress at Junior Cycle. This determination will continue for however long it takes to reach an agreement. We are grateful to the public for the strong level of support they have given us and we are committed to securing a resolution which will benefit students, parents and teachers.'

In an interview on RTE Radio's Sean O' Rourke programme on the same day, the TUI President also re-iterated that, with a view to having the serious concerns of teachers addressed comprehensively, the unions continue to be open to further negotiations with the Department of Education and Skills.

Keep an eye on the union's website and social media for any updates on this dispute.



GERRY QUINN INTERVIEWED AT HOLY CHILD COMMUNITY SCHOOL ON MAY 7TH.



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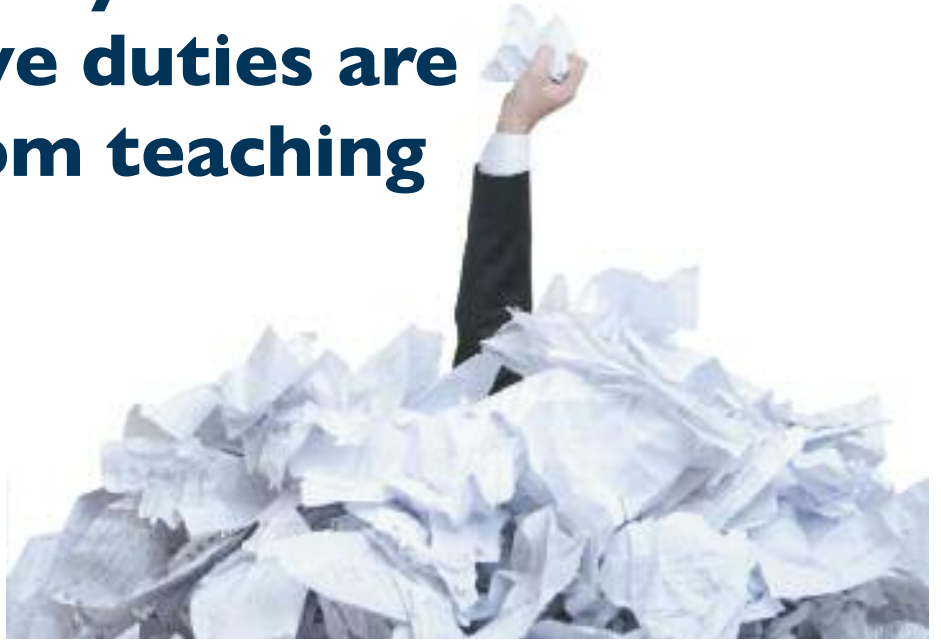
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New TUI survey shows that administrative duties are deflecting from teaching

Teacher workload has increased significantly in recent years and administrative duties are deflecting from the core roles of classroom teaching and learning, according to the findings of a new TUI survey. The online survey of 545 teachers was carried out by the union in March.

96% of teachers agreed that their workload had increased significantly in recent years, while 97% agreed that they have an increasing amount of work to take home, which impacts on personal time.



Paperwork means less teaching time: TUI

■ Cutbacks have hurt classroom ratios and cut supports, says union
Full Article: [tui.ie/news](#)
 01 761 10000

Technology a burden for teachers, study shows

Paperwork, 'red' and extra hours among other top grievances for union members
Full Article: [tui.ie/news](#)
 01 761 10000

planning. 92% of teachers logged an increase in working outside of timetabled hours.

Teachers are also frustrated and disillusioned by the extra hours required under the Croke Park and Haddington Road Agreements and their current usage.

In terms of timetabled hours, it is already clear that Irish teachers work far above the OECD average. The number of teaching hours per annum for Irish second level teachers is 735, which is far in excess (9%) of the OECD average of 675 (OECD lower secondary average: 694; OECD upper secondary average: 655).

By way of a local comparison, the number of teaching hours per annum in England is 692 hours, or 6% less.

Ultimately, students lose out when time is stolen from teaching and learning. If the country truly aspires to providing a world class education system, teachers must be relieved of the intolerable, intrusive and frequently unnecessary administrative burden that has accumulated over recent years.

The findings of the survey were highlighted in the national media in the weekend before Congress and referenced on numerous occasions in keynote speeches and media interviews during the event.

Teachers 'spend too much time form-filling'

Perhaps most telling is a qualitative section which asked teachers to identify issues of most concern in terms of workload. The burden of ever-increasing administrative/bureaucratic duties and usage of the so-called Croke Park and Haddington Road hours repeatedly cropped up as areas of key concern.

This survey clearly shows that teacher workload has increased significantly in recent years. In addition, it provides further evidence that classroom teachers are being deflected on a daily basis from their core duties of teaching and learning.

Findings illustrate that the work of teachers has become excessively administrative in nature, with an ever-increasing raft of legal and reporting demands. 88% of teachers listed administrative duties as having increased as a proportion of workload over the last five years, with 89% recording an increase in workload relating to participation in school development

KEY FINDINGS

'I often have to take work home with me, which impacts on my personal time.'

97.49% of respondents agreed with this statement. (84.96% agreed strongly, 12.53% agreed slightly).

'My workload has increased significantly in recent years.'

96.73% of respondents agreed with this statement. (85.14% agreed strongly, 11.59% agreed slightly)

73.81% of respondents agreed that using technology to assist teaching increases teacher workload in terms of preparation time and accessing suitable materials.

Respondents were asked what issues were of most concern to them as teachers in managing their day-to-day workloads. Administrative/bureaucratic duties and the use of the so-called Croke Park and Haddington Road hours cropped up repeatedly.

A representative flavour of some of the 440 comments received is set out below.

Extra administrative duties which take up a great deal of time.

Increasing paperwork. Great demand for references for students from employers/colleges.

Time to do all the paperwork, to store resources, availability of computer rooms, unrealistic expectations of management, little support, little training in some things.

Lack of time.

Increased administrative (sometimes pointless) paperwork which demoralises and disregards the extra workload already undertaken by motivated teachers.

Too much paperwork.

Never any scheduled planning time. Extra administrative tasks increasing yearly. Always changes to timetable/schedule which impact on planning.

The amount of paperwork, initiatives. The total burden of responsibility on the teacher for projects etc. Less pressure on students.

Additional meetings to fulfil a time quota laid down by DES and have very little to do with productivity. The inflexible nature of these meetings is also a huge burden.

Trying to teach while being mindful of students' wellbeing while juggling home life and keeping up to date with technology and new methodologies.

The amount of paperwork involved.

Finding time to get everything done on time. Trying to balance what is most important and to know what to give priority to.

The ability to keep a high standard of teaching while managing the ever increasing administrative duties. The duty to the learner seems to have been forgotten.

Time - the workload seems to be always increasing and it is hard to ever be completely on top of things.

The amount of class time which is spent dealing with student behaviour severely limits the amount of teaching and learning which is happening. It is also stressful and exhausting for me as a teacher.

Having time to prepare classes, correct copies/tests and take part in extracurricular

while teaching 8-9 classes a day. Always working until 6-7 in the evening at least. No prep time during school hours.

Bureaucracy, excessive paperwork, after school meetings, subject planning constantly revised, lack of real support from management, no clear strategic planning or worse knee jerk planning based on fads, eg, ICT, iPads, team teaching, etc.

Other areas of life suffering as a result of a lot of corrections.

The lack of time given to teachers for planning and administration. Poor use of Croke Park hours.

Croke Park hours could be used more effectively- things like department planning, tutor paperwork etc. I feel there are not enough hours in the day to do everything - planning, engaging lessons, setting and correcting tests, correct copies. Extracurricular should also be included as they take up a lot of time and can be draining depending on activity. I feel that I am not doing my best as a teacher as there is so much I simply do not have time to do.

The ever increasing onslaught of paperwork and needless senseless recording and re-recording of information.

As a practical Teacher of Technology I find it very hard to find the time to prepare materials for project work while making sure that all machinery and tools are kept in good condition.

Not having enough time for planning & corrections. Increasing paperwork.

Trying to get correct balance between personal time and increasing school workload after hours due to project corrections, test corrections, mock corrections etc.

That I won't be able to keep going. The only way I can keep my head above water is to stay late and get up early. I do at least 50 hours a week and it's crisis management.

Increasing workload outside of teaching and learning.

Administration / paperwork impact on planning time for teaching & learning.

Time pressure. Constantly chasing my tail trying to ensure that I have everything done.

Managing time and the stress of feeling overwhelmed with work at certain times of the year.

Haddington Road hours.

Little or no family time in evenings, sometimes having to compromise on class planning and preparation time when test corrections have to be done, especially when you have a large number of different class groups in a day.

The amount of administration work is becoming crippling to performing one's primary duty which is to teach.

Extra hours spent in unproductive meetings take time away from extracurricular activities and other activities outside of school hours like taking sports teams.

Workload and combining teaching duties with the ever increasing and evolving role of the Year Head not to mention the multitude of initiatives involved in teaching.

The increasing volume of workload - the feeling that it is increasingly impinging on home and family life.

Prep time for classes, none formally in timetable, correction of exams/project work constantly and on teachers' own time. Extra pressures continually to develop and use different teaching methodologies from management. No time/ resources/ training to deal with pupils with special educational needs in mainstream classrooms. Administrative overload, constant form filling etc.

Not enough hours in the day! I spend the majority of the weekend working preparing classes or correcting work. Despite this being my 5th year teaching the workload has not decreased and I feel I'm working more than ever - Not enough time to talk to colleagues re subject area (eg. sharing ideas resources).

Too much time doing paperwork and having written evidence of everything, from meetings to outcomes, and less and less time being spent on actual teaching. Focus is now off teaching and on to having evidence for everything.

Time wasted attending group meetings for Haddington Rd.

Endless paperwork from management, policies on every issue under the sun.

Higher Education as a Public Good – joint TUI/IFUT conference

On April 25th, TUI and the Irish Federation of University Teachers (IFUT) held their first joint conference on 'Higher Education as a Public Good' in the new DIT campus at Grangegorman. TUI would like to thank everybody who gave up their Saturday to attend, and would particularly like to thank our colleagues in IFUT.

Prof. Brian Norton, President of DIT, opened the conference and welcomed delegates and speakers to the new campus.

Mike Jennings, the General Secretary of IFUT, introduced the conference in terms of the economic crossroads we currently find ourselves at, and also in terms of the recent discourse of doing more with less until there is no less left to do more with.

Annette Dolan, Deputy General Secretary of TUI, spoke about the return from investment in education being economic and social, leading to higher earnings and better health outcomes. She also spoke about the challenges of funding an expanding system and the threats posed to higher education by MOOCS, casualisation of the profession and the Transatlantic Trade and Investment Partnership (TTIP).

Dr Thomas Docherty from Warwick University spoke about the idea of a university. The university's mission is increasingly frequently framed in the language of the management sector, and of globalisation in its many forms. The idea of the university is being stolen by private

interests, and from the public good. The Hunt Report is advising Ireland to go the way the UK did in 2010, yet the UK is now finding that a privatisation experiment is more expensive than state funding.

Dr Catherine Bates from DIT spoke about the benefits of community based learning (CBL) and community based research (CBR). Both CBL and CBR involve collaboration with under-served communities. Students do their course work for the mutual benefit of the student and community. The primary beneficiary of volunteering is community. The primary beneficiary of placement is the student. However, CBR and CBL lead to benefits for both parties.

Dr Marie Clarke from UCD outlined recent Education International (EI) research on the issue of the third level work environment and work related identity. Austerity undermines work identity. The EI research was a mixed methods study with 9,000 respondents internationally. It found that administrative work is often unproductive, funding for teaching is often poor and there is a greater diversity of students now than previously.

