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TUI ANNUAL CONGRESS 2021

*Unity is strength
Ní neart go cur le chéile*



#TUI21

A Word from the President – Martin Marjoram

CONTENTS:

- p.2 A Word from the President
- p.4 Annual Congress 2021 – General Secretary’s Address
- p.6 Annual Congress 2021 – President’s response to Minister Harris
- p.8 Annual Congress 2021 – President’s response to Minister Foley
- p.10 Post-Primary and Further Education and Training survey findings
- p.14 Third level survey findings
- p.16 Annual Congress 2021 - Minister Foley acknowledges Accredited Grades system does not represent a precedent
- p.17 Annual Congress 2021 – Minister Harris becomes first DFHERIS Minister to address conference p.18 TUI in the media
- p.21 Annual Congress 2021 – Full report
- p.34 Update on Curriculum Development
- p.35 RMA News
- p.36 Crossword with €250 prize

Dear Members,

The conclusion of TUI’s Annual Congress has been followed by still further intense work and activity, both by you the members in your classrooms, laboratories and homes, and by your representatives and officials in intensive negotiations and representations on your behalf. Across all sectors, TUI members continue to exemplify the finest values and traditions of the Irish Public Service in maintaining quality education and support for our students.

TUI Congress 2021

I wish to record my thanks to the hard-working TUI team, to the Standing Orders Committee, and to our service providers for delivering a professional and successful remote Congress; to the many delegates who gave generously of their time during the most intense year of our working lives; and to my colleagues on the Executive Committee for their work

and support, particularly Vice President Liz Farrell who took on a large portion of the Chairing duties. While hoping fervently for a return to a physical setting next Easter, there may be lessons and potential improvements to be taken from our experience of remote Congresses.

Pay Discrimination

Congress 2021 reaffirmed some of TUI’s most important policy positions, most significantly with regard to our abhorrence against, and determination to end, the scandal of pay discrimination a full decade after it was first inflicted. We remain committed to supporting the provision of a quality education service across multiple sectors through securing in the first instance permanent employment on decent terms and conditions for the committed, hard-working and highly qualified educators we are proud to have in our membership.

EDITORIAL

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Processes are continuing and will hopefully deliver positive results for members including Adult Literacy tutors, researchers, and Youthreach coordinators and resource persons. Precarious employment, crushing workloads, bureaucratic overload, the unacceptable continuation of numerous austerity measures, and the all-prevailing shortage of the funding necessary to deliver the education system this nation needs and deserves returned as key themes. TUI's absolute commitment to education as the most effective response to economic disadvantage and our determination to campaign hardest for those in greatest need, especially those with Special Educational Needs, were as always central to our debates and deliberations.

Surveys of members prior to Congress confirmed and highlighted your deep and ongoing concerns with regard to significant elements of the Congress agenda, including pay equality and the extraordinary measures adopted on a no-precedent basis as part the COVID-19 response. TUI has expressed its disagreement with the Government decision to offer Accredited Grades as a choice for this year's Leaving Certificate class, as well as our disappointment that the externally assessed additional components of assessment will not factor into the Accredited Grades process. We remain hopeful that a large proportion of students will sit the examinations in June. It is vital between now and then that every member of school communities adheres to COVID-19 mitigation measures and that no needless risks are taken, such as in the organising of unnecessary gatherings or large group activities.

Ministers for Education

For the first time, TUI Congress was addressed by two Ministers for Education. While honoured to respond to the Ministers on your behalf, I am acutely conscious that speeches are just one important element in the ongoing and detailed engagements and negotiations which advance your interests. We were delighted that both Ministers accepted our invitation and look forward to welcoming them to a corporeal Congress next year.

Vaccinations

The unheralded and abrupt change to the vaccine allocation groups, and the poor Government communications around that decision, cast an unwanted shadow over our Congress. As with the rank ordering data for Calculated Grades, previous commitments and understandings from the Department, on which TUI members in good faith based their decisions and cooperation, were unceremoniously overthrown. We have made clear our dissatisfaction with the unpredictable and disorderly approach of Government to the formulation and communication of policy on vaccinations. In concert with the INTO and the ASTI we have sought high-level engagement, with a particular focus on risks related to pregnancy and non-standard classroom settings such as special schools and special classes.

Building Momentum

Plans are advancing with regard to the formulation of Building Momentum Action Plans for various sectors of the Public Service. TUI will insist on absolute adherence to the oft-repeated no-precedent assurances from Government and Department



TUI PRESIDENT, MARTIN MARJORAM

sources regarding extraordinary additional workload and changes to work practices necessitated by the COVID-19 crisis. The ending of disgraceful pay discrimination is our key focus with regard to the use of the 1% sectoral bargaining fund provided for in the agreement – discussions with other unions and Government Departments will commence shortly.

This issue provides a full record of the decisions of Congress 2021 which your Executive Committee will now bring into negotiation and implementation. I extend my best wishes for the health and happiness of you and your families for the remainder of the academic year and a well-earned rest over the summer.

Martin Marjoram

‘TUI members showed by action and accomplishment that they were capable of adapting, learning new skills and responding to the needs of our students and learners during the pandemic’

In his address to Annual Congress 2021, TUI General Secretary Michael Gillespie outlined the Union’s key priorities across a range of issues. Some key messages are set out in the summary below.

Introduction

Once again, we meet in a virtual setting owing to COVID-19. However, it is great to see Congress return to its traditional post-Easter slot this year. All going well, the TUI will return to a corporeal Congress in 2022 with the in-person debate and the social interactions that we all miss and now appreciate more than ever.

Pandemic

The increased workload, the systemic change, adoption of new emergency work practices and changes in our physical workplaces all happened almost overnight. However, TUI members showed by action and accomplishment that they were capable of adapting, learning new skills and responding to the needs of our students and learners during the pandemic as those needs arose.

For that, you should all be complimented.

Inequality magnified

The pandemic has taught us many lessons, one being that inequality is endemic in our society. The pandemic did not create inequality, but it did magnify it. This did not surprise our members - we have seen it and worked against it for years. Maybe we might be listened to now. To tackle educational inequality effectively and decisively, society must invest in education as a public service and a key aspect for our future wellbeing.

School Design

There must also be a fundamental reappraisal and a new conceptualisation of what a school should look like. School design will now have to take account of what we have learned.

We always knew that ventilation and air quality were important. We now know just how important. Students learn better and teachers teach better when air quality in the teaching space is of a good standard. It has never been a requirement in our classes, but it must be now. This is a structural problem which can and must be addressed.

Education – A ‘New Deal’

Today on your behalf and on behalf of the students we serve I am calling for a “new deal” for education and the sustained

targeted investment that is required to make the changes that a new deal would deliver.

Something else we learned from the pandemic is that broadband must be provided to every household. Being connected has its challenges but not being connected is a new species of disadvantage, an impediment to progress at an individual, family and community level. Broadband must be a national asset rather than a private asset to be monetised. Dependency by the state on the private sector has authored failure in housing, health care, and now in broadband. A fundamental reappraisal of this approach is overdue.

No Precedent

An absolute commitment that Leaving Certificate and Junior Certificate Examinations will run in 2022 and a clear acknowledgement that this year’s examination arrangements are being carried out by teachers on a no precedent basis is expected from Minister Foley.

Emergency measures only

Teachers have shown commitment, adaptability, and resilience. They did so on the basis that these emergency arrangements would not set a precedent. This “no precedent” approach was agreed by Government and by the Department. We note the chorus of consultants now calling for the temporary arrangements to be made permanent.

Let me tell you: they will be waiting. We are not here to allow opportunistic dreams to come to fruition. We will not be fooled into accepting as permanent what we agreed to be temporary. We will not countenance the abandonment of the written, state certified exams, externally set and assessed. TUI will not yield to demands for a year-round, 24/7 work pattern.

Branch Meetings – moved online

The way TUI interactions occur has changed this year. As in other areas, Branch meetings went online and, very notably, attendance has increased. TUI purchased Zoom licenses and Zoom has become the TUI platform of choice. At Zoom Branch meetings members attend



TUI GENERAL SECRETARY MICHAEL GILLESPIE

from their own homes. This experience will influence how TUI engages and interacts with members in the future.

Lack of Career Progression

Apart from the administrative and bureaucratic overload that is swamping function for our Principal teachers and Deputy Principals, the suppression of posts of responsibility has created a barren landscape for teachers in terms of career progression. Putting it simply, for most teachers there is no career progression. This has caused an entirely predictable and justifiable anger and dissatisfaction amongst our members. The TUI expects a real and measurable process of restoration of posts of responsibility to be put in place and one that will operate to a quick timeline.