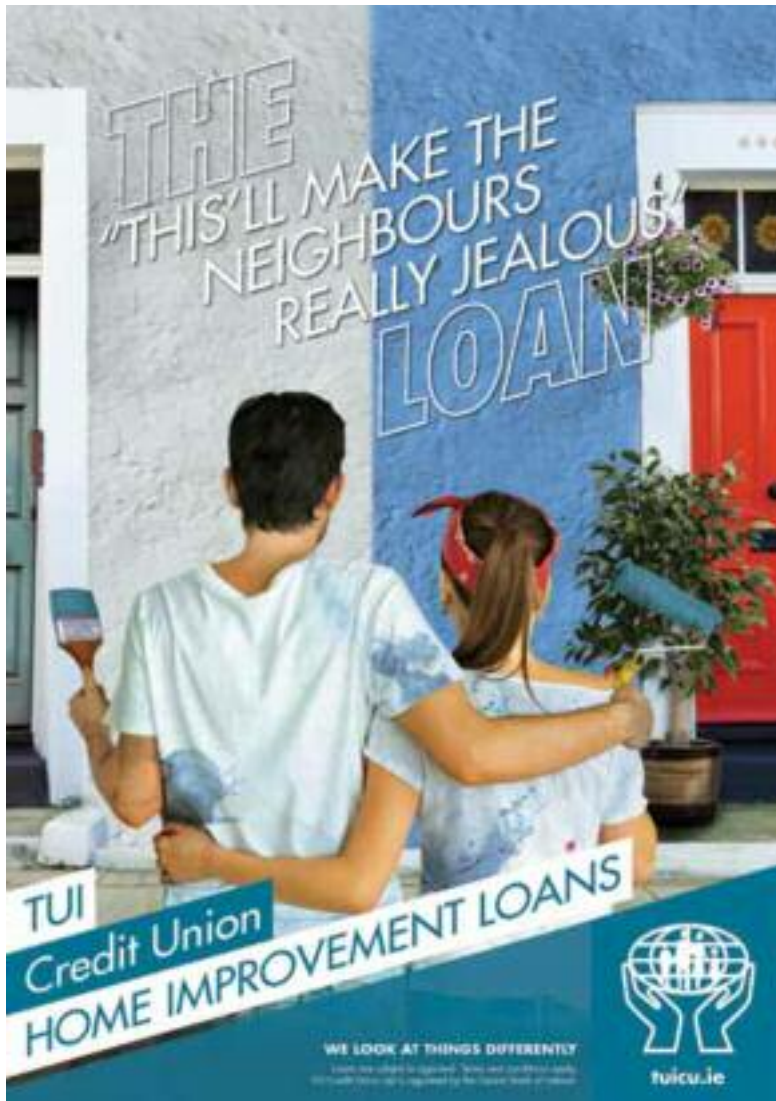
Jens Vraa Jensen from the European Trade Union Committee for Education addressed the idea of the mission of a university. He spoke of how not everything that can be counted counts, and not everything that counts can be counted. Higher education and research cannot be assessed on short-

term timeframes. Higher education requires collaboration with the wider society around it. HEI's need autonomy and academic freedom. There is an essential relationship between teaching and research. There is a need for tenure, academic freedom and intercultural understanding. Social and economic stagnation is caused by infringement on academic freedom.

Dr Gary Granville from NCAD considered the role of the expressive arts in higher education, and proclaimed a model in the arts which can speak to education and society. There is a move towards seeing education as an economic return. Arts do not speak the language of the instrumentalisation and commercialisation of education. The metrics and language of the expressive arts are very different to Science, Technology, Engineering and Mathematics (STEM). Arts can contribute the idea of observation i.e. draw/plan what you see, not what you think you see. You must drop your preconceptions. Through this analysis, you create a way of thinking and working for education planning.

Dr Yvonne Kavanagh from Carlow IT offered her perspective on the topic of higher education in science as a public good. Yvonne argued that education sets individuals free. Having a local HEI, such as an institutes of technology, increases access to higher education. A privatised system would not be as inclusive of local communities.





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Winners Winners Winners

Congratulations to our March CAR DRAW WINNER

Miriam De Barra

February

Helen Griffen, Foxrock, Dublin

Michael O'Dwyer, Clonliffe Road, Dublin 3

Mary Kinsella, Whitehall, Dublin 9

March

Katie Meakin, Ballinmore, Co. Leitrim

Mary Fox-Heal, Enfield, Co. Meath

Julie Flynn, Ashbourne, Co. Meath



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TUI Congress 2015 - Wexford



Presentation by Pat Conway to Thomas Ahern and Kathleen Mc Nulty delegate draw winners

The TUI Congress in Wexford this year was a great success. We in TUI Credit Union would like to thank all delegates who took time out from their busy schedule to visit our stand, it was greatly appreciated. We extend the warmest welcome to our new members who joined TUI Credit Union during Congress. Congratulation to Thomas Ahern from Co. Kilkeny and Kathleen Mc Nulty Co. Roscommon winners of an iPad mini each in our draw. Congratulations to the organisers and delegates on a very successful Congress overall.



Manager Paul Roche addressing Congress



President Gerry Quinn conducting our Car Draw



Delegates interacting with TUI Credit Union



New Executive Committee members

With effect from Congress 2015, there are two new members of the TUI Executive Committee.

Sincere thanks are extended to Laurence Cooke (Area 10) and Manus Brennan (Area 12) for their dedication and hard work on behalf of members over the course of their terms on the Executive Committee.



AREA 10:
Dublin City Post-Primary
EILISH COGHLAN
replaces Laurence Cooke



AREA 12:
Community & Comprehensive schools:
Cavan, Donegal, Galway, Leitrim, Longford,
Mayo, Monaghan, Roscommon, Sligo and
Westmeath
MARTIN KILLEEN
replaces Manus Brennan

Christy Conville steps down as RMA Secretary after ten years' service

After ten years of hard work and service to our retired members, Christy Conville has stepped down as secretary of the TUI Retired Members' Association (RMA). He was the force behind the campaign to restore pension rights for retired members, he advised members on their rights and organised countless holidays and day trips. He also set up the website www.rmatui.ie

Christy will be missed in head office, though he will be back for meetings with the Retired Members Alliance, an organisation fighting for the rights of retired members across the public service sector. TUI wishes Christy all the best for the future.

Martin Hoye has taken over from Christy as RMA Secretary. We also wish him the very best in his new position. RMA News is on p. 37 of this edition.



TUI guide to inspections

TUI has published a simple guide to inspections as encountered in second-level in Ireland. It is not intended to be an exhaustive study as inspections and how schools experience them can be as varied as the schools/centres inspected and the inspectors who carry out the visits. Areas covered in the guide include the role of the Inspectorate, types of inspection, recent changes in inspections, the aim of inspections, what happens during inspections and how the Inspectorate quality assures its service. The guide can be downloaded from the TUI website.

Industrial action in opposition to proposed mergers commences in Cork, Tralee and Waterford

Three branches in the institute of technology sector have commenced the first stage of industrial action in opposition to proposed mergers. The Executive Committee has issued directives to members in Waterford Institute of Technology, Cork Institute of Technology and the Institute of Technology Tralee not to cooperate with merger activities. The industrial action commenced on April 27th and applies to all members in the three branches. The branches have mounted active campaigns against the unnecessary requirement which forces mergers, a requirement that TUI believes has no academic rationale.

Mergers will not serve the interests of the regions and local communities. Instead, they will result in rationalisation of programme provision and will restrict local access for students to higher education, resulting in economic downturn for some communities as the student body migrates to the core institute.

The Higher Education Authority (HEA) has stated that mergers will have to be funded on a 'shoestring' by the institutes by means of their own existing funding. This is simply not achievable as institutes have already suffered significant cuts to their budgets of over 25% since 2008, not to mention a reduction of over 500 academic staff and the substantial increase of over 19% in student numbers.

Opposition to the requirement to merge is mounting in other branches and members have already called for a national ballot in opposition to mergers. The union has consistently stated that it is not against the concept of technological universities, but the grave concerns of its members must be addressed.

Forced mergers - including dissolutions - will be met with industrial action. However, there is a simple resolution. Removing the requirement to merge from the draft

legislation would enable individual institutes to apply in their own right for technological university status when they have demonstrated that the required criteria have been achieved.

Directive to members

Commencing from Monday 27th and until directed otherwise by the Executive Committee, all members in Waterford Institute of Technology, Cork Institute of Technology and the Institute of Technology Tralee are directed not to co-operate with any merger activities relating to the respective Technological University proposals of their institutes. This directive includes non-cooperation with:

- Arranging and participating in merger related meetings.
- Aligning programmes for the merger.
- Developing new programmes relating to the merger.
- Developing new research work relating to the merger.
- Developing new structures, governance and management for the merger.
- Aligning academic policies, procedures including quality and standards for the merger.
- Participating in corporate engagement relating to the merger.
- Promotional activities relating to the merger including enrolments.
- Any administrative tasks related to the merger.

Members are instructed to engage in this first stage of formal industrial action in opposition to the planned merger. If requested to participate in merger activities the member should provide a copy of this directive to those concerned. For clarity, members are required to be present for work and to carry out their normal duties, they should however not co-operate with merger activities. Breaching a union directive is considered very serious and is dealt with in accordance with union rules.



TEACHING THE HOLOCAUST

CONTINUOUS PROFESSIONAL DEVELOPMENT





17, 18 and 19 August 2015

An intensive three day programme for post-primary teachers that addresses the complex subject of the Holocaust and how to teach it in the Irish classroom. The course considers the historical context of the Holocaust, pedagogic challenges, cross-curricular perspectives and interdisciplinary approaches. Teachers of History, RE, English, CSPE, Drama, German and other European languages, Mathematics, Music, Sports and Transition Year have all benefitted from participation in this programme, presented by international Holocaust educators.


- The historical context and development of the Holocaust
- Teaching the Holocaust to Junior and Senior Cycle
- Choosing and using age-appropriate resources
- Methodologies and Lesson Plans for the classroom
- Participants will draw together a comprehensive portfolio of resources by the end of the course

This programme can be taken independently or as part of the Certificate in Holocaust Education awarded by Trinity College Dublin.
Venue: Trinity College, Dublin 2 **Fee:** €295 (includes lunch each day)

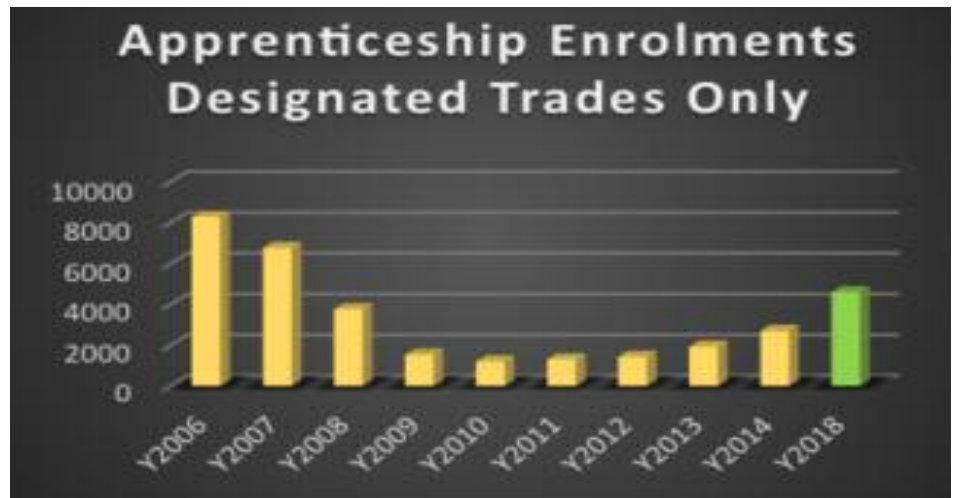
For information and details about all our teacher education programmes, contact:
Holocaust Education Trust Ireland, Clifton House, Lower Fitzwilliam Street, Dublin 2, Ireland.
Tel: + 353 1 6690593 Email: info@hetireland.org www.hetireland.org



Strong progress in apprenticeship recovery

Apprenticeship enrolments in the 27 designated trade areas are demonstrating a strong recovery. Enrolments have significantly increased by over 46% from the low of 2010 to the end of 2014, with over 2,700 apprentices enrolled by year end 2014. The forecast is for continued positive growth with demand for over 4,600 enrolments in 2018.

Apprenticeship provides young people with an alternative education and career paths where they can 'earn while then learn.' Within the Irish apprenticeship system, apprentices have a recognised contract of employment with regulated remuneration and engagement in structured periods of off-the-job education and training. The Irish apprenticeship certification is recognised internationally and offers work mobility opportunities within Europe and across the world. Our system is rated as world-class in the WorldSkills competitions. The institute of technology sector has been a key player in maintaining and promoting quality and excellence in the designated apprenticeships. The involvement of the institutes provides for both regional access to facilities and progression route opportunities. The institutes are well placed to cater for the growth in demand for apprenticeship provision.



Figures from HEA 2015

In addition to the designated trade areas, the National Apprenticeship Council is currently evaluating applications relating to proposals to establish new apprenticeships. This is part of the implementation of the recommendation from the 2014 Review of Apprenticeship system. This will provide for more opportunities for young people to engage in work-based learning in a recognised, formal and structured system.