New Entrants/Pay Inequality

Delegates and guests, I want you to consider the effects of pay discrimination against those who entered the profession since 2011. A palpable anger at this gross injustice remains in place. Politicians of all parties bemoaned the injustice but have done nothing to eliminate it. The victims of this injustice are our members, your colleagues, friends, and relatives. New entrants worry about precarious work, are anxious about bills and loans that must be paid, the extortionate rents that are demanded and feel a deep sense of frustration that reasonable and legitimate life decisions cannot be taken or must be

delayed. These victims are intelligent, highly educated professionals, many of whom, entirely logically, make the decision not to stay victims. They decide - because they have transferable skills - to leave the profession or to leave the country.

Teacher Supply Crisis

This scandal of discrimination has created the crisis in teacher supply and retention. There is a clear cause and effect. There is a clear remedy: end the discrimination and end the crisis. Pay the same professional rate; establish pay equality. Do it now because it is the right thing to do.

Minister Foley should state unequivocally that pay equality will be reinstated and must say when this will happen.

Building Momentum

The Executive Committee recommended that the "Building Momentum - Public Service Agreement 2021-22" not be accepted because it does not end the injustice of pay discrimination against our members appointed since 2011. The TUI's campaign for pay equality will therefore continue. The TUI did recognise that the agreement provides the first actual pay increases for public servants in more than 10 years.

The Public Services Committee of ICTU, by the aggregate vote of affiliate unions, has recorded that it is accepting the Building Momentum Public Service Agreement 2021-22.

The position notified by the TUI is that we agree to be encompassed by and will not repudiate the "Building Momentum Public Service Agreement" and TUI members will therefore benefit from the pay increases.

Building Momentum – Sectoral Bargaining

A Sectoral Bargaining process will commence shortly which will allocate the equivalent of 1% of pay to a fund that is available within the agreement. This 1% is in addition to the two 1% pay increases that will be paid in October 2021 and October 2022. TUI is committed to the elimination of pay discrimination against new entrant teachers and lecturers. Therefore, as far as teachers are concerned, TUI has unambiguously prioritised the payment of the HDip/ PME allowance to new entrants as a key demand from the sectoral bargaining negotiations. If our colleagues in other unions have a different priority that is their business.

Technological Universities

There are problems associated with moving from Institute of Technology to Technological University status. However, there are far bigger problems associated with not moving to TU status. Just ask

our members in Dundalk Institute of Technology and IADT. Expeditions into the wilderness by certain Presidents have delayed and impaired progress for these institutes. Both DKIT and IADT must be accommodated and assisted by the HEA and the Department to become part of Technological Universities. No President's delusions of grandeur must be allowed to scupper legitimate aspirations or to impede the hopes of an entire region.

TUI will not accept theories about institutional autonomy that seek to dismantle centralised processes for IR bargaining. This is, of course, not to suggest that the functioning of the current IR forums is smooth and efficient. It is not.

Disregard TUI at your peril

TUI is clear in warning managements of both recently formed and soon to be formed Technological Universities not to seek to disregard TUI. We will not be swept aside by a new broom management. There are agreements that management must respect and implement; procedures that have been negotiated and that must be applied. There is engagement that must occur if respectful relationships are to be built and maintained between the TU management and the academic staff represented by the TUI. If not, TUI will act and act decisively.

Review of Lecturing

The Third level workload and contact time is unsustainable given increased student numbers and the changes in process. A clear path for advancing the review of lecturing, building on the first module completed by Prof. Tom Collins, is needed.

Apprenticeships

TUI welcomes the recently announced move into the CAO process of apprenticeship applications but must be and wants to be consulted about future development of the plan.

TUI is the only organisation involved across the whole process of apprenticeships - from encouraging it as a pathway in our post primary schools and other education facilities to providing training in ETBs, IoTs and TUs.

Further Education Issues

The TUI represents a variety of grades in ETBs, including AEO, CEF, Youth Officer, Adult Education Guidance Counsellor, ETB Directors. Therefore, the current negotiations on Organisation Design of ETBs are important to our members. The slow approach and questions as to how this fits into DFHERIS are concerning but be assured, we will push for structures that appropriately reflect the roles and responsibilities.

Maintaining and enhancing staffing and allocation in FE colleges is a priority. When the Pandemic ends there will be obvious demands for Further Education opportunities and the Government has already committed to this in terms of financial support needed. FE needs to be well placed to respond to the opportunities and needs when the pandemic is over.

Adult Education

TUI has long-standing issues in relation to Adult Literacy Tutors. The Department refuses to provide our members in Adult Education services with an appropriate and fair career structure and pathway. There has been an appalling unwillingness to recognise the critical importance of adult education for so many of our neighbors and citizens.

International Studies such as PIAAC make clear that Ireland needs to prioritise Adult Education. Minister Harris can make a real and lasting difference. I urge him to seize that opportunity. There needs to be a conclusion of the process agreed under the LRA Chairman's Note for all Adult Tutors.

Youthreach and VTOS

The TUI has lost patience with the Department and SOLAS regarding the unconscionable delay in providing assurances about the future of Youthreach and of VTOS provision. These programmes deserve and need official affirmation from the new Department and sustainable structures. Mr. Harris has quite rightly been complimentary of Youthreach and has met them virtually. That must be welcomed.

In relation to Youthreach, there is a need now to recognise explicitly that what our members provide to learners is education, that those providing it are teachers and are teaching. It is up to the new Department now to show that the disdain for and the neglect of this group are over.

Additional funding/supports for students who have fallen behind because of COVID-19

It makes no sense to TUI that students are supported in Post Primary Schools with resource hours and other supports, but that this does not follow them into Further and Higher Education. The new Department has an opportunity to provide enhanced links between FE and IOTs/TUs - to facilitate access, transfer, and progression.

Membership increases

Our membership has grown to where TUI now has more than 20,000 members and that is also thanks to you and your involvement in the recruitment of new members. This membership is the reason that the Annual accounts show that the Union is in a sound financial position.

‘There were extraordinary efforts by our members in the very abrupt switch to emergency remote teaching’

Some excerpts from President Martin Marjoram’s response to Minister for Further and Higher Education, Research, Innovation and Science, Simon Harris, on Tuesday, 6th April.

Welcome

Like you Minister, we are optimistic about your new Department. If your new Department is successful, we think that will mean it is on the basis of our colleges, our IoTs, our TUs, our Centres, our Youthreach, our VTOS – that these will also be successful. We see the potential value of two Education voices at Cabinet.

We will keep an eye on the rate of progress; we will welcome what is in keeping with our policies; but we will argue and oppose and, at times, criticise. You have already seen both sides of us, and in truth it is not really two sides – it is the one side because in both elements we are fighting for what we believe in.

Workload – No-Precedent

We acknowledge the thanks that you have expressed for the enormously hard work of our members in response to the crisis. Our members faced such hard work, to an extent, because they are carrying such a burden of decades of under-investment. That is a huge gap in the legacy before us all, that it now falls to you to take leadership in trying to address. We will be pushing you extremely hard in that direction.

There were extraordinary efforts by our members in what was a very abrupt switch to Emergency Remote Teaching. There were already enormous workloads, there were already huge problems. Some of this is purely bureaucratic, a distraction from teaching and learning. Either measures need to be taken to reduce that burden, or else to hire the extra staff, bring forward the extra posts to relieve it. The supports provided to those working at home simply were not adequate, and that goes both to what employers made available by way of materials and equipment, but also the enormous increase in utility bills.

Another workload issue, and one we are familiar with in TUI, is to do with semesterisation in Further Education. We know in Third Level the additional burdens that come with semesterisation – it was railroaded through on us, and it did massively increase our workload.

The newly adopted practices that we took on in response to the pandemic – they are on a strictly no-precedent basis. We will not permit any slippage or any complacent assumptions to be made. We will insist on being consulted on all proposals affecting our work.

Parity of Esteem

It is worth saying that many of your key points resonate with ours. Indeed, if there was to be an over-arching theme which I intended in my remarks to you, it was to be inclusion, removal of disadvantage, if you like parity of esteem across education. In which regard you have highlighted much that is dear to TUI. Our beginnings were in the Vocational Education Sector and we have long championed Adult Education, Further Education, Youthreach, Apprenticeship and widening of access to Third Level. We have no time for elitism or for exclusion in TUI.

You speak of a single integrated Tertiary system, and this would be valued by us, particularly if it does give the correct value that should always have been there for Apprenticeship, for Further Education, and all of the other options which are traditionally overlooked or undervalued.

We are pleased in the emphasis you placed on consultation with us and that is the key in dealing with TUI. When properly engaged, we are not found wanting. But if the engagement does not happen, then needless problems arise.

Funding

We are pleased to hear your focus on funding, your recognition of the current



MARTIN MARJORAM RESPONDING TO MINISTER HARRIS

shortfalls, and your determination to make progress. We will expect detailed reports at next year’s Congress. Given our experience over many years, you will forgive us for waiting to see how you get on before passing judgement. We know there are huge challenges that you face, and that is because we have faced them for many years.

You touched on the €168m of additional COVID funding; while happy that that was provided, we did not get the consultation we would like to see. We had put forward what we saw as a vital element in what needed to be done, certainly in Third Level, with regard to the COVID response: and that was additional staffing. That did not land favourably with Government and that was a mistake. The lack of consultation with regard to the additional funding, and the lack of clarity for us as to where that funding went, remains a difficulty.

Adult Education

We are hugely supportive of what you have said with regard to additional funding in Adult Education. We are only too familiar with the value of supporting adults in literacy, in numeracy, in digital skills and the enormous boost to confidence that can result. Parity of

esteem extends to staff also, and to be properly valued staff have every right to expect proper terms and conditions and an incremental scale. Our Adult Literacy Tutors are waiting more than a year now after the Labour Court Recommendation for an offer. We would hope, given the emphasis you have placed on this in what you have presented, that there will be a generous offer and that their enormous contribution will receive the value that it deserves.

Third Level

You have mentioned Technological Universities. Again, I will mention funding. Also the position of IADT and DkIT. The agreed framework is how the sector should move forward and we do not want to see madcap schemes outside what has been properly through the processes of consultation and agreement. I want to pay tribute to the TUI teams who are negotiating on the ground, and you have made reference to the progress that has been made.

There is a desperate need to advance the work begun by Tom Collins with regard to workload. We note the OECD initiative. We will engage. We must stress, however, the absolute need to negotiate with TUI. No report from no matter how exalted a body will be allowed to make inroads into our terms and conditions or damage our interests. To be clear, we want a unified Third Level strategy that delivers a coherent and cohesive sector. We fully agree with you on the need for negotiation of new academic posts or roles.

What is currently proposed with regard to amending the HEA legislation does fall foul of the May 2017 Agreement, would overturn what was agreed with regard to Governance structures. Those Governance structures had much discussion to protect regional interests. In MTU there is a breach in what was agreed in May 2017 with regard to representation on the first Governing Body. TUI offered a certain ad hoc approach to meet some of the concerns, but we were disappointed with the response and we want that matter to be addressed not only in MTU, but for future TUs.

We would also point to the need for an agreement with regard to online lecturing and the massive workload implications that go with that.

Managerial Work-to-Rule

One thing which we find frustrating is a sort of managerial work-to-rule – of finding the absolute minimum that a management can do in order to tick a box with regard to consultation or implementation of an agreement. Sometimes, indeed, that minimalism is hard to bear, but it goes further in not even going to the minimum but breaching the agreement.

An instance of astonishingly poor consultation, indeed no consultation in advance, recently occurred with regard to the setting up of the new Mayo College of Further Education. We are very disappointed and will seek to resolve the deep concerns that have arisen for TUI members.

You mentioned the COVID-19 Steering Committee attended by our Deputy General Secretary. We need Union representation on other forums and there are important bodies such as SOLAS on which we have long campaigned to have that necessary representation. For all the success of the COVID-19 Steering Committee, we have less successful Industrial Relations Forums such as the ETB IR Forum, the IoT IR Forum, and the National Negotiating Forum which rarely seem to actually solve anything. By contrast we could look at the FET Stakeholders' and Third Level Stakeholders' Forums which TUI pushed to have formed. TUI's position and approach was the same in these as in other forums but astonishingly, from our point of view, agreement was reached on many vexed and difficult issues extremely quickly.

I would also point to a difficulty with employers refusing to jointly refer matters on and we have recently seen instances of this in the Labour Court.

Both in Third Level and in Further Education, we are deeply concerned that we may move into a very fractured environment. We are seeing difficulties in the inability of TU Dublin and THEA to reach joint positions; and we have seen similar difficulties with sixteen ETBs operating sixteen different paths.

We are fully supportive of what you have said with reference to the development of apprenticeship. We are the experts. Possibly no other body has such a breadth of experience and knowledge. We look forward to engaging with you in driving on what can be done to further develop that very important pathway. Whatever is developed, we should try to

make sure that it is robust and is proofed against financial shocks and the vulnerability of a solely employer-led approach.

Pay Equality

You did mention the new Pay Agreement, Building Momentum, which absolutely obliges me to mention equal pay for equal work and the fact that we have many members who are earning less simply because they were appointed after 2011. We want to see that matter addressed and, frankly, the Building Momentum Agreement does not do that.

Research

Across the world, researchers seem to be among the most exploited workforces. What we would like to see is no exploitation, proper value given to those colleagues who are now in employment and future colleagues; research and lecturing to go hand-in-hand; the closest alignment possible in terms and conditions and pay so that it would be possible to move between the two seamlessly.

Youthreach

That leads me on to Youthreach. One of our fears with regard to researchers is of ending up with two workforces side-by-side, doing almost the same thing, but with massive differences in their terms and conditions and their pay. That is the situation that has developed in Youthreach. We are trying to address it; we have long-standing policy with regard to the recognition of teaching as really teaching and we have brought forward a conversion process and there is an engagement at the WRC. In these days when we do talk about mental health and wellbeing, I am acutely conscious, having spoken to many of our members in Youthreach, of the severe distress that they feel, precisely because they feel undervalued.

Conclusion

In closing Minister, I again want to thank you for addressing our Congress. I wish you the very best and we in TUI look forward to working with you. As well as being partners, we know we will occasionally be adversaries, but always from our perspective with a view to the greater good, and with a view to securing not just decent terms and conditions for our members but the best educational service that we can possibly provide.

‘If education really has the value we all agree it does, then as a nation let us put our money where our mouth is’

Some key points from President Martin Marjoram’s response to Minister for Education Norma Foley on Wednesday, 7th April.

There is much we agree on

There is much we agree on. Most especially on the great power of education to bring about equality and to combat disadvantage. We look forward to working collaboratively with you in advancing that joint ambition.

We hate surprises...

Minister, TUI hates surprises.

We first met on 1st July 2020, my opening day as President of TUI and very shortly after your appointment as Minister. One point I stressed to you, and on which you gave a firm commitment, was that there would not be surprises – that all significant decisions and policy changes affecting members would be notified in advance.

TUI is justly proud of our professionalism. You and your officials will be accustomed to TUI’s detailed submissions and presentations and know the extent to which that improves your Department’s outputs. Our comprehensive advices to members are widely admired, even outside our own organisation. We take great care to be accurate and, for all of the inevitable and at times necessary disagreement that might arise, there is a delicate mechanism between TUI and the Department of trust and confidence, built on correct information and guidance. This is vital in our role as a representative body. Hammer blows against that careful balance are damaging.

For example, you will know that the information we sent to our members on last year’s Calculated Grades was checked with Department officials beforehand, which made it all the more disappointing when the highly sensitive rank order data was treated fundamentally differently from what was agreed, something we first learned about in the media.

We see the reversal regarding vaccine

allocation in the same light. We learned about it from leaks and distressed texts and emails from members. It directly overthrew previous direction to the system from your Department on which we had been consulted in advance. This came from your Department to us in good faith, we recognise, and we in good faith consulted with our members on that basis. The balance of confidence on which all COVID matters hinge has suffered hugely.

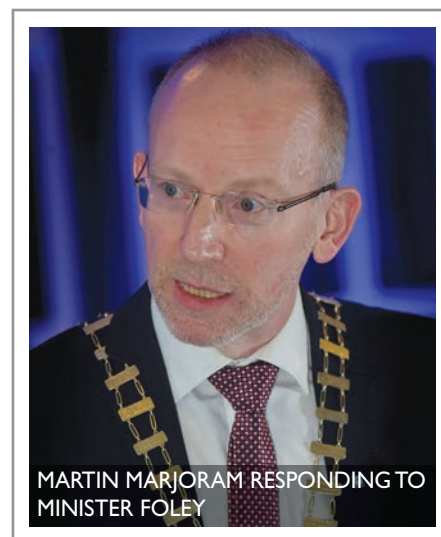
We never sought priority before other groups in terms of vaccination

We never sought to advance ourselves before other groups in terms of vaccination and we fully support that those most vulnerable to serious illness should clearly be prioritised, as well as those in health.