The union has a significant interest in the promotion of the apprenticeship model as a

viable alternative to higher education for some young people. While the union will protect the interests of members and provision of apprenticeship in the institute of technology sector, there are opportunities for ETBs to develop new apprenticeships. The union is working closely with other trade unions to advance apprenticeship and will continue to engage with the Department of Education and Skills and other stakeholders on apprenticeship matters.

TUI hosts 'Opposing Force' project

TUI hosted a meeting of the 'Opposing Force' project in March with participants from Sweden, Iceland and Romania. This project is funded by the European Commission Erasmus+ scheme and aims to explore ways to reduce the flow of young adults from rural areas to urban capitals.

The project will pilot a series of intervention measures with young adults in Sweden, Iceland and Romania. The finalised research report will be made available to teachers and trainers in 2016.

TUI is providing research evaluation and project management to the initiative.

During the visit Senator Gerard Craughwell hosted a tour and reception in Seanad Éireann. Both the TUI Credit Union and Cornmarket kindly hosted social events for the partners from Iceland, Sweden and Romania.



Survey shows high levels of work related stress among Institute of Technology lecturers

A survey carried out by TUI shows that lecturers in Institutes of Technology are experiencing high levels of work related stress (WRS) as a result of cutbacks and rationalisation measures in the sector. The union has called for immediate interventions to tackle the growing problem, including the abolition of the 'flex hours' required under the Haddington Road Agreement. The findings were publicised before Annual Congress 2015.

Among the main sources of WRS is the impact of the **flex hours**. The delivery of these two hours of lecturing requires an additional six hours to include subject/curriculum development, research, preparation work and the development of assessment of examinations material. Respondents rated the flex hours at 38% 'Very High' and 23% 'High' in terms of stress levels.

Findings also make clear that lack of **consultation on change** is resulting in high levels of risk of experiencing WRS, with respondents indicating 37% 'Very High' and 24% 'High' stress levels as a result. Similarly, being excluded from contributing to decision making also registered high levels of stress with 31% 'Very High' and 23% 'High'. These findings come at a time when some colleges are seeking to merge with others in the move towards technological universities despite the strong opposition of lecturers. There has been a severe lack of consultation in many cases.

Issues associated with **increased student numbers** also resulted in elevated WRS with findings indicating 33% 'Very High', 28% 'High' and 20% 'Moderate' levels. Student number have increased by over 17% while funding has reduced by more than 20% over the last seven years. Larger class sizes significantly increase the workload of lecturers in terms of continuous assessment, feedback, advice and pastoral support.

With regard to **teaching and research**, the respondents indicated lower level of risk in comparison to the other 11 factors. For Teaching the risk levels of concern was 10% 'Very High', 25% 'High' and 32% 'Moderate'. In terms of Research, the levels are 16% 'Very High', 23% 'High' and 23% 'Moderate'.

TUI believes it an obligation of the employer to put in place appropriate and reasonable measures to reduce work-related stress.

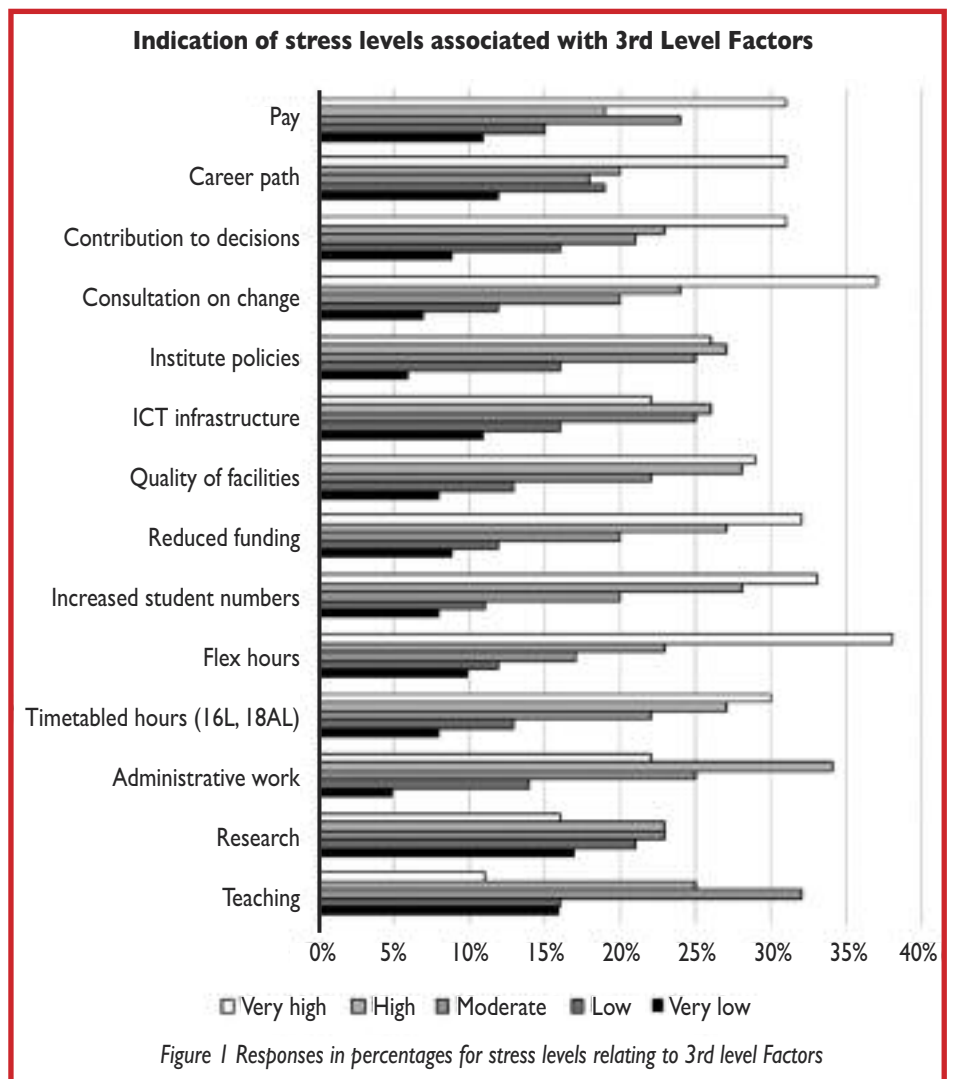
We also urge abolition of the flex hours and a review to determine how the massive increase in student numbers can be accommodated without compromising the quality of the student experience. Existing lecturers can give no more and an increase in staffing is urgently needed. In addition, institutes are completely failing to consult with lecturers on matters related to their working conditions. This is completely unacceptable.

The survey was carried out by TUI in December 2014, with 1,126 responses received. Full findings will be reported to the Department of Education and Skills and the institutes of technology. The survey instrument was

developed from the Health and Safety Executive (UK) Management Standards Toolkit for measuring work related stress and contained a section on factors specific to the Irish third level sector.

Indication of stress levels associated with third level factors

The fourteen items include: teaching, research, administration, teaching hours, flex hours, ICT infrastructure, policies, consultation, decisions, career and pay. Respondents are requested to indicate their opinions on a five point Likert scale as to the risk levels from Very Low to Very High. The data below shows the percentage scores for the total sample group for the fourteen items.



Industrial action suspended by St Angela's College lecturers

St Angela's College, Sligo lecturers took a day's strike action on Tuesday March 10th 2015 and also engaged in a range of other forms of industrial action over serious concerns related to the incorporation of the college into NUI Galway (NUIG). Management at the college had abjectly failed to engage with TUI at either local or at national level concerning the proposed incorporation process despite the concerns of members in relation to their terms and conditions of employment.

Such concerns included:

- Whether or not third level education would continue at St Angela's College Sligo.
- Whether or not the provision of Home Economics, Education and Nursing Studies will continue on the campus,
- Whether or not there was a guarantee in relation to the retention of lecturing jobs on the campus.
- The proposed demotion of lecturers who following the incorporation would carry out the same duties as colleagues in NUIG, but with changed job titles and little or no opportunity for career progression.

Prior to strike day in March, a document issued by NUIG stated that it would not negotiate or enter into collective agreements with any trade union that is not currently recognised by the University. However, TUI insisted that its representation for the current St Angela's lecturing staff must continue now and into the incorporation.

Repeatedly, TUI asked for meaningful negotiations with St Angela's College management and NUIG. TUI stated that members in the college were willing to have their issues of concern discussed in a meaningful and robust manner at a Labour Relations Commission (LRC) conciliation conference. However, management at St Angela's indicated the unwillingness of NUIG to attend the LRC. Due to the refusal of NUIG to engage in any discussions with TUI, the members in St Angela's agreed to engage in a second day of industrial action on the 16th April 2015, following approval from the TUI Executive Committee.

In her address to TUI's Congress, Minister Jan O' Sullivan received a standing ovation from the floor when she stated that there should be direct engagement with TUI on



STRIKE ACTION AT ST ANGELA'S COLLEGE IN MARCH

industrial relations issues arising from the proposed incorporation.

Members in St Angela's College Sligo greatly appreciate the intervention of Minister Jan O' Sullivan in this dispute, because on foot of her intervention NUIG in conjunction with the management in St Angela's College Sligo agreed to talk to TUI.

A meeting was convened in NUI Galway on the 14th April 2015 involving representatives from TUI, NUIG and St Angela's College Sligo. Following extensive negotiations the following statement was agreed:

A formal meeting took place today between TUI, NUIG and St Angela's College Sligo. At the commencement of the meeting it was confirmed by TUI that members are TUI are positively disposed to incorporation. It was agreed that:

- *In advance of formal agreement by the Governing bodies of St Angela's College and NUIG to proceed with incorporation, the TUI will set out in writing its objections and concerns in relation to particular provisions of the current draft of the Heads of Agreement including clauses 5, 7 and 9.*
- *NUIG will respond in writing acknowledging these matters as issues to be addressed and will footnote the Heads of Agreement to the effect that these are matters in contention and not agreed.*

As part of due diligence and prior to the formal decision to incorporate, St Angela's College will in respect of each member of staff or where applicable, groups of staff, engage directly with the staff concerned with a view to describing accurately their current contracts. Staff may choose to be represented by TUI individually or collectively. In the event of disagreement in this context the matters in dispute will be referred to the LRC.

Following the anticipated decision to incorporate by the respective Governing bodies, NUIG and TUI will engage in a formal systematic negotiation on these issues and in respect of any other issue of relevance that is not covered by the Heads of Agreement.

This process will be comprehensive and will seek a resolution of the issues.

As and when necessary it will be facilitated by the LRC.

The purpose will be to conclude a collective agreement that reflects in full the rights of staff in terms of their contracts, by custom and practice, and work location.

It is confirmed that staff in St Angela's College will not be subject to mandatory transfer following incorporation.

Following consideration of the proposals, TUI members in St Angela's agreed to suspend their industrial action. The members in St Angela's College have expressed their appreciation of the support offered by other Branches of the union.

An Chomhairle
Mhúinteoireachta



The Teaching Council

The following text was provided by the Teaching Council

Initial Teacher Education

In order to achieve professional accreditation, all initial teacher education (ITE) programmes in Ireland are reviewed by a panel, whose members have experience and expertise in teaching and teacher education, to decide whether or not the programme meets Teaching Council criteria and guidelines.

The review process for all ITE programmes (primary and post-primary) in Ireland has now been completed. Reports outlining this process and the outcomes for each programme, i.e. commendations, recommendations and stipulations, are now available on www.teachingcouncil.ie

The completion of the review process has been a significant milestone in the work of the Council in ensuring innovative, integrated and improved initial teacher education provision in Ireland.

CPD consultation with teachers

The Council would like to thank all those teachers who took the time to engage in the first phase of consultation on a national framework for CPD (continuing professional development), and share their views with us.

Over 3,000 teachers contributed to the consultation, an unprecedented rate of engagement in a process like this. This means that the Council has received valuable feedback from teachers that will be of great help to us in drafting the framework.

We would encourage all teachers to continue to engage with us as the framework is developed, and to spread the word to their colleagues, to inform the framework which will ultimately emerge. Once drafted, the framework will be published for further consultation.

Conditional Registration – what teachers need to do

The Teaching Council has commenced a review of conditions attached to some teachers' registrations. Letters have been issued to a number of teachers whose conditions have an expiry date in 2015. Conditional registration is granted when a teacher has not fulfilled all of the Teaching Council's registration requirements. The conditions applied to a teacher's registration, the mechanisms to address them, and the time period afforded are notified to the teacher when they register.