For all of the science you state is at the heart of the change, and which we fully respect, nothing makes it sensible for me (who spend my days on Zoom or Webex) to be vaccinated before any teacher going into a crowded classroom every day. Indeed, the NIAC advice regarding risks arising from severe disease is premised on having already been infected – let us not overlook the increased probability of catching the disease in the first place because of operating in particular environments.

Leaving aside the standard crowded classroom, let us consider the other particular areas of concern.

Special Schools: TUI have teachers in Home Economics, Maths, Woodwork, other subjects; resource teachers in special schools in close contact in a different environment than the standard classroom; resource teachers in special classes; teachers doing Summer provision: these are second level teachers who work in June and July dealing with students with additional needs; home



provision over the Summer – where hours are assigned to an individual student but a fully registered teacher does this work, meaning entering a student’s family home.

In all the above cases it tends to be younger teachers doing this valuable and necessary work.

If not vaccinated now, how can they in confidence do it? All of this, and indeed the Leaving Certificate examinations in June, may be impacted by failing to do what we believe is right.

Bureaucratic overload

We acknowledge the thanks that you have extended to us. Certainly, in TUI, we know only too well the enormous contribution of teachers to their students through this unprecedented crisis. We have indeed, as you have generously acknowledged, moved heaven and earth. We have taken on an enormous additional workload. We would point out, though, that there was a high workload there already, due to high class sizes, bureaucracy and initiative overload. And we would like your help, Minister, in the future in removing as much of this as can be done, in order to focus on the key

priorities – on the key priorities of teaching and learning.

Leaving Certificate issues

We acknowledge your recognition that the new arrangements are on a no precedent basis and we certainly look forward hopefully to a return to normality in the coming year. If, as seems likely, there need to be adjustments to accommodate the difficulties faced by this year's fifth years for their Leaving Certificate, we will look forward to early engagement on that and, hopefully, early indications to the system of what may come forward.

With regard to Senior Cycle review, we certainly welcome your comments. We are committed to positive engagement and will continue to engage as we have already done. And we re-iterate our commitment and see the need for a re-iteration all round to the Statement of Principles and the implementation document on the new Junior Cycle. And we would point to the need for the Junior Cycle reforms to be fully reviewed, in order to inform what may come forward for the Leaving Certificate.

'Devastating effect' of posts of responsibility cuts and historic lack of investment

We point out, as we have done before, the devastating effect of the enormous reduction in Posts of Responsibility in schools through the austerity years and we would hope to see the full restoration of those posts in the coming years. Teachers are leaving the profession for other reasons, but certainly this is one – the lack of a career progression; and there is also the difficulty of Principal and Deputy Principal teachers being appointed with no middle management experience.

Ireland found itself in a particularly difficult position regarding the return to school in the pandemic because of our abnormally large class sizes. Surely, we must learn a lesson from the experience. It is essential that we begin to plan immediately for corrective measures. If education really has the value we all agree it does, then as a nation let us put our money where our mouth is.

A decade on, pay discrimination continues

Minister, I'm going to read you a motion from Congress:

Congress instructs the Executive that Government plans that new entrants to the public service will have a reduced salary are wholly unacceptable. Congress instructs the Executive to resist this disgraceful plan, nationally through cooperation with other public sector Unions, and in TUI workplaces through industrial action if necessary up to and including strike action.

This is a motion that was carried unanimously. It is a motion I proposed to TUI Annual Congress 2011 – when it had become apparent that the protections in the Croke Park Agreement (which were later broken anyway) against further pay-cuts for public servants did not extend to colleagues to be appointed in the future. Congress 2011 was appalled and spoke with one voice against a measure it found disgraceful. Numerous other motions decried the measure, some spelling out in gruesome details what was about to be inflicted. Little could I have imagined that 10 years later I would stand here, in a haircut I gave myself, referring to this motion as though it had just been submitted because it is still as relevant today.

Minister, this attack on those then entering teaching was an act of vandalism against the profession. It must be ended. Is not a decade of discrimination enough?

While the poison afflicts other recruitment grades, for our second level members about 40% are suffering under this gross inequity. Their morale undermined, their mortgage options limited, their professionalism next to their colleagues undervalued and degraded. In our most recent survey of members, a third of our lower paid colleagues see the removal or not of this discrimination against them as the determining factor in whether or not they will remain in the profession.

These members of ours, these teachers up and down the country, are the foundation on which the next several decades of Irish education will rest. Inheritors of one of the nation's proudest and deepest traditions, they are also key creators of its future. All the investment in the world in bricks and mortar, in IT and lab equipment, in the classrooms appropriate for the 21st century, necessary as that will be, will count for

nothing without high calibre teachers in those classrooms.

It may be said, as you have pointed out, that the Building Momentum pay agreement, with its additional incremental skip, and with its sectoral bargaining fund, provides a mechanism to address outstanding issues. Minister, the new measure and the available 1% are not enough to close the remaining gap. We also need, and I point this out very importantly, because it is not in the text, a cast-iron assurance that this limited measure will apply to future entrants. Please Minister do not oversee the creation of a new discrimination.

If this continued inequality is not addressed, the profession suffers. In our view, if addressed using the sectoral bargaining mechanism, which would need several iterations in order to fully take care of the difficulty, then a gap will open up between teachers and the rest of the public sector because we will be forgoing pay rises over the course of time in order to address an issue which we did not create.

We believe this issue, and all of our research with the assistance of our Principals' and Deputy Principals' Association – it points to the direct connection between this inequality and the recruitment and retention crisis in our Post-Primary schools. We do not believe that the Teacher Supply Action Plan can address that crisis unless the pay inequality issue is addressed properly.

We want to work constructively

Minister, with the exception of certain family milestones, it has been the honour of my life to be in a leadership position of extraordinary educators at this very difficult time, and this is something I think I may well share with you. I look forward Minister to continuing to work constructively with you. We have laid out our agenda and we recognise that there are areas of disagreement, as there always must be. But Minister, we commit to being constructive and to engaging and we do wish you well in your continued time as Minister of Education.

Remote learning, pay discrimination, resources for students and other key issues

Survey of members in Post-Primary and Further Education and Training sectors

Ahead of Annual Congress 2021, TUI carried out a survey of members in the Post-Primary and Further Education and Training sectors across a range of important issues. The online survey, which was open between 9th March and 25th March, received 1,036 responses (797 Post Primary; 239 Further Education and Training). The findings received extensive media coverage and will be used to inform TUI's position on key issues.

Remote teaching and learning - student engagement and workload issues



93% noticed disengagement by some students in their class as a result of the move to emergency remote teaching and learning.



75% said that student engagement with emergency remote learning was better in 2021 than in 2020. Just 8% said that engagement was better in 2020 than in 2021, while the remainder thought it was more or less the same.

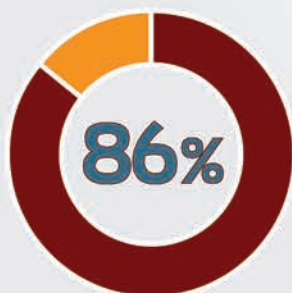


76% believe that emergency remote learning had a disproportionately negative effect on students from disadvantaged backgrounds.



89% said that preparation, provision and associated work involved in providing classes remotely took much more time (64%) or more time (25%) than face-to-face delivery.

Additional resources required for students in 2021/22 as a result of COVID-19

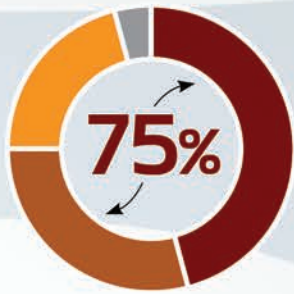


86% believe that additional supports are needed for 2021/22 to assist those students who may have lost out most as a result of the move to emergency remote teaching and learning.

From a list, teachers ranked the following supports as what they would most like to see implemented to assist students who have lost out:

1. Increased teacher allocation to facilitate smaller classes
2. Increased teacher allocation for team teaching and learning support
3. Enhanced IT infrastructure and equipment/devices
4. Enhanced guidance counselling support
5. Full restoration of middle management positions

Calculated grades process



Of those who engaged with the Calculated Grades process last year, 75% said it was a stressful (46%) or very stressful (29%) process. 21% said it was not very stressful, with 4% saying it was in no way stressful.



Bureaucratic overload in schools

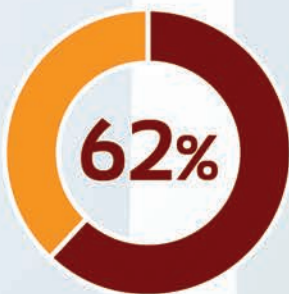


89% agree strongly (62%) or agree slightly (27%) that bureaucratic duties/paperwork regularly deflect from their core role of teaching.



93% strongly agree (77%) or slightly agree (16%) that bureaucratic duties that deflect from teaching have increased since they commenced their career.

Involvement in extracurricular activities



62% of respondents were involved in extracurricular activities such as sports, drama, music, debating etc. outside of timetabled hours prior to restrictions imposed by COVID-19.

53% spent an average of up to 2 hours

35% spent an average of 2-4 hours

12% spent an average of over 4 hours



73% believe that some students were unable to engage with emergency remote teaching and learning as a result of not having access to appropriate electronic devices.



Only 37% believe that broadband of a sufficient quality was available in the locality to facilitate remote learning. 53% do not believe that it was available, while 10% didn't know.

Issues with pay discrimination

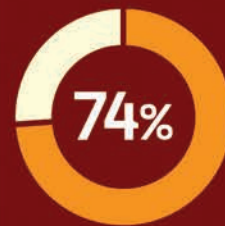
The following section was completed by those employed from 2011 onwards

Of those employed from 2011 onwards, at the current moment,



believe they will still be in the profession in ten years' time, while 29% do not believe they will be in the profession then. 28% don't know.

If pay discrimination was to be fully resolved,



believe they will still be in the profession in ten years' time, while 8% do not believe that they will be in the profession in ten years' time. 18% don't know.

Contracts of full hours and permanent contracts

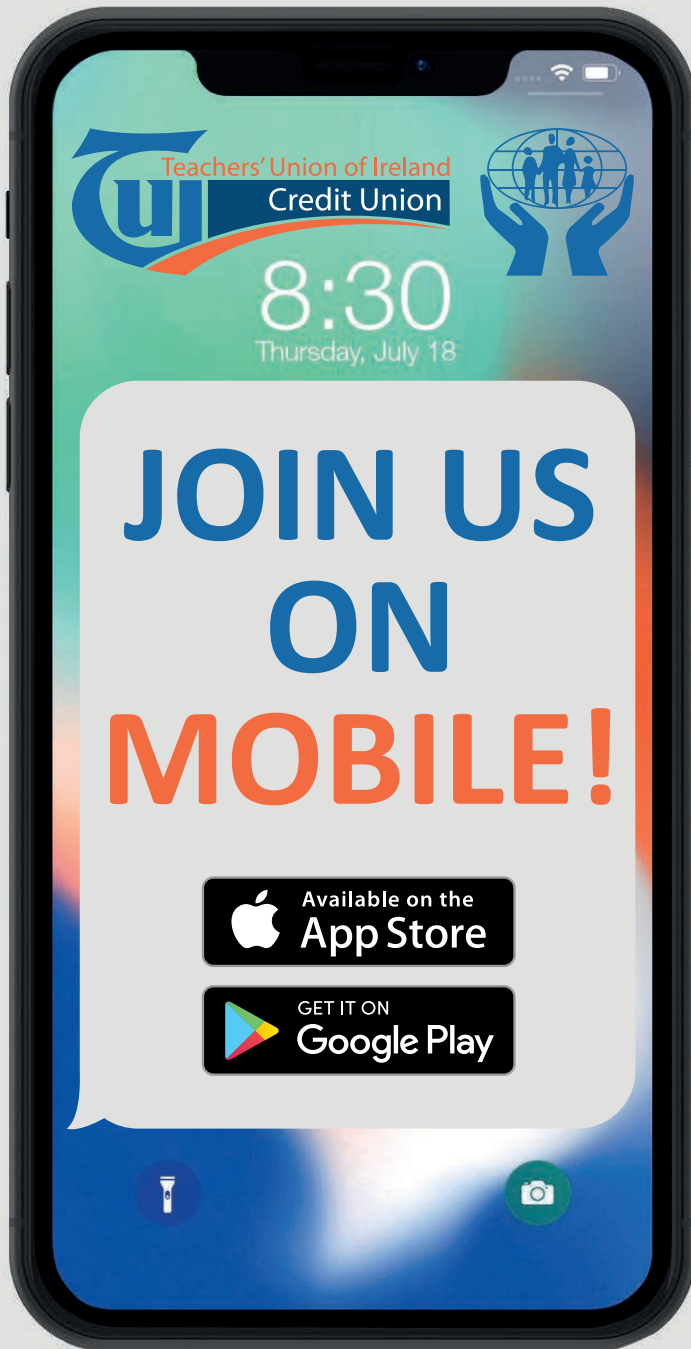


Just 29% received a contract of full hours upon initial appointment. 78% currently have a contract of full hours, while 73% have a permanent contract or CID.

Of those employed from 2011 onwards



see teaching as a 'job for life'. 26% do not see it as a 'job for life', while 29% don't know.



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MARCH 2021

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2nd Prize	Gerard McNulty, Co. Galway
3rd Prize	Sarah McNally, Co. Meath

APRIL 2021

1st Prize	Alan Kelly, Dublin 24
2nd Prize	Margaret Dorney, Dublin 14
3rd Prize	Paul McMullan, Dublin 14
4th Prize	Roslyn Flood, Co. Kildare



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Survey of members in Institutes of Technology/ Technological Universities



Additional workload as a result of move to emergency remote learning

As a result of the move to emergency remote learning due to COVID-19, **92%** of lecturers found that the preparation, provision and associated work involved took much more time (62%) or more time (30%) than face-to-face delivery.



In terms of time spent in preparing, implementing and processing the assessment of students now compared to 12 months ago, **92%** found that it took much more time (60%) or more time (32%).



Issues around ICT facilities and broadband

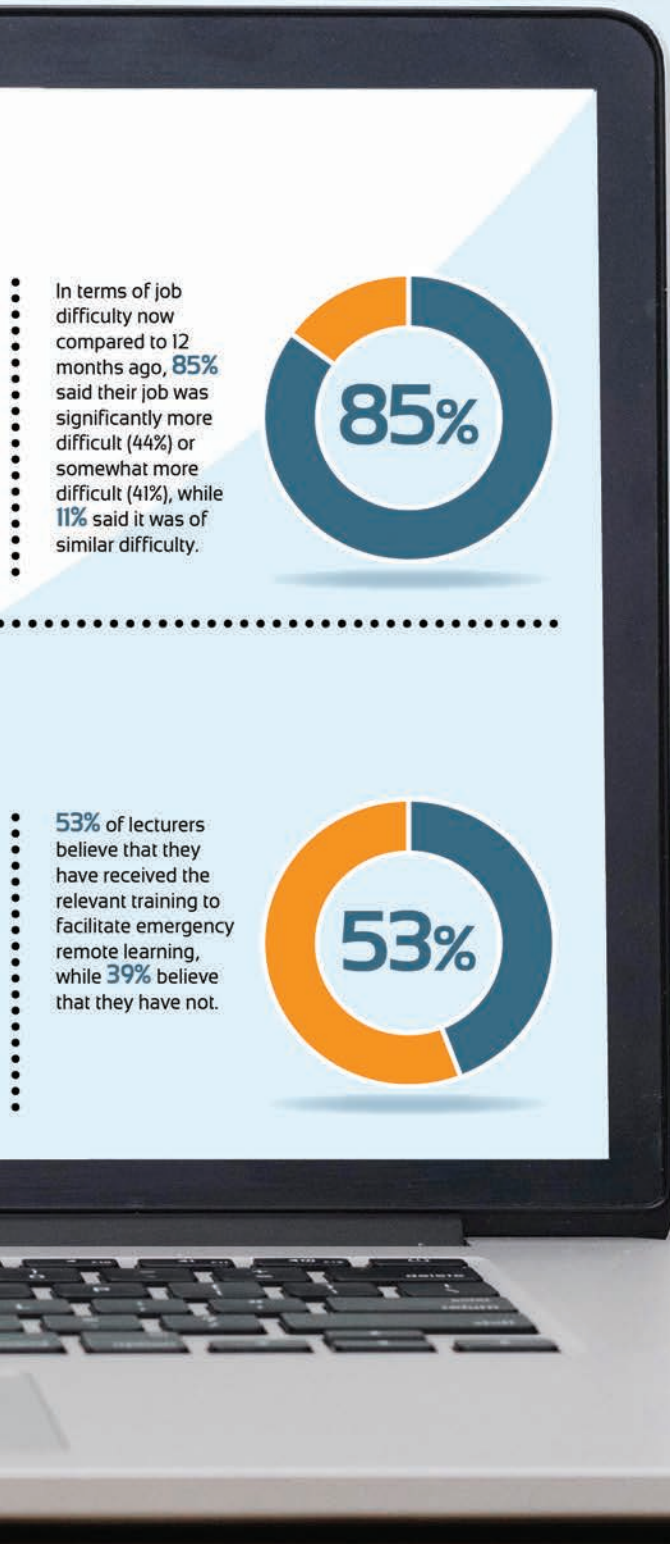
42% were satisfied that students have the required ICT facilities (not including broadband) to participate in remote learning. **41%** did not believe that students had the required ICT facilities.