If you have received a letter from the Teaching Council in relation to conditions, please act upon it. It is imperative that you address your shortfalls within the specified time. This is essential for maintaining your registration. You can check the conditions attached to your registration, and the deadlines for meeting the conditions, by logging on to the Registered Teacher Login service on www.teachingcouncil.ie

If you have already addressed a condition in full, please send the relevant documents to the Teaching Council. Details about the required documents may be found on the Registration Conditions page of www.teachingcouncil.ie. Should you have any further queries please email conditions@teachingcouncil.ie or call Lo-Call 1890 224 224 or +353 (0)1 651 7900 (9am – 5pm).

Renewing Registration during the Summer Holiday Period

The Teaching Council would like to remind teachers to be aware of their renewal date and to renew their registration as it falls due. About 21,000 teachers will be due to renew their registration with the Council during the summer months. The Council is legally obliged to remove a teacher from the Register should renewal not occur and this has serious implications for pay.

If your registration falls due for renewal during the holiday period when you may be away, you are advised to attend to your registration renewal before your departure.

You can check your renewal due date through the registered teacher login facility on the Teaching Council's web site at www.teachingcouncil.ie. The Council asks you to ensure that a valid email address and mobile phone number is recorded for you on the Register of Teachers.

Should you wish to renew in advance of receipt of your renewal notice, please contact the Council by phone and a member of staff will be able to assist you with renewal in advance.

Registration following a Leave of Absence or Career Break

Teachers who are planning to take a leave of absence or a career break are advised not to allow their registration to lapse during that period. According to Department of Education & Skills Circular Letter CL10/2011, a teacher must be registered in order to be deemed eligible for a career break and must be registered prior to returning to teaching service.

If your registration lapses and you wish to return to the Register, you will need to re-apply for registration at least four months in advance. This means that a standard registration application form and Garda Vetting Form must be completed in all cases.

Contacting the Council

The Council's phone number is 01 651 7900 or 1890 224 224 (local). Lines are open Monday to Friday between 09.00 and 17.00. Queries may also be sent by email to info@teachingcouncil.ie

Has your school availed of free YouthConnect workshops yet?

The YouthConnect Programme is the Youth Education and Engagement programme of the ICTU at second-level. The programme delivers lessons and workshops across a range of curriculum related topics for all students, but particularly focussing on those at senior-cycle. An example of some of the FREE modules/workshops which are available are listed below, however, please note that the team are fully flexible in terms of amending content and delivery [within our specialised topics] to suit your specific subject and student requirements.

The Working World: This workshop deals with the world of work, the rights plus responsibilities of workers, including those under-18, and we use school rule comparisons to illustrate information which would be contained in contracts or staff handbooks. The workshop also outlines the role of Trade Unions in Society, procedures used where problems arise for workers and we also illustrate the difficulty workers overseas experience through lack of similar protections or rights. Suitable for TY Business teachers for Work Experience and Enterprise or Senior Business teachers for Unit 1 and LCVP Summary Reports.

Lockout 1913: The workshop takes students through the key players and events of 1913 with a focus on the lives of ordinary people, their living and working conditions and how the lockout impacted on families. It also seeks to highlight the ongoing struggle of the last 100 years, for workers everywhere to achieve Decent Work and helps students to draw comparisons between history and the modern world such as working conditions today, in Ireland and around the world. It also comes with access to a range of great video resources Tenement Tales for junior-cycle students, and an emotional 28 minute video Living the Lockout from the award winning directors at Anu Productions, more focussed on Senior Cycle students, particularly those taking History.

Income Inequality: Students are taken through case studies of 'real people' and have to make decisions about what to buy or where to live based on their situation. There are also international comparisons, Irish stats and an opportunity to discuss the underlying causes of different types of inequality, particularly income inequality, and how Decent Work might help to achieve it. We also have a fabulous resource of our competition nominated videos, filmed and directed by 15-17 year old students, which help explain this topic in a very accessible way for students and have a very student-centred take on it.

Workshops can also be delivered on Globalisation and global solidarity.

Our workshops are suitable for students of CSPE, TY, Business, Economics, History, Geography, Religion, LCA, LCVP, and even

English. We also run an annual video competition which are open to all students in every school on a work-related issue within the agenda of the Decent Work Framework. In previous years the topics have included the 1913 Lockout and Income Inequality and a new topic will be decided before Summer 2015.

All we ask is that you contact us directly [info@youth-connect.ie] to book in for a double-class period [which we feel is more beneficial to your students] indicating the year/subject of your students, and where in the country your school is and we will do the rest. Our champions are graduate teachers who are available right across the country from Dublin to Dingle, Gorey to Galway and everywhere in between.

We look forward to hearing from you and don't forget to check out our website www.youth-connect.ie and follow us on Facebook YouthConnect and Twitter YouthConnectIre






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Phone: 045-876579 or 086-3999867
Email: seanobyrnesallins@yahoo.ie




Congress Motions 2015

Resolutions Carried

A. Conditions of Service - Second Level

12 Co Meath

Congress demands that, at the conclusion of the HRA, TUI will demand that the extra working hours (33/43 hrs) agreed as part of the Croke Park and HRA agreements cease.

6 Co Donegal

Congress notes that a number of managerial representative bodies have developed proposals for future managerial structures of our second level schools. Congress directs the Executive Committee, as a matter of urgency, to develop its own proposals for future management structures in our schools.

14 Co Cork

Congress demands that TUI should insist that, in accordance with terms set out in various Circular Letters such as 20/1998, 29/2002 and 25/2011, schedules of posts, timetables and arrangements on the agreed usage of Croke Park Hours be openly published and made available to all members working in schools and centres where applicable and relevant. Staff members should be consulted in setting the Schedule of Posts at a given school and should also be consulted on how Croke Park hours are deployed annually in order to achieve consensus. In some cases, members cannot even view their colleagues' timetables to ensure that no unwarranted timetable alleviations are being granted by management by way of compensation for carrying out unremunerated duties of a post. This practice, in some schools, allows for arrangements where Assistant Principal and Special Duties post duties can sometimes be carried out by members without realising the serious implications their actions have on the promotional prospects for themselves and their colleagues.

16 Limerick City/Dublin & Dún Laoghaire

Congress condemns the unfair treatment of teachers deemed unqualified in respect of salaries and pension entitlement. It is completely unacceptable to TUI that teachers could be paid on a non-incremental pay for the duration of their working



career. Congress therefore instructs the Executive to pursue an incremental pay scale for these teachers.

10 Executive Committee

Congress recognises the unprecedented level of appointments to principal and deputy principal teacher positions over the past five years. Congress notes that these newly appointed principal teachers are entitled to and require support and advice from both their employers and from their Union. Therefore, Congress instructs the Executive Committee to engage with the Department of Education and Skills and the relevant management bodies to design appropriate training for newly appointed principal and deputy principal teachers. Furthermore, Congress instructs the Executive to engage with the Principals' and Deputy Principals' Association (the

PDA, the TUI's representative body for the grades) to assist in guiding the continuing support of principal and deputy principal teachers and to design a TUI training programme for principal and deputy principal teachers which would, inter alia, set out the benefits and the responsibilities of principal and deputy principal teachers in membership.

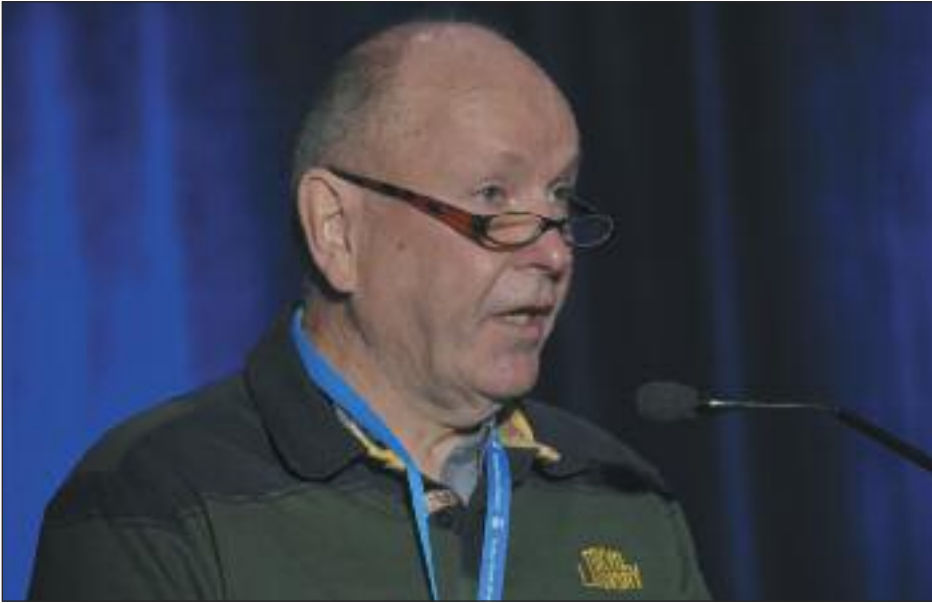
8 Donegal C&C

Congress calls on the Executive to enter into immediate talks with the Department of Education and Skills and any other relevant body to insist that a member with a CID of 18 hours automatically receives a permanent whole-time contract.

2 Co Laois

Congress instructs the Executive to negotiate with the DES for a decrease in the pupil-teacher ratio.





13 Co Meath

Congress urges that, at the conclusion of the HRA, TUI will demand that the S&S workload will return to pre-HRA levels as set out in Circular PP01/03.

3 Co Laois

Congress instructs the Executive to negotiate with the DES for an increase in the capitation grant made available to schools at present as it is totally insufficient.

B. Conditions of Service - Third Level

24 IT Tallaght/Executive Committee (Amended by Executive Committee)

Congress notes that, by the time the Haddington Road Agreement expires, third level lecturers in IoTs will have delivered free of charge so called flex hours to the value of approximately €100 million as just one part of their contribution to national recovery. Congress notes, with concern, that IoT management representatives have recently claimed that the Institutes cannot operate without the so-called flex hours. Congress instructs the Executive to:

1. reaffirm to the official side that the so-called flex hours end with the expiry of the Haddington Road Agreement;
2. begin discussions directly with the official side regarding how the pending discontinuation of the so-called flex hours will be managed.

46 Dundalk IT (Amended by Dublin Colleges)

Congress instructs the Executive to oppose reassignment and redeployment of lecturing staff by taking appropriate industrial action following a ballot of members where

management refuses to remove flex hours prior to any such reassignment and redeployment.

48 Dundalk IT

Congress instructs the Executive to campaign for the retention of Phase 4 and Phase 6 apprenticeship provision in the Colleges, to seek support from ICTU for this and to support any branch prepared to engage in industrial action to retain apprenticeship provision in their college.

44 Executive Committee

Congress notes Motion 42 approved by Annual Congress 2014 in relation to the need for appropriate and meaningful consultation regarding the Higher Education Landscapes proposals. Congress further notes the highly inconsistent and frequently unsatisfactory nature of the consultation with the union during the past year and re-affirms the instruction to the Executive Committee to utilise appropriate industrial action, as necessary, to resolve this matter to the union's satisfaction. Congress also re-affirms the long-standing principle of the TUI that in the absence of meaningful consultation and (as appropriate) negotiation, attempts to introduce, implement or impose new practices will be resisted.

33 Cork Colleges

Congress instructs the Executive to conduct a ballot of all 3rd level members to withdraw from online development and delivery from Sept 1, 2015 until such time as a satisfactory sector wide agreement regarding online development and delivery has been concluded.

38 IT Tralee/Cork Colleges

Congress instructs the Executive to formulate a claim for the hours associated with the delivery of e-learning courses to alleviate the additional stresses and workload on lecturers engaging in this mode of delivery, which is well in excess of traditional face to face teaching. The delivery of e-learning on courses in the IT Sector may include work ranging from the design of content to the delivery of online lectures and tutorials as well as the correction of online assessments and dealing with online discussion boards and emails.

29 Cork Colleges (x2)/IT Carlow

Congress instructs the Executive to demand the removal of the flex hours arrangements for academic lecturing staff.

42 IT Carlow

Congress instructs the Executive, as a matter of urgency, to provide legal clarification and guidance to members, based on relevant core examples, of the phrase 'in the course of employment', particularly in relation to ownership of intellectual property in 3rd level institutions. 'In the course of employment' is a legal phrase to be found in all lecturer employment contracts and is at the core of the issue of who owns and benefits from intellectual property created by lecturers during the course of normal undergraduate teaching and supervision work. It should be noted that different situations pertain in different institutions depending on local management interpretation. IP created during the course of funded research work is a separate issue and is subject to case-by-case agreements.