70% believe that broadband of a sufficient quality is available in the region of their workplace to facilitate emergency remote teaching and learning, while **23%** do not believe it is available in their region. **7%** stated that they don't know.



Ahead of Annual Congress 2021, TUI carried out a survey of members in Institutes of Technology/Technological Universities. The online survey, which ran between 26th February and 10th March, received 382 responses and the findings were widely covered in the national media.



In terms of job difficulty now compared to 12 months ago, **85%** said their job was significantly more difficult (44%) or somewhat more difficult (41%), while **11%** said it was of similar difficulty.



53% of lecturers believe that they have received the relevant training to facilitate emergency remote learning, while **39%** believe that they have not.



COVID-19 Health related issues



have an underlying health issue that is of concern in terms of COVID-19



live with somebody who has underlying medical issues that makes them vulnerable to COVID-19.



live with somebody who is over 70 years of age.



stated that they have considered leaving the profession or retiring early as a result of COVID-19

Damage of pay discrimination



believe the two-tier system of pay which puts Assistant Lecturers appointed since 2011 on a lesser pay scale has damaged morale among staff.



believe that the refusal to award incremental credit to appointees for a period of years after 2011 has damaged morale.

Minister acknowledges that Calculated Grades and Accredited Grades systems do not represent a precedent

In her address to TUI's Annual Congress on 7th April, Minister for Education Norma Foley confirmed that, as TUI has always made clear, the Calculated Grades and Accredited Grades systems 'do not represent a fixed precedent for future senior cycle reform.'

The Minister acknowledged that TUI 'have been advocates for carefully considered reform of the Senior Cycle' and emphasised the 'need to make sure Senior Cycle provides a sound educational experience for students. Senior Cycle needs to build on the strengths of what works well now, and it also needs to address the current and future learning needs of all types of learners and schools.'

Minister Foley said that while Senior Cycle arrangements will evolve and change, they must do so in a way that commands the confidence and support of teachers, other stakeholders and wider Irish society.

The Minister described teacher conferences as a celebration of the 'energy, enthusiasm, talent and commitment that is at the very heart of the education sector' and outlined the often 'grimly hard' experiences in schools in recent times as a result of the pandemic.

She outlined the terms for 'new entrant' teachers in the Building Momentum agreement – an agreement which the Union's Executive Committee recommended not be accepted because of its failure to end pay discrimination – stating that she recognised that TUI members 'would like to see further action on pay' and that her Government 'remains committed to making further progress over its term.' Her Department would be engaging directly with the TUI on 'some of the issues they wish to see advanced' as part of the sectoral bargaining aspect of the agreement.



The Minister concluded that it was 'nothing short of remarkable, in the face of an unprecedented pandemic, the manner in which school staff have successfully readjusted, reconfigured and reimagined the traditional teaching and learning experience.'

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Simon Harris becomes first Minister for Further and Higher Education, Research, Innovation and Science to address TUI's Annual Congress

Simon Harris became the first Minister for Further and Higher Education, Research, Innovation and Science to address TUI's Annual Congress on 6th April. In his opening comments, the Minister said that the establishment of the new department provides a massive opportunity to apply a new focus to further and higher education and also to the research agenda.

'In my nine months in this role,' the Minister said, 'I have heard first hand from TUI members across the country and I have heard from students and learners as I have been making virtual visits to colleges, adult education centres, Youthreach and ETBs. And today I wanted to be here to say thank you. Thank you for your flexibility, dedication and agility during the COVID-19 pandemic.'

Some of the issues addressed by the Minister are set out below:

Funding

'We have made some progress in recent years and investment levels have increased but it is not where it needs to be.'

This new dedicated department will seek to rectify that. We expect the final report on the future funding of the sector in the next few months and I want you to know two things: I don't intend to be dusting it or seeking a shelf to stick it on. I intend to act on it with government colleagues and to engage with our stakeholders.'

Adult education

'The days of adult education being overlooked are over. I am here to provide a focus, an energy and a priority in Government and in policy making that is urgently needed, long overdue and essential to our future wellbeing as a country.'

Need for integrated third level sector

'We need a fully integrated third level sector in Ireland. People have been

pointing this out for decades but it remains undone. This means we have yet to reach our full potential.'

It has allowed a points race get out of control and place appalling levels of pressure and stress on young people in our country. It has allowed an almost elitist mindset emerge which defines success in some people's mind on where you went to college rather on what you want to do in life and how best to get to that point. It has failed to recognise the brilliance of further education and training and how this should not just be a fall back option for students but for many should and can be a first choice. It has allowed skills shortages in key areas to develop. It has ignored the worrying dropout rates from higher education. So things must change. They must change quickly.'

Apprenticeships

'We have so much more to do.'

Our plan will seek to continue to expand apprenticeships across a wider range of industries alongside supporting and growing the traditional craft apprenticeships. We will take specific actions to ensure more female participation in apprenticeships, more apprenticeships in the regions and crucially, more apprenticeships in the public service.'

Technological Universities

'I know many members here are currently engaging on the issue of Technological Universities in their own areas.'

I look forward to engaging with the TUI on how funding models can be improved to recognise the unique situations faced by Technological Universities and I commit to a programme of investment in new Technological Universities including expansion of campuses in Waterford, Carlow and Wexford.'



Huge value of Youthreach

'I could not finish an address to your Congress without paying particular tribute to all of you who work in Youthreach. I am aware we have issues to work through and that must advance quickly. But today, I just wanted you to know that some of the most incredible meetings I have had in recent months have been with staff and students in Youthreach. This is an initiative I want to champion as Minister. It has turned the lives of so many people around. It has rebuilt people after a difficult experience. It has supported people going through challenges. It has provided education, opportunity, respect and hope to so many people and their families and their communities. It is an example of Ireland at its best. We must build on it. We must cherish it.'

Conclusion

'The work of this new department – and I am proud to be its first Minister – is the building block of everything we want to see for the future economic and social life of the country when we have emerged from the pandemic. Your work and that of your students and learners means there is hope for the future.'

TUI in the media

The following is a sample of issues recently addressed by TUI representatives in the national media



TUI PRESIDENT MARTIN MARJORAM ADDRESSES NATIONAL MEDIA AT ANNUAL CONGRESS 2021

The Teachers' Union of Ireland has called for the provision that has allowed pregnant teachers to work remotely during the Covid-19 pandemic to be continued after the Easter break. TUI President Martin Marjoram said pregnant members of the union were finding the lack of clarification extremely stressful. "We are calling today on the Department of Education to alleviate the serious worry and concern that this is causing by announcing that these teachers will continue to be allowed to work remotely, should they choose to do so", he said. **Call for pregnant teachers to continue remote working - RTE 30/3/21**

'The position of the TUI has always been that the most vulnerable in society should be vaccinated first, including the elderly and those with underlying health issues... we're disappointed that the [promised] prioritisation has gone... We have a very young teaching profession, they will now be very far down the list based on age profile. Yet Government has prioritised the opening of schools, so they are working in one of the few areas in the State opened.' **TUI General Secretary Michael Gillespie criticises revision of vaccination roll-out on RTE's Morning Ireland programme 31/3/21**

Policing online cheating is adding to workload, lecturers say - Irish Times 2/4/21

Lecturing staff in third-level educational institutions have experienced a significant increase in workload following the move to remote teaching during the pandemic, the Teachers' Union of Ireland (TUI) has said. Survey findings released by the union ahead of its annual conference next week found 92 per cent of lecturers saying they were spending more time preparing and providing remote classes and carrying out associated work than

they would have spent on face-to-face delivery.

'Pay parity still not achieved... post-2011 teachers still down €80,000 in career earnings – this will also be a major issue at our Congress... United Nations and World Health Organisation have called for prioritisation of teachers in vaccination programmes.' **TUI General Secretary Michael Gillespie discussed pay equality issues and the vaccination programme on RTE's Today With Katie Hannon 3/4/21**

Calls for more teachers and funding in schools 'to help pupils catch up' - Irish Independent 5/4/21

Schools are going to need more resources next year to help students catch up with what they lost in the pandemic, according to a teachers' union. More than nine in 10 (93pc) teachers have noticed disengagement by some pupils since the switch to remote learning, according to a survey by the Teachers' Union of Ireland (TUI). While 75pc of teachers reported that student engagement was better in 2021 than in 2020, there is much concern about the extent of the learning loss over the past year.



RTE NEWS, 7TH APRIL 2021

'I'm down €80,000 over a career... doing same job for less pay is kick in the gut' - TUI Executive Committee member David Waters discusses pay discrimination in Irish Independent - 5/4/21

At current reckoning, the teacher of English and history will end up being paid about €80,000 less over his career than, for instance, someone who started in the classroom two years before he joined in 2012.

"I am nearly 10 years in the job, and doing the same job as another teacher, might even be teaching the same students, but you don't feel as valued. It's a kick in the gut," he said. David is one of the growing number of teachers recruited after January 2011 who are being paid less than those who joined before the austerity-era salary cuts that were imposed that month.

'Our Annual Congress is not a whinge-fest...' Opinion editorial by TUI General Secretary Michael Gillespie in Irish Times on 5/4/21

in which he identified and explained key issues of Annual Congress 2021 including COVID-19 related matters, pay discrimination, third level funding, issues in the FET sector and general underfunding of education.

'The 8 per cent fall in applications for second level teaching courses through the CAO this year shows the damage that a decade of pay discrimination has inflicted on the profession's attractiveness, as does the huge struggle school principals continue to face in terms of teacher recruitment and retention across the country and across the breadth of subject areas. With student numbers set to rise sharply in the coming years at second level, resolution of this gross injustice must take on a new urgency.'

'We want equal pay for equal work. New entrant pay was cut in 2011, and while it has improved over the years, these teachers are still down €80,000 over the course of a career, and most of this is frontloaded in the early years of their career. This is a fundamental principle – two people doing the same work should get the same pay.' **TUI General Secretary Michael Gillespie previewed TUI's Annual Congress including issues around vaccine rollout and pay discrimination on RTE's Drivetime programme 5/4/21**

How Zoom revitalised teachers' unions - Irish Times 6/4/21

Zoom can't necessarily replace the benefits of face-to-face meetings, says Liz Farrell, a TUI member and teacher at Coláiste Eoin in



Hacketstown, Co Carlow.

"You can't read the room, feel the atmosphere or respond to people's reactions, and there can be distractions online: dogs barking, children fighting, bad wifi," she says. "But it has been useful for people who might have hesitated to travel in the depths of winter, especially if a colleague could bring them back the information. If it's as easy to Zoom in, that changes things."

Teachers believe remote learning has led some students to disengage - Irish Times 6/4/21

The long-standing issue of pay discrimination has also emerged as a concern given that recession-era pay cuts have not yet been fully restored. A significant proportion said they did not believe they would be in the profession in 10 years' time. However, if pay discrimination were to be fully resolved, 74 per cent believed they would still be in the profession in a decade.

TUI president Martin Marjoram said that although progress had been made in tackling pay inequality, there was still an €80,000 loss in career earnings, with the largest differences in salary in the early years of employment.

'The dynamic has altered and that's what teachers and students are finding difficult. Because there's no interaction, no movement, because we're wearing masks, everybody has adjusted and everybody has done their best. But of course it's difficult to understand, to hear, to read facial expressions, to know whether you're getting through, these are issues that we're all facing, but I think students, communities, schools, teachers and principals have done a tremendous job.' **Vice President Liz Farrell on the current challenges of teaching and learning - RTE's Today With Claire Byrne 6/4/21**

'It is particularly disappointing that the placing of staff essential to education in the first third of the population for vaccine allocation was reversed so abruptly and so disrespectfully... We have never sought to be advanced above those most vulnerable to infection or the most serious consequences thereof, but we must insist that commitments made on such sensitive issues be honoured.' **Martin Marjoram's address to Annual Congress 2021 featured on RTE's Six One News 6/4/21**

Third-level system places 'appalling' stress on young people, says minister - Irish Examiner 6/4/21

Martin Marjoram, president of the TUI, welcomed the minister's proposal to make access to third-level more equitable, adding that an integrated system would be "valued" by the union.

"We have long championed adult education, further education, Youthreach, apprenticeships, and widening of access to third-level. We have no time for elitism or for exclusion," he said. "In an earlier address to Congress, I decried the obsession with CAO points. Indeed, I would welcome a reform to take some of that pressure away from students and which also highlights, for them, their other options." He said it now falls to the minister to address "decades of underinvestment" in higher education.

Third-level funding 'ducked and dodged' for too long, says Harris - Irish Times 7/4/21

Mr Harris said that he wanted to see increased investment and expansion of the technological universities which have formed from merging institutes of technology.

Responding to Mr Harris's speech, TUI president Martin Marjoram said that teachers and lecturers were carrying the burden of "decades of underinvestment". He said that the TUI was not adequately consulted on the additional Covid-19 funding and how it was allocated.

"TUI members already faced huge workloads before Covid-19, some of which was purely bureaucratic, and measures need to be taken to hire extra staff to relieve that burden," said Mr Marjoram.

'We're not arguing with the advice in terms of the high additional risk faced by people depending on age, but we would point out the additional risks faced by people operating in specific environments and certainly a special school, for example, would be one such environment.' **TUI President Martin Marjoram discusses position on vaccine rollout on Virgin Media News 7/4/21**

Education minister pledges 'further action' on second level pay - Irish Examiner 7/4/21

Education Minister Norma Foley has pledged to make "further progress" on pay issues in the second-level sector over the course of the Government's lifetime. Over the past decade, the TUI has consistently campaigned against pay inequality, which sees teachers appointed after 2011 being paid less than their colleagues.

"The department will be engaging directly with the TUI on some of the issues that they wish to see advanced. This is an area where I believe we can make progress over the coming weeks," she added.

In response to the minister, union president Martin Marjoram said pay inequity for those

entering teaching was "an act of vandalism against the profession".

Secondary teachers to consider strike action unless there is end to pay inequality - Irish Times 8/4/21

Teachers have renewed their call for an end to unequal pay scales, which sees those appointed after 2011 paid less than their colleagues for the same work. Delegates at the Teachers Union of Ireland's annual conference agreed that unless measures to end pay equality are put in place, they would consider strike action. The union previously took a one-day strike action on February 4th, 2020, over the issue.

"The last strike demonstrated true solidarity with our members who suffer the outrage of pay discrimination," said David Waters of the TUI's executive committee. "We seemed to be making progress last year - before Covid-19 struck. Schools are reaching a crisis point in hiring staff, and pay inequality is at the crux of the issue. The pay discrimination was brought in as a result of the financial crash, but more than ten years have passed."

Karen Gernon, a teacher with the Dublin C&C branch, is on the lower pay scale. "Last year's strike action was a success. There was an appetite for change, and while it was stalled by Covid-19, we need to get the momentum going."



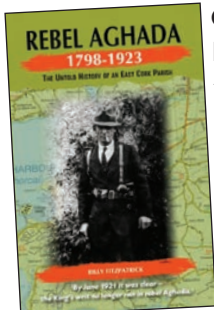
'Now more than ever, adherence to physical distancing is absolutely essential, and anybody who has COVID symptoms or is a close contact of a confirmed case must stay at home.' - **Michael Gillespie discussing final phase of schools re-opening on Virgin Media News, 12/4/21**

Move to sanction students who lobby teachers welcomed - Irish Times 19/4/21

"We believe it hugely important that a canvassing ban is put into legislation this year as not only will it reduce the pressure on individual teachers, but it will also ensure fairness for all students by protecting the integrity of the system," TUI said.

Rebel Aghada 1798-1923, the Untold History of an East Cork Parish

By Billy Fitzpatrick (former TUI President)



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Resolutions Carried

MOTION OF CONSEQUENCE UNDER RULE 23

Congress condemns the recent changes (issued on 30th March 2021) to the priority listing for teachers within the national vaccination programme, which were announced by Government without consultation with workers' representatives.

Congress demands that the government re-instates education staff as a priority group within the national vaccination programme, considering:

- the essential nature of their work which requires them to be in daily contact with a large number of persons from a large number of households and
- considering that social distancing is problematic and not assured given the crowded nature, structure and layout of our workplaces.