58 Dublin Colleges

Congress directs the Executive and the TUI officials to strive to ensure that any merger of IoTs will not diminish the existing conditions of service of members and to ensure that any changes in the existing conditions can only be finalised by means of a ballot of members in the 3rd level sector.

45 Dundalk IT

On the basis of the reply from the Labour Court with regard to LCR 18366, Congress instructs the Executive to pursue all outstanding claims of members who have not had their claims processed as a consequence of the failure to implement LCR 18366. Congress further instructs the Executive that should the official side continue to fail to implement LCR 18366 in full, the

union is to ballot third level members to take industrial action, up to and including strike action, in response.

39 IT Carlow

Congress demands that the Executive takes every step necessary to try to prevent the casualisation agenda by the government (under the guise of 'merger talks' and the misnomer of 'TU-process'). It demands that all efforts by the government side to introduce any such schemes, if they bear a negative impact on members' pay, pensions and/or conditions of service, be met by a ballot for industrial action up to and including strike action.

27 IT Tallaght/Cork Colleges

Congress instructs the Executive to demand that any negotiations, with respect to flexibility in work practices for academic staff in the IoT sector, are based squarely on the existing nationally agreed contract of employment.

25 IT Tallaght (Amended by IT Carlow)

Congress instructs the Executive, in any negotiations on regional clusters and technological university, to protect the integrity of the local third level

provision and maintain the social/civic context for which the Institutes of Technology (IoTs) were established and to ballot its members for industrial action up to and including strike action if the government side were to attempt any 'forced amalgamations' against the wishes of any of the involved branches.

31 Cork Colleges (Amended by Executive Committee)

Congress instructs the Executive to ballot third level members, before the commencement of academic year 2015-2016, on a refusal to deliver classes outside of teaching periods of established academic calendars.

40 IT Carlow (Amended by IT Carlow/IT Blanchardstown)

Congress maintains that teaching at third level is only carried by qualified lecturing staff and that unqualified research students should engage only in the delivery of tutorials. Where institutes use unqualified research students to deliver mainstream lecturing hours, Congress holds that any such practices should be met by a ballot for industrial action up to and including strike action.

41 IT Carlow

Congress notes that the remit of heads of department at third level does not include the assessment of lecturers in the classroom and that in cases where HoDs sit in on classes in order to assess the lecturer, the TUI will respond with a ballot for industrial action up to and including strike action.

26 IT Tallaght

Congress instructs the Executive to negotiate fair operation of sabbatical leave for academic staff in the IoT sector.

28 Cork Colleges

At the moment, Circular Letter No. IT 3/02 on 'Job-Sharing Scheme for Academic Staff' in the IoT sector only allows for job-sharing 'at the same level and in the same subject area on a 50:50 basis'. Congress instructs the Executive to campaign for more flexible options (e.g. 75:25, 25:75, etc.) being made available to academic staff who wish to work reduced hours.

34 Cork Colleges

Congress instructs the Executive to demand that no member performs any flex hours outside the terms of the TUI Circulars regarding flex hours.

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35 **Cork Colleges**

Congress instructs the Executive to perform a comparative study on the workload, including the actual class contact hours, of lecturers in third level institutions in other EU countries to compare with lecturers in the IoTs.

C. Conditions of Service - General

59 **IT Tallaght/Executive Committee/Cork Colleges/Co Meath**

Congress instructs the Executive to negotiate, at national level, to demand that only nationally agreed contracts be issued for employment grades represented by TUI. Where contracts at variance with nationally agreed contracts are issued, or where an employer's cover letter attempts to vary the terms of a nationally agreed contract, Congress instructs the Executive that local industrial action followed by national industrial action is the appropriate response if, following representations by the local branch, the employer in question refuses to revert to the nationally agreed contract.

64 **Waterford City (Amended by IADT Dun Laoghaire)**

Congress resolves that the TUI will resist with all available resources any move to employ interns, the use of private companies or any other workers assigned unpaid or underpaid work appropriate to categories of workers represented by TUI.

D. Posts of Responsibility

72 **Co Laois/Co Limerick/Co Galway/Conamara/Co Cork/Co Offaly/Cork City**

Congress instructs the Executive to negotiate with the DES the lifting of the moratorium on posts of responsibility and increase the number of promotional posts in schools.

74 **Executive Committee**

Congress authorises the Executive to demand, as a matter of urgency, a complete lifting of the moratorium on the filling of Posts of Responsibility. Furthermore, Congress instructs the Executive to negotiate for the Further Education sector:

- a suite of posts appropriate to the organisational, management, administrative, and technical needs of the sector
- a return to the specific ratio that previously determined Whole-time Teacher Equivalent in the Further Education Sector and provided an enhanced post of responsibility entitlement for the sector.

81 **Co. Louth (x2)**

Congress notes the erosion of the career structure in teaching. There has been a huge increase in workload in our schools with a huge reduction in the number of PORs. There seems to be a general acceptance in many quarters that the special duties posts are gone. Congress is aware of the JMB/ACCS document, "A proposal for management structures for post primary schools" The proposal if adopted will see the school being granted a sum of money based on size to fund posts. Boards of Management will decide on both the total range of

roles to be assigned in a school and the tier at which each role is to be awarded. This system cannot be let prevail and become the norm. Congress instructs the Executive to ballot members for industrial action up to and including strike action for the reinstating of Posts of Responsibility in schools to the Pre 2009 moratorium level.

71 **Tipperary NR**

The Department of Education and Skills is complicit in dismantling the post /promotion structure on which the organisation of schools is dependent. It was also the means of promotion for teachers allowing schools to be organised and provide a better educational service for their students. The moratorium on Posts of Responsibility has had serious implications for schools. The services they provide have been stretched to the limit, which also means the workload on existing post holders is increasing while they are still trying to maintain a reasonable service. This Congress agrees that this 'madness' has gone on long enough and requests that the Executive Committee ascertains from the Department of Education and Skills how it intends to support schools in the future in order to provide for a realistic education service.

75 **Co Mayo**

Congress condemns the continued failure by the Department of Education and Skills to alleviate the moratorium on posts of responsibility. Congress is extremely concerned and disappointed that management bodies are seeking to replace current middle management structures with a foreign system, from the Antipodes which is alien to the existing system. Congress insists that any reconfiguration of middle management structures be carried out through negotiation and agreement with the teacher trade unions. Congress refuses to be distracted by this side show and calls for an escalation of action and reaction by the TUI to the current crises in schools and that a campaign based on industrial action and media commentary be initiated.

79 **Co Cork/Waterford City (Amended by Waterford City)**

Congress notes that the appointment of a Special Duties post holder to a post of Assistant Principal will result in the loss of four hours teaching and of a Special Duties post to the school of the successful appointee, and the incentive that this provides to management to appoint an

unpromoted teacher. Congress instructs the Executive Committee to oppose with vigour the inequality of opportunity which this situation creates for members, and instructs the Executive to negotiate with the DES that where a Special Duties post holder is awarded an Assistant Principal post that the DES then proceeds to fill the vacated Special Duties post. Failure to do so may, in some cases, leave the Special Duties post holder open to discrimination and overlooked in promotional opportunities, in favour of a non-post holder.

78 Co Cork (Amended by Co. Cork)

Congress notes the continuing dismantling of middle management structures in schools and centres. In light of the ongoing decommissioning of Special Duties or B posts and the restrictions on the allocations of Assistant Principal posts, Congress instructs the TUI to initiate negotiation with the DES to revise the current system and develop a fit for purpose middle management framework for all schools and centres which works for the whole school community. The job of administrating the everyday business of schools and centres has been made difficult and impossible in some cases. Furthermore, the implications for those TUI members who observe the POR Directive can be serious when interviewing for Assistant Principal posts in competition with TUI members who breach the POR Directive and other affiliated and non-affiliated staff members who have no requirement to observe the Directive. At the very least, TUI should negotiate an increase in the alleviation threshold and a widening of the base of Assistant



Principal posts to allow for more effective management structures in schools and centres e.g. reduce the number of students required per Assistant Principal post and increase the number of duties eligible to qualify for an Assistant Principal Post.

E. Teaching Council

85 Tipperary NR/Dublin & Dún Laoghaire/Co Kerry

This Congress condemns outright any attempt by the Teaching Council to introduce conditions which require teachers to participate in mandatory CPD (up to 30 hours per year) as a condition of teachers' registration renewal. This Congress calls on the Executive Committee, to ensure that all out resistance will be deployed in the event of any such proposal.

88 Executive Committee

Congress calls on the Executive to insist that in defining CPD, the Teaching Council takes cognisance of the CPD currently undertaken by teachers, both accredited and non-accredited. Such CPD requirements, if

implemented, should not come at a cost to teachers (in terms of money and/or time) and any timeframe associated with completion must be realistic.

93 Co Monaghan

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

94 Dublin City (Amended by Dublin City (x2))

The 2006 priorities of the Teaching Council placed the promotion of teaching as a profession as its first priority. All recent documentation by the Teaching Council has reversed the priority of the Teaching Council where now the first priority is the 'regulation of the Teaching Profession (Code of Conduct 2012 Document). Congress instructs the Executive to take steps to redress this matter. Congress calls on the Executive to demand that the Teaching Council explains how they intend to ensure that Part 5 of the Teaching Council Act cannot be used by school management/parents of students in a vindictive manner against teachers. Congress calls on the Executive to demand that the Teaching Council clarifies the types of cases that are likely to be considered under Part 5 of the Teaching Council Act.

F. Junior Certificate

97 Galway City/Co Limerick

Congress instructs the Executive to continue to demand that the setting, supervising and correcting of exams, projects and portfolios for the new JCSA will not form part of a teacher's contract.

101 Executive Committee

Congress notes the effectiveness of the joint TUI/ASTI campaign in relation to the Junior Cycle and, in particular, the overwhelming support of members for and their participation in the on-going industrial action, including strike action. Congress also notes and re-affirms the clear mandate for continuation of the industrial action until a satisfactory outcome is achieved in terms of external assessment, state certification and capacity at school and individual level.





98 Galway City

Congress instructs the Executive to continue its refusal to cooperate fully with the Junior Certificate reform until external state assessment has been agreed. Congress further instructs the Executive to demand from the Department of Education and Skills a schedule of essential training, resources and time allowance before any agreement to cooperate is made.

100 Co Galway

Congress instructs the Executive to formulate and publish, by 14th May 2015, comprehensive instructions to members who are facing into the implementation of Year Two of the new Junior Cycle English specification.

105 Dublin City

Congress calls on the National Executive to convey vigorously to all members of TUI, whether they are engaged at FE or Third Level, the importance of solidarity on the issue of the assessment process for Junior Certificate. While members at Third level and in Further Education grade their own students' work, it must be recognised that this work is done in a different context to teachers in second-level schools. Members of TUI should stand in solidarity with their colleagues in second level schools who have voted overwhelmingly in favour of industrial action and the current union position on Junior Cycle reform.

G. Organisation

There were no motions carried in this section.

H. Adult Education

167 Dublin City/Co Mayo/ Dublin City

Congress instructs the National Executive to seek that this union vigorously challenges any future attempt to introduce "tutor" positions when the work is clearly comparable

to "mainstream" teaching. TUI must stand firm against the current onslaught on the awarding of proper terms and conditions in the profession, already evidenced in the treatment of new entrants and in the ongoing victimisation of teaching staff, as in the case of TUI members in the Adult Refugee Programme, through the application of specious arguments such as funding and the future viability of a programme by the DES.

166 Co Donegal

Congress demands that as a matter of priority, all vacant Adult Education Officer (AEO) posts be filled on a permanent basis immediately. In ETBs where a number of former VECs aggregated, the number of AEOs should reflect at least the cumulative total of the former VECs prior to the implementation of the government moratorium.

168 Dublin City

Congress instructs the National Executive to conduct an investigation through the branches of existing "tutor" positions to establish if these positions are, in effect, teaching positions and whether members of TUI are being denied proper contractual entitlements.

I. Further Education

174 Executive Committee

Congress demands that, following the aggregation and integration of the former VEC structures with FAS, the present conditions of service pertaining to Further Education and Training staff should be retained and under no circumstances should duties or roles be changed except through the normal process of adapting duties and roles by a negotiated agreement between the employer and the union representing the grade.

181 Dublin & Dún Laoghaire

Congress calls on the Executive to ensure that any attempts by private providers to deliver courses previously offered by TUI members in the FE sector are strenuously resisted. Furthermore, priority must be given to TUI members before any new courses are offered, on a private basis, in our centres. Congress instructs the Executive to immediately ballot for industrial action if TUI members are displaced in such a process.

172 Galway City

Congress instructs the Executive to vigorously pursue equal pay and conditions for qualified teachers (under Memo V7 and Circular 32/92) who are locked into resource contracts but are teaching the same courses to the same students as Youthreach teachers throughout the country.

175 Waterford City

Congress calls on the Department of Education and Skills to recognise Further Education as the provider of quality education for levels 1-6, and to cease the widespread duplication of private provision now funded by the Department which undermines teaching jobs and quality of provision.

177 Cork City/Dublin & Dún Laoghaire (Amended by Dublin City)

Congress notes with deep concern, the continued failure by the Minister for Education and Skills to allow TUI representation on the board of SOLAS. Congress directs the Executive to demand that all stakeholders be represented on the board and Congress deplores this lack of partnership by the minister. Congress further instructs the Executive to develop and implement a strategy to bring about this representation. Congress calls on the





Executive to demand immediate TUI representation on the Board of SOLAS.

J. Education Cuts

183 Tipperary NR/Co Laois/Co Galway/Donegal C&C/Conamara/Executive Committee/Limerick City/Co Offaly/Dublin & Dún Laoghaire

The changes in the manner in which the allocation of Guidance is required to be provided within quota, as proposed in budget 2011, has proven, as predicted, to be a retrograde step and has hindered all attempts to provide a meaningful Guidance and Counselling service in our schools. This Congress calls on the Executive Committee to meet with the DES as a matter of urgency and negotiate the reversal of this decision so that the Guidance and Counselling provision can be staffed in an ex-quota manner in our schools.

187 Dublin City

Congress notes that the School Completion Programme provides excellent services to children at risk. A recent assessment of the programme has shown that it has increased school attendance, in many cases to 95 percent, among children who come from economically and socially disadvantaged families. Congress calls on the National Executive to seek a reversal of the overall national 33 percent cut to the School Completion Programme.

K. Teacher Unity

188 Executive Committee

Congress notes and welcomes the close cooperation between TUI and ASTI in campaigning to protect educational standards with regard to

the Junior Cycle and notes that Motion 193 carried at TUI Congress 2014 makes it TUI policy to seek unity between the two unions.

189 Dundalk IT (Amended by Dundalk IT/IT Tallaght)

Congress instructs the Executive to engage in talks with IFUT for the purpose of engaging in closer cooperation between both unions and for the eventual purpose of unity between both unions to strengthen TUI and IFUT capacity in the general Third level sector. These talks should complement any unity talks taking place with ASTI.

L. Pay

191 IT Tallaght/Executive Committee (Amended by Dublin Colleges)

Congress instructs the Executive that:

1. Equal pay for equal work remains a fundamental principle of the union;
2. It is TUI policy that pay discrimination against members appointed from January 2011 and from February 2012 must end;
3. All pay claims lodged must include the TUI demand for an end to this discrimination;
4. If any successor to the Haddington Road Agreement does not fully address this matter to the members' satisfaction, then the option of industrial action, including strike action, must be taken.

204 Cork City

Congress instructs that any future negotiations on pay restoration should not be linked to discussions on conditions of service or productivity.

195 Co Donegal

In conjunction with other public service unions, TUI shall make removal of the pension levy (PRD - pension

related deduction) one of its top priorities. All other cutbacks in pay are time limited or apply to all workers. The pension levy (PRD pension related deduction) is an extra charge that applies exclusively to the public service and is totally unjustified, given that all other pay cuts, tax increases and new levies also apply to public servants.

192 IT Tallaght/Co Clare/Conamara/Co Mayo/Limerick City

Congress instructs the Executive to campaign for the abolition of the Universal Social Charge and to form alliances where possible with other unions to this end.

M. Pensions

212 Co Limerick (Amended by Dublin Colleges)

Congress instructs the TUI Executive to seek that all teachers' pensions be restored to pre-2004 levels and in particular seeks the restoration of the cuts to pensions in payment under FEMPI legislation.

N. Equality

218 IT Tallaght (Amended by Co. Wexford)

Congress instructs the Executive to campaign for legislative equality with regard to maternity and paternity leave. Success in such a campaign would lead to a culture shift which would be highly beneficial in promoting gender equality in all aspects of employment and in balancing family life for Irish citizens. Furthermore, Congress instructs the Executive to campaign for legislative equality with regard to the rights and entitlements of single fathers and to pursue an equality case if advised to do so.

221 Co Offaly/Shannon

Congress instructs the Executive to consult with the Equality Authority regarding the practice of penalising female teachers in relation to maternity related sickness. Following this consultation and acting on advice given the Executive is further instructed to pursue an equality case on this issue if advised to do so.

219 Dundalk IT/Cork Colleges

Congress instructs the Executive to research the gender inequality amongst senior academic grades in the IoTs and to put in place strategies to address this imbalance where it exists.



O. Casualisation/Part Time/Fixed Term

232 Executive Committee/Co Sligo/Dublin & Dún Laoghaire (Amended by IT Tallaght)

Congress welcomes the publication of the Ward Report and, in particular, the provision of job security to temporary/part-time teachers after 2 years. This report signals a significant step to address casualisation of the profession. However, TUI must now seek to make it mandatory that our members on less than full hours are offered all hours that become available in the school/scheme and in the colleges which they are deemed qualified to teach, prior to the advertising of such hours/positions. Priority must be given to those who hold a CID for less than full hours. Congress instructs the Executive to demand these provisions in continuing the campaign against the insidious proliferation of casualised jobs.

231 IT Tralee/Cork Colleges (Amended by IADT Dun Laoghaire)

Congress instructs the Executive to take action to halt the casualisation of academic staff and the use of private companies in the provision of lecturing hours. In the last five years there has been a significant increase in the ratio of part time to full time staff.

- CID contract holders and other temporary lecturers are not being presented with the opportunities to improve their contracts.
- In many instances these staff are not getting enough teaching hours to support themselves and their families and are becoming part of what is now known as the working poor.
- There is increased casualisation through the use of inadequately supervised or inexperienced post grads and private companies for the delivery of teaching. This is taking teaching hours away from professional lecturers.

Casualisation has resulted in an increase in the workload for permanent whole time staff because of the turnover of temporary workers in the system.

P. Education and Training Boards

239 Galway City

Congress instructs the Executive to work with ETBs to ensure that all TUI members are given the opportunity to obtain a full 22 hour contract. When hours become available in an ETB, should a member have the required qualifications, these hours should be offered, with due accommodation made if the hours are between centres, to a member who is not on full hours.



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244 Co. Longford

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

241 Co. Galway

Congress instructs the Executive to meet with the ETBI and demand that all CEs meet with each local Branch Officer board at least three times during the academic year. If such an undertaking is not given, Congress instructs the Executive to take all steps necessary to bring about regular engagement by CEs with local branches. Should such efforts be unsuccessful by 31 October 2015, Congress instructs the Executive to ballot members on industrial action.

Q. Education

263 Dublin & Dún Laoghaire

Congress instructs the Executive to issue a directive to all members prohibiting participation in peer evaluation following a ballot of the appropriate members.

259 Executive Committee (Amended by Dundalk IT)

Congress calls on the Executive to campaign against any attempt to remove national QQI certification. In common with the concerns over Junior Cycle reform, the union must not tolerate any reform that would devalue the standing of a national certification. It is wholly unacceptable that course providers, with the exception of the Third Level Sector, would award their own, local certification.

257 Executive Committee

Congress calls on the Executive to oppose vigorously any proposals to further increase the workload of members as a result of the development of new QQI quality assurance policies and procedures. TUI is the primary union representing members in further education and training in Ireland. Therefore, our members are vital to the implementation of Quality Assurance. Consequently, Congress insists that the Executive seek a formal consultation forum with QQI and ETBI.

258 Executive Committee

Congress instructs the Executive to conduct an independent study into the effects of student disruption in our schools/colleges/centres on both the education of our students and the health and welfare of our members.

R. Health & Safety

271 Dublin City

Congress instructs the Executive to seek that the welfare of members of this union who work in environments that are injurious to their health and safety is fully upheld and protected. Congress confirms that the utmost support at Head Office level will be given to members who come forward with complaints on health and safety issues relating to their working environment. Congress demands that culpability for indiscipline is not shifted onto individual teachers by a management which fails to discharge its responsibilities.

267 Executive Committee

Congress notes with concern an increase in bullying in the workplace and the fact that this behaviour

frequently is not reported until matters have deteriorated to a point where real damage to interpersonal relationships has been done. Congress instructs the National Executive committee to demand from the DES a series of training courses for members of school and college management on all aspects of bullying. Congress further demands that all employers immediately put in place training to assist all in recognising early signs of bullying and systems to address this.

S. Rules

There were no motions carried in this section.

T. Youthreach

289 Co Clare

Congress notes that Youthreach Co-ordinators and Resource Persons are integral members of the teaching staff in Youthreach centres. As such, Congress instructs the Executive to demand that the Department of Education and Skills extends the two-year qualifying period for a CID to be brought in line with the Ward Report for all teaching staff, including Youthreach Co-ordinators and Resource Persons.

290 Co Clare (Amended by Dublin City)

Congress instructs the Executive Committee to demand from the Department of Education and Skills the full recognition of the professional status as members of the teaching profession of Youthreach Co-ordinators and Resource Persons set out under Memo V7. Current attempts to remove the professional teaching status of Youthreach Co-ordinators and Resource Persons are not acceptable. Furthermore, it is essential that all current and future correspondence from the DES and ETBs in relation to Youthreach Co-ordinators and Resource Persons accounts for their professional status as members of the teaching profession and allows them and the students they teach the dignity and respect they deserve. Congress calls on the National Executive to support the important role and structure of Youthreach in the development of FE. We note that this government has eroded this work by the reduction of student allowance and attempts to divide workers here. Congress recognises the important work of resource staff as teachers and the erosion of good will of teachers/part-time teachers because of the implementation of Croke Park and Haddington Road Agreements.



294 Galway City

Congress instructs the Executive to negotiate on behalf of Coordinators and Resource Persons who work 37 hours weekly (including teaching up to 21 hours) to include mid-terms in the clause “with such short periods of closure as are permitted at Christmas and Easter” as per contract.

296 Galway City

Congress instructs the Executive to vigorously pursue the conversion of teaching hours of Youthreach resource persons (eligible for membership of the Teaching Council) to that of a teacher who teaches on the teachers’ common basic scale. Equal pay for equal work.

297 Co Longford (Amended Co. Wexford)

Congress instructs the Executive to demand that all Youthreach programmes are accountable to one body only – namely the Department of Education & Skills - and will have no requirement to be accountable to SOLAS or any other agency outside the Department of Education & Skills. As per the 2007 Value for Money Review, the TUI should seek for Youthreach to be equated with Post-Primary and not Further Education.

U. Occupational Health

313 Co Laois/Dublin City/Co Mayo

Congress condemns the practice where pregnancy-related sick leave is counted as part of the retrospection of sick leave prior to September 2014. Congress instructs the Executive to pursue an equality case in relation to this matter.

318 Co Galway/Cork Colleges/ Co Mayo/Co Cork

Any member who has to take sick leave as a result of an occupational injury acquired whilst carrying out their contracted duties should not have any such leave reckoned against their sick leave entitlements under the revised public sector sick leave scheme. Congress instructs the Executive to negotiate this exception with the relevant bodies.

310 Co Limerick (Amended by Dublin C&C)

Congress instructs that the TUI undertake a survey of members - present (and past where possible), who have had dealings with Medmark to ascertain their degree of satisfaction with Medmark and that as a result of the survey an agreed common policy be drawn up between TUI and ACCS with regard to referrals to Medmark.

316 Co Galway

While the new sick leave policy is retrospective for four years starting September 1st 2014 the provision for Critical Illness leave is not retrospective. Under the current policy (01-09-14) Critical Illness is covered under a separate type of sick leave. This means that if you fall critically ill you may be covered under a separate leave that will not affect your regular sick leave entitlement. However, this Critical Sick leave is not retrospective. So if you were critically ill during the last four year period you may have used up all your sick leave with no provision being made for critical illness. Some members find themselves with no sick leave left at all for the coming three to four years.

Congress instructs the Executive to enter into negotiations to address this anomaly. If one part of the new policy is retrospective, the entire policy should be retrospective.

V. Examinations

327 Co Longford

Congress instructs the Executive to demand that the setting, supervising and correcting of the Junior and Leaving Certificate Examinations are not, and will not, form part of a teacher’s contract.

326 Co Laois

Congress instructs the Executive to negotiate with the relevant authorities, transparent procedures in the selection process for Examination Aide.

W. Continuing Professional Development

329 Co Donegal/Co Meath

Congress notes the practice whereby CPD in some subject areas currently takes place at weekends. Congress deplores this unacceptable practice and directs the Executive Committee to begin immediate negotiations with the Department of Education and Skills to have this practice stopped. CPD should be undertaken during normal working hours and furthermore should be properly remunerated. (It was clarified that the CPD referred to in this motion is Departmentally sponsored CPD)

330 Co Mayo

Congress expresses the belief that all public servants should be treated equally with regard to the payment of travel and subsistence whether they be, T.D’s, Ministers, Elected Representatives, or teachers. This should be applied fairly and equally despite the fact that it may lead to an increase or decrease in rates.

331 Co Cork

Congress demands that equality of opportunity is afforded to all relevant teaching and resource staff when appropriate Continuous Professional Development (CPD) opportunities arise that are promoted and/or funded by the employer. ETBs should ensure that all relevant staff members are properly notified when training courses or other such programmes become available and are internally advertised by e-mail, text, web, notification or letter. Congress instructs the Executive to negotiate with the DES to underpin this

principle of equality in an appropriate or revised circular letter. The Executive should also demand that CPD that is employer promoted and/or funded should not be included as part of Assistant Principal interview criteria if the opportunity to avail of such programmes and courses is not offered to all relevant members of staff as the occasion for such training courses arises.

328 Galway City (4)

Congress instructs the Executive to demand from the DES that CPD is made available, and structured in a manner, to meet the ever changing needs of the teachers in the FE sectors of the TUI.

X. Miscellaneous

336 Executive Committee/Dundalk IT (Amended by Dublin Colleges)

Congress notes that there is a significant threat to Ireland's high quality public education system if education is not excluded from the Transatlantic Trade and Investment Partnership (TTIP), the Comprehensive Trade and Economic Agreement (CETA) and the Trade in Services Agreement (TISA) negotiations.

If education and other public services that are intrinsic elements of the social contract are included in the TTIP, CETA and TISA, the capacity of the Irish government to frame public education policy across all education sectors and/or policy in relation to other critical public services, in a manner that best serves the public good, will be unacceptably limited. Congress also regards Investor State Dispute Settlement (ISDS) mechanisms as an affront to democracy and trenchantly opposes their inclusion in the TTIP, CETA and TISA.

Congress therefore instructs the Executive Committee, in conjunction with other unions, as appropriate, to call on the Irish government to demand the exclusion of education and all public services from the TTIP, CETA and TISA negotiations and to demand that ISDS mechanisms not be provided for in the TTIP, CETA and TISA. Congress further instructs the Executive to engage, through Education International/ETUCE, in lobbying in respect of these and other matters of concern to which the TTIP, CETA and TISA discussions give rise.

Emergency Motions Carried

EMERGENCY MOTION NO. 1 Dublin Colleges / IT Tallaght / IADT Dun Laoghaire / Dundalk IT / Waterford City / IT Carlow / Dublin City / Co. Wexford

That this Congress congratulates Mandate Trade Union in taking action to bring to an end the disgraceful conditions – including Zero-Hour Contracts – operated by Dunnes Stores.

In showing our solidarity with the Dunnes Stores workers, we call on our members to not pass pickets when placed on the Stores and this Congress calls on the Executive to donate at least €5,000 to Mandate Union to support this action.

EMERGENCY MOTION NO. 2 Executive Committee / St. Angela's College / Co. Monaghan / Co. Cavan / Dublin City / Co. Limerick / Limerick City / Waterford City / Co. Cork / Co. Laois / Dublin Colleges / Athlone IT / Limerick Colleges / Donegal Colleges

Congress fully supports a YES vote in the Marriage Equality Referendum in the context of the TUI's commitment to equality for all.

EMERGENCY MOTION NO. 4 Executive Committee / St. Angela's College / Co. Mayo / Dublin Colleges / Dundalk IT / Co. Wexford / Co. Carlow / Cork City Schools / Dublin & Dún Laoghaire / Co. Donegal / Co. Kilkenny / Athlone IT / Dublin City / Co. Laois / Donegal C&C / Donegal Colleges / Cork C&C / Dublin C&C / Co. Westmeath / Co. Kildare / Limerick Colleges / Co. Offaly / IT Tallaght / Co. Leitrim / Co. Clare / IT Tralee / Tipperary SR / Co. Waterford / Co. Meath / IT Sligo / Co. Limerick / Shannon / Co. Wicklow / Co. Monaghan / Co. Cork / Cork Colleges / Galway-Mayo IT / Galway City / Co. Cavan / Co. Sligo / Co. Louth / IT Carlow /

Limerick City / Co. Kerry / IADT Dun Laoghaire / Co. Galway

St. Angela's College, Sligo will be incorporated into NUI Galway before the end of 2015.

Staff at St. Angela's College have repeatedly requested that legitimate concerns with regard to contracts, terms and conditions of employment, be addressed through collective negotiations between unions and management of both institutions. This request was denied and an agreement was signed by management in St. Angela's

College and NUIG.

As a result of this, staff were balloted for industrial action and are currently involved in an industrial dispute. Lecturers in St. Angela's College have been advised that NUIG will not recognise the TUI as the trade union representing them and have to date refused to engage in negotiations with the TUI.

Congress demands that the Executive utilises the necessary industrial relations tools to insist that management of NUIG and St. Angela's College meets with and negotiates with the TUI to ensure as far as possible that the terms and conditions of employment of lecturers in St. Angela's College are protected in the incorporation into NUIG and that they are represented in that process by their union, the TUI. It is important that a precedent is not set whereby unions in situations of incorporation/mergers are excluded from negotiations.

EMERGENCY MOTION NO. 5 Dublin C&C / Waterford City / Birr-Gallen / Boyne Area C&C / Cork C&C / Dublin & Dún Laoghaire / Co. Kerry / Co. Kildare / Dublin City

Congress instructs the Executive to send a message expressing our support and condolence to the Joseph-Koenig Gymnasium in Haltern-am-See, Germany.

EMERGENCY MOTION NO. 7 Co. Monaghan / Co. Wexford / Co. Louth / Co. Meath / Waterford City / Co. Donegal / Dublin Colleges / Co. Limerick / Co. Cavan / Dublin & Dún Laoghaire / Galway City / Co. Roscommon / Co. Laois / Co. Offaly / Dublin C&C / Co. Mayo

Congress calls on the Executive and Officials to seek to have Section 44(3) of the 2013 Education and Training Board Act which states "the Chief Executive or a member of staff of an Education and Training Board, other than a member of staff appointed as a member of the Board under Section 30(1)(b), shall not be a member of a committee of that board", deleted or amended in order to allow ETB staff to partake on committees of their ETB.

As this part of the 2013 ETB Act currently stands, no staff members of an ETB may serve on any of its boards with the exception of the two elected staff representatives.

Motions Referred

7 Donegal C&C

Congress calls on the Executive to demand that the pupil/teacher ratio is not increased in the future, so that a safer teaching and learning environment is provided in our schools colleges and centres.

RESULT Referred

9 Conamara

Congress instructs the Executive to negotiate with the DES, that the Croke Park hours be given more constructive use i.e. recognition for professional development outside of school hours to be nationally recognised.

RESULT Referred

11 Co Mayo

Congress instructs the Executive to legally challenge a discrimination case against teachers applying for management positions, i.e. the requirement to have held an Assistant Principal or Special Duties position. This discriminates against teachers with shorter service by automatically disqualifying them as there has been a moratorium on posts of responsibilities since 27th March 2009, and teachers who have commenced work since then cannot meet that criteria.

RESULT Referred

19 Co Monaghan

Congress calls on the Executive, as a matter of urgency and in line with the Croke Park Agreement, to allow TUI officials to negotiate for a voluntary transfer scheme for teachers on a national basis where a teacher who wishes to move from one part to another part of the country may do so without any break in service, without any change to their permanent or CID contract and without any loss of post of responsibility. This should take place before any compulsory transfers. This would give teachers similar rights to Civil Servants.

RESULT Referred

1 Dublin C&C

Congress instructs the Executive to negotiate with the Department of Education and Skills so that the payment of RPT contracts commences on the start date of the standardised school year.

RESULT Referred



110 IT Tallaght/Dublin Colleges

Congress instructs the Executive that an editorial board, with the role of overseeing the content of TUI News (Special and General), be established at the first meeting of the Executive following this Congress and that the editorial board will operate as follows:

- The editorial board shall consist of the President, General Secretary, and not less than three other members of the Executive, none of whom is an officer of the union.
- The editorial board shall be chaired by the President, who shall have a casting vote in the event of a tie.
- The General Secretary shall not have a vote.
- The quorum for a meeting of the editorial board shall be not less than four.

RESULT Referred

196 Co Donegal(x2)

Congress directs the Executive Committee to prioritise any restoration of pay and conditions in the following order:

1. all members be put on the pre 1/1/11 pay scale and pensions arrangements
 2. all members' pension entitlements be restored to pre 1/1/2004 terms.
- This is an opportunity for our union to atone for the inequitable cuts levelled at our members.

RESULT Referred

201 Executive Committee

Congress notes the consistent evidence of on-going recovery in the national economy and the disproportionate contribution of workers to that recovery throughout the years of the austerity agenda. Congress therefore instructs the Executive Committee to formulate a pay claim, in collaboration with other unions, based, in the first instance, on the:

- phasing out of the public service pension levy (PRD - pension related

deduction) and the Universal Social Charge with a view to their eventual abolition

- establishment of income parity for those employed since January 2011 (and also, in the case of teachers, since February 2012) with their colleagues employed prior to 2011.

RESULT Referred

304 Limerick City/Galway City

Congress instructs the Executive to demand that where Youthreach Co-ordinators and Resource Persons are appointed to teaching posts that their teaching service in Youthreach is fully recognised for incremental credit purposes and also that Youthreach service is fully recognised for the purposes of meeting the service threshold for eligibility to apply for principal and deputy principal posts.

RESULT Referred

EMERGENCY MOTION NO. 6

Co. Cork / Cork City Schools / Co. Louth / Co. Limerick / Co. Sligo / Co. Kerry / Dublin City / Co. Kilkenny / Co. Carlow

Congress notes the Minister for Education and Skills recent decision to proceed unilaterally with Junior Cycle reform which TUI considers ill-judged, inimical to national standards and without the agreement of the membership of TUI or indeed ASTI.

Added to this is the continuing moratorium on posts of responsibility, the elimination of career guidance and counselling and other cuts in education. This Congress instructs the Executive to recommend that members desist, from a specified date, and for a specified duration as deemed appropriate by the Executive Committee, from engaging in additional extra-curricular and co-curricular work in order to attract greater public attention to our fundamental opposition to the proposed Junior Cycle reform programme. This measure would work in parallel with other industrial action.

RESULT Referred



◀ Some members of **Congress Organising Committee 2015** and others who played a part in organising this year's event: (l-r) Stephen Dunne, Maura Cottrell, Seamus Lahart, Eleanor Parks, Kate Moran, Eleanor Reddy, Ann Mulcahy, Lesley Conville.

Not pictured: Nadia Johnston, Michael McNulty, Jacquie Murphy, Miryam Winters, Richie Byrnes, Orla Kirwan, Bob Healy and members of the Co. Wexford Branch who helped pack the delegates' bags. Thanks are extended to all for their hard work in ensuring that everything ran smoothly.

▶ **Standing Orders Committee** pictured at Congress 2015 (l-r) Bill Kavanagh, Mervyn Griffin, Barry McIntyre, Sean Hehir, Maura Carroll and Tim Corcoran. Members of the committee are sincerely thanked for their crucial role before and during the conference.



◀ Photograph from a recent **Co Longford Branch retirement function**. Back row: Michael Gillespie, John MacGabhann, Anton Glynn, Hugh Campbell, Gerry O'Neill, Michael Lyons, Brian Hyland and Denis Magner.

Front row: Teresa Victory, Rosaline Lardner, Joanne Irwin, Mary Farrell, Dominique Vion and Linda Doorley.

RMA News

As Christy Conville indicated in the last issue of TUI News, he stepped down as Secretary of the RMA at the end of January. It is my privilege to replace him, having been nominated and voted in at the February meeting of the RMA's Management Committee. Christy continues in his role as Secretary of the Alliance of Public Servants and is also continuing to organise RMA Breaks. I would like to thank him for his many years of service as Secretary of our Association on my own behalf and on behalf of the Management Committee.

The 2015 Spring break was in Westport towards the end of March. We were treated royally in Hotel Westport, and it was great to see old friends and some new participants there. The tour on Wednesday took the group to Lissadell House – the Co Sligo home of the Gore-Booths. This was a truly interesting visit. The house opened specially for our tour and lunch was included. Thursday's tour took the group to nearby Westport House, which again proved very rewarding.

Since last October, the Alliance of Public Servants has been organising regional meetings, in order to inform members of the issues and to lay the foundations for a lobbying campaign. So far, meetings have taken place in Limerick, Enniscorthy, Athlone, Cork, and Galway. All these meetings have been very well attended by members of the constituent organisations, and we would urge RMA members to support further meetings as they happen. Details of upcoming meetings are available on the website: www.rmatui.ie



LAST YEAR'S RMA AGM

The RMA was represented at the TUI Congress in Wexford by the Chairperson Jim McCarthy and myself. We were particularly pleased with the participation and attention of the delegates to the section on Pensions on Tuesday afternoon, as several speakers addressed the important issue of pension restoration, and the necessity to treat retirees uniformly – anomalies have arisen in pension provision because of differing schemes operating from different dates.


In introducing Jim McCarthy's address, TUI President Gerry Quinn announced the approval by the TUI Executive Committee of observer status at its meetings for a representative of the RMA. Representation will be confined to areas of interest or concern to the RMA. On behalf of the Management Committee, I want to thank the President and the General Secretary for facilitating this arrangement.

In his address to Congress, Jim McCarthy adverted to the unequal treatment of retired public servants in the way USC is deducted from pensions when compared to the private sector. He called for the continued support of the TUI for the Alliance of Retired Public Servants in its campaign to restore our pensions and eliminate the USC inequity. He also referred to a resolution passed at a previous TUI Congress which would, in the view of the RMA, amount to discrimination against RMA members on the grounds of age if implemented. The resolution sought to ban retired teachers from participating in Examination supervision and/or correction, and failed to recognise that many retired teachers need such work because of early retirement on health grounds or diminished pension entitlements because of short service. The issue has been the subject of correspondence between the RMA and the TUI.


The RMA continues to grow and develop - there are now fifteen RMA branches. The Louth branch and the South East branch are the most recently formed. The South East branch serves members in counties Kilkenny, Waterford, Wexford and parts of Tipperary. The only counties not currently served by a branch are Wicklow, Laois, Cavan and Monaghan.

This year our AGM is again in the Kilmurry Lodge Hotel in Limerick. We would urge as many members as possible to attend and a very attractive package has been negotiated with the hotel which includes the option of an extra night. The AGM is on Wednesday May 27th at 10.00 am. The booking form is available on the website. Branches and members wishing to submit motions had to do so before April 27th.

Martin Hoye, RMA Secretary



ICEP europe
Institute of Child Education and Psychology



COLLEGE PRESIDENT
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Professional Certificate / Diploma in Special and Inclusive Education
Awarded by Dublin City University at Level 9

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Admissions, St. Patrick's College
Tel: (01) 8842025 Email: courseinfo@spd.dcu.ie Web: www.spd.dcu.ie

ICEP Europe
Tel: (01) 6510618 Email: info@icepe.eu Web: www.icepe.eu





This programme was funded by the Special Education Support Service, Teacher Education Section, DES, under the National Development Plan

TUI in the media

A focus on some of the issues raised before and during Annual Congress 2015.



Apprenticeships are a vital rung on the ladder – Irish Independent 13/4/15

'Yes, apprenticeships are on the way back. Solas is predicting nearly 3,000 new apprentices this year, more than double what was on offer in 2012,' said TUI Assistant General Secretary Aidan Kenny.

'We are awaiting the report of the recently established Apprenticeship Council, which put a call out to employer for new options and we would hope that the opportunities that will emerge will include areas such as professional chefs, culinary arts and childcare.'

'The Irish apprenticeship model has been proven to be a world-class system, as evidenced in the World Skills Competition, where there were gold medals aplenty winging their way to Ireland.'

Fears cuts to further education will result in dumbed-down courses – Irish Independent 10/4/15

'A teachers' leader has warned that courses taken by about 50,000 post-Leaving certificate students and the unemployed every year run the risk of being dumbed down because of rationalisation in the further education and training sector.'

An increasing reliance on private providers to run courses is expected as Education and Training Boards (ETBs) take over the training functions of the former State agency, FAS, under the umbrella of a new State body called SOLAS.

Teachers Union of Ireland (TUI) vice-president Joanne Irwin said they were concerned that this would lead to a fall in educational standards'.

Standing ovation for Minister as she defends Sligo college staff – Irish Times 9/4/15

'Minister for Education Jan O'Sullivan has backed demands by staff at St Angela's College, Sligo, to be consulted directly in talks on their merger with NUI Galway NUI in an intervention that received a standing ovation at the TUI conference. Ms O'Sullivan told delegates, "I firmly believe that staff and their unions should have the right to be consulted and provided with information on any proposed changes to their employment."'

No break in Junior Cert row as Minister meets union – Irish Independent 9/4/15

'TUI president Gerry Quinn told the minister that she could not proceed with implementation of the Junior Cycle changes as long as teachers "willingly and enthusiastically implement the non-co-operation directives".'

Minister urges teachers to attend junior cycle training despite unions' orders – Irish Times 9/4/15

'The TUI president took a swipe at management bodies which were like the "nodding dog" in the back window. "No matter how many changes are made they just keep nodding."

And invoking educationalist Paulo Freire to challenge the ideology underlying the reforms, he urged the Minister to stand back and "think of what the founders of the Labour Party would have thought of you trying to proceed hand in glove with management bodies to implement, in the words of Freire, 'a cultural invasion', against the will of the workers".'

Earlier the TUI passed a number of motions reiterating its opposition to school-based assessment, particularly the plan to assess English students from next year on an oral presentation.'

RTE's Drivetime programme 8/4/15

Minister Jan O' Sullivan: 'I would like to pay tribute to TUI members. They were very respectful and professional. They made their points but certainly listened to me and I very much respect that and thank them for it.'

RTE's Today With Sean O' Rourke 8/4/15

TUI members talk about their Junior Cycle concerns:

Olive O'Connell, Dublin & Dún Laoghaire branch

'I'm an English teacher so it has a very serious effect on me in the classroom. I've been asked to deliver a new course without any adequate training, without any adequate resourcing and without proper information from the Department as to how it would run.'

Declan Flanagan, Co Longford branch

'When changes are being made in order to save money, it's not an investment in the future, it's actually bringing down standards.'

Shane Curtin, Co Limerick branch

'The major question at the moment is about how well this is going to be resourced and whether or not a fair system will be preserved and protected.'

Executive Committee member William O' Halloran discusses third level issues:

'Since the financial emergency, we've had an increase in student count and a decrease in staff headcount. This has led to an increase in staff stress levels. We want the minister to acknowledge that the two hours flex will cease at the end of the Haddington Road Agreement. We would also like her to put pressure on the Institutes of Technology to address the problem of casualisation in the sector. We have many members who have less than full hours. In many cases they have half hours or quarter hours. These people do not want hours, they want a job. They want to be able to make a living.'

Union President Gerry Quinn on casualisation:

'Years ago, most teachers when they entered the profession got full time permanent positions, subject to interview, but that has become a rarity.'

John MacGabhann, RTE's Morning Ireland, 8/4/15

'What we are looking for is pay restoration in the first instance. We need to address the discriminatory so-called pension levy. It is a misnomer because it has nothing to do with pension, it was simply a means of implementing cuts.'

We also believe that Government should move to close the pay gap that was opened between teachers who are in the system a number of years and those who entered the profession later. TUI have already nailed our colours to the mast and stated that equalisation is a priority. Cheeky, would be a polite term, were Government to suggest that they were to get productivity for what they have plundered.'

Gerry Quinn, Newstalk's Breakfast programme, 7/4/15

'We have a crisis in the profession - we have income poverty, particularly for younger teachers and lecturers, and we have the emerging problem of the bureaucratisation of the teaching profession. 30 percent of teachers are employed on a part-time basis, and some of them struggle to survive in teaching.'



GERRY QUINN BEING INTERVIEWED AT ANNUAL CONGRESS 2015

Half of young teachers work part time – *Irish Independent* 7/4/15

‘One-in-two second-level teachers under the age of 30 have only part-time jobs, according to the Teachers Union of Ireland (TUI).

Many of them are struggling to get by and meet even the most modest financial commitments, said TUI president Gerry Quinn.

He said where once teachers, and lecturers in institutes of technology, applied for full-time, permanent positions, for several years now they have been applying for fragments of jobs with no guarantee of being retained from year to year.

To make matters worse, teachers who entered the profession from 2011 are on a severely cut salary scale, he said.

The TUI president said casualisation created instability for everybody in the school, not least students who were often taught by a succession of teachers in a given subject area over the course of the Junior or Leaving Certificate cycles.

“In terms of consistency of provision, this is undesirable, unacceptable and damaging,” he said.

What teachers want: where should a bigger budget go? *Irish Times* 7/4/15

Barry Williams, TUI Executive Committee member

“If we are not careful we will have a massive flight of young teachers from the profession, as is happening in the UK. But if we reward our young teachers, they will reward the system with loyalty and commitment.”

Shane Curtin, Co Limerick Branch

“It’s a constant challenge, but resources in areas like learning and language support must be maintained and developed. We must also reverse the cuts in guidance counselling so all students will get the

one-to-one assistance they need in choosing a career and getting pastoral care.”

Anne Courtney, IT Tralee Branch

“Casualisation is a scourge. Picture this: your child has studied for years at third-level and graduates with a master’s or PhD. You hope she gets a very good job from her years of study and research. She wants to teach, and is full of ideas and enthusiasm for her subject area and how she wants to impart it. She gets part-time work at an IT. She hopes this will lead to a full-time job. Over three years later, if she is lucky, she has a contract of indefinite duration of five hours per week and has to compete with many others for additional part-time hours. Competition is high. Sometimes she gets the additional hours, sometimes not. She has just a fragment of a job.”

Lecturers experience high levels of work related stress – *Irish Independent* 6/4/15

‘Lecturers in institutes of technology are experiencing high levels of work-related stress as a result of cutbacks, additional working hours and rationalisation measures in the sector, according to the Teachers’ Union of Ireland (TUI).

One of the main causes is the impact of the so-called “flex hours” - two additional hours lecturing given per week by members for the duration of the Haddington Road Agreement on public service productivity and pay, the union says.

According to TUI general secretary, John MacGabhann, the delivery of these two hours of lecturing requires an additional six hours to include subject/curriculum development, research, preparation work and the development of assessment of examinations material.

Mr MacGabhann was commenting on findings of a recent TUI survey among lecturing staff in the institutes.’

Extra two hours lecturing a week adds to college stress levels – *Irish Times* 6/4/15

‘College lecturers have claimed the imposition of two extra hours’ lecturing time each week under the Haddington Road agreement is adding considerably to workplace stress.

The Teachers’ Union of Ireland says the delivery of the two hours requires an additional six hours of curriculum development, research, preparation work and the development of assessment of examinations material.

A survey of lecturers at institutes of technology who are represented by the union found the imposition of these “flex hours” was the leading source of stress among 14 possible indicators.’

Paperwork means less teaching time: TUI – *Irish Examiner* 4/4/15

‘Extra hours, preparing classes, and student corrections are among the heaviest duties for second-level teachers, who have almost all seen their workload increase significantly in five years, a survey suggests.

The Teachers’ Union of Ireland (TUI) say the findings reflect the impact of years of cutbacks that have seen growing administrative work take away from their core teaching duties.’

Technology is increasing teachers’ workload, survey shows – *Irish Times* 3/4/15

‘TUI general secretary John MacGabhann said the frustration of teachers was a culmination of cutbacks over the last seven years.

“The pupil-teacher-ratio has been worsened, middle-management structures have been substantially dismantled and supports and programmes that benefited vulnerable students have been abolished or cut back.

“On top of this, the volume of legal and reporting demands imposed on teachers has grown exponentially.

“Indeed, capacity at teacher and school levels to deal with new additional work was among the key factors for teachers in giving an overwhelming mandate for industrial action against the roll-out of the framework for junior cycle.”

A common complaint of TUI members, who were being surveyed ahead of their annual congress next week, was the poor use of Croke Park hours. These hours can only be used for a narrow range of tasks under the deal, including supervision and subject planning, and some of those surveyed said they should be used for administrative and other duties.’