Congress further demands early vaccination within the overall cohort of education staff, for pregnant teachers, those in higher risk categories and those who work in special schools, special classes and home school community liaison teachers.

In the event that Government does not agree to schedule by the end of the current school year, vaccinations on the basis demanded above, Congress instructs the Executive Committee to ballot members for industrial action, up to and including strike action.

A. CONDITIONS OF SERVICE – SECOND LEVEL

1. Executive Committee

Congress notes

- that some employers continue to abuse teachers by denying them access to full-time permanent employment
- the prevalence of precarious and part-time employment of teachers in the ETB sector and the disgracefully poor record of a number of ETBs in this regard
- the lack of transparency in relation to the extent of the problem and the recurring failure of the ETB sector to provide current and reliable statistics (even to the Department of Education and Skills)
- the failure of some ETBs to ensure that school management is aware of and discharges its obligations under collective agreements and circular letter
- the failure of those same ETBs to comply with and apply the terms of relevant circulars and, especially, CL59/2016, in relation to the mandatory criteria and sequence for assigning new hours/posts and the proportion of teaching staff to be appointed to permanent positions (inclusive of CIDs).

Congress therefore instructs the Executive Committee to engage immediately with the Department of Education and Skills and the ETBI and demand that

- each ETB be required, in the month of January each year, to publish detailed, end-of-(calendar) year teacher staffing statistics
- these statistics be provided to the TUI at Branch and National level
- any ETB with permanency levels below the threshold set out in CL59/2016 be required also to

provide the relevant statistics for each school within the scheme.

Congress also instructs the Executive Committee to demand that a dedicated, standing sub-committee of the Teachers' Conciliation Council be established to address and remedy the problem of precarity and part-time work.

Congress further instructs the Executive Committee, in respect of any and each ETB that by February 2022 has failed to come into line with the requirements of CL59/2016, to ballot the relevant members in that ETB for a campaign of industrial action up to and including strike action.

4. Executive Committee

Congress notes that, for its administrative convenience, the Department of Education and Skills

- has adopted the policy of routinely refusing sanction for permanent ab initio teaching appointments
- has identified all but two months (September and October) of the school year as a time during which ab initio permanent appointments cannot be made and/or will not be sanctioned
- is speciously using the operational requirements of the redeployment scheme as a pretext for refusing such sanction

Congress also notes that, as a result of this administrative decision, the Department of Education and Skills is

- in breach of collective agreements and its own Circular Letters – 59/16 and 49/17
- exacerbating the teacher supply (recruitment and retention) crisis
- contradicting the undertaking it provided through the Teacher Supply Steering Group that administrative obstacles to teacher recruitment

would be removed

- diminishing the attractiveness of the teaching profession

Congress therefore instructs the Executive Committee to demand that

- the current administrative restriction on the making of permanent appointments in accordance with Circular Letter be lifted
- once entitlements to CIDs and/or additional hours under CLs 59/16 and 49/17 have been vindicated, a school be permitted to fill any residual posts/hours below the threshold (specified in circular) on a permanent basis ab initio and that DES sanction be granted for such filling, regardless of the time of year.

In the event of failure or refusal by the Department to lift the administrative restriction before the commencement of the 2021/22 school year, Congress instructs the Executive Committee to identify and put in place, following a ballot of members where necessary, appropriate measures that restrict or withdraw co-operation with the Department and its agencies in relation to returns, inspections, reports etc.

5. Executive Committee

Congress notes that many teachers hold contracts that are exclusively reliant on hours related to cover for a colleague on job-share. Congress demands that such contracts, which are reliant on job-share hours, be assigned, in the first instance, to teachers who are in their first year of employment and that teachers who are in a second or subsequent year of fixed-term employment not have contracts exclusively reliant on such hours and, instead, have contracts that include hours that the teacher holds in his/her own right, given that such hours are critical in the acquisition of a CID and the quantum of hours encompassed by a CID.

Congress further demands that the Executive Committee negotiate with the DES to have the objective ground status of job share hours removed.

23. Co. Mayo / Co. Laois

Congress instructs the Executive to negotiate with the DES, an annual supervision and substitution circular, to include an annual opt-in and opt-out option for teachers and to remove the length of service clause as this is discriminatory to newly qualified teachers.

B. CONDITIONS OF SERVICE - THIRD LEVEL

50. IT Tallaght / Athlone IT / IT Carlow / Executive Committee / Limerick Colleges / IT Tralee

Notwithstanding the publication of the recent "Review of lecturing in Institutes of Technology/Technological Universities International Review Module" Congress instructs the Executive Committee to demand that the DFHERIS engages, as a matter of urgency, with TUI to address the unsustainable workload of academic staff in the IoT/TU sectors. In the event that this does not happen Congress instructs the Executive Committee to ballot for industrial action up to and including strike action.

56. Cork Colleges

Congress instructs the Executive to ballot third level members for local industrial action, up to and including strike action, should a Technological University fail to honour the terms of its agreed Memorandum of Understanding (MOU) with the TUI following designation as a TU.

44. Dublin Colleges

Congress notes that it was agreed in the Sustaining Progress national agreement that "The teaching load may be reduced to facilitate work on research projects or other approved projects to meet Institute needs and in consultation with the Lecturer."

Congress notes the lack of action throughout the TU/IOT sector over many years in this regard.

Accordingly, in order to ensure all Technological Universities/Institutes of Technologies are operating at the appropriate level, Congress affirms that it will be a priority for the TUI to seek agreement on a comprehensive system of weekly workload allowances, taking account of class sizes, for academic staff.

33. IT Tralee / Cork Colleges

Since Circular Letter CL 0041/2016 (Cush Circular) came into being in July 2016, many IoTs still have not formulated a formal review system for the awarding of additional hours. Congress instructs the Executive Committee to negotiate a protocol for review systems as per Circular Letter 0041/2016 that can be rolled out to all IoTs and TUs, which is transparent and fair, and takes into account existing agreements to ensure that extra available hours and fulltime posts should be offered first to existing qualified lecturers on CIDs or pro rata fixed term contracts for less than full hours who have the necessary qualifications to teach the course and who could benefit by the augmentation of their existing contract.

54. IT Tallaght

Congress deplores the lack of progress on a national agreement for the development and delivery of online learning, which continues despite the TUI withdrawal of cooperation from all new initiatives in this sphere. In the absence of a national agreement by the end of the 2020/2021 academic year, Congress instructs the Executive to extend industrial action to include existing online modules/courses, from the beginning of the 2021/2022 academic year, unless they are covered by a local agreement for online learning.

32. Dublin Colleges (2)

Congress notes with concern an alarming drift towards the creation of more and more highly remunerated administrative, executive and non-teaching roles in Technological

Universities/Institutes of Technologies. Given the limitations for the sector in adhering to the Employment Control Framework, Congress instructs the Executive Committee to seek confirmation from the Minister for Further and Higher Education, Research, Innovation and Science that the total number of academic teaching staff posts will not be reduced to fund such new positions.

35. Limerick Colleges / Athlone IT / Cork Colleges

Congress notes Motion 38 from Congress 2016; 'Congress instructs the Executive to negotiate similar contract provisions and pensions for researchers as those of academic staff.'

Congress notes that no significant progress has been made since the adoption of Motion 38 of 2016. If by January 1st 2022 there is no nationally agreed contract for members who are contract researchers, and in particular if there is no provision for pensions for such members, Congress instructs the Executive to ballot for industrial action up to and including strike action to vindicate the rights of such members.

30. IT Carlow / Executive Committee / IT Tralee (Amended by IT Tralee)

Congress instructs the Executive Committee to demand that the DFHERIS engages in a process of consultation and negotiation on a suitable academic career framework, including, sectorally agreed contracts for each academic grade, the rotation of senior academic posts and promotional opportunities, for academic staff in the new Technological University Sector.

72. Limerick Colleges / Cork Colleges (2) / Dublin Colleges

Congress notes the Labour Court claim AF25/2015 on behalf of third level members whose Incremental credit claim was not processed as part of LCRI8366. Congress instructs the Executive to ballot third level members



GENERAL SECRETARY MICHAEL GILLESPIE AT ANNUAL CONGRESS 2021

to take industrial action up to and including strike action in support of these members' claim.

agreed criteria to be developed by the working group.

66. IT Tralee

There currently exists a process for progression from assistant lecturer to lecturer. Promotional posts to senior lecturer remain as low as 4%. Congress instructs the Executive committee to immediately lodge a claim in the IOTIR forum for a progression pathway from lecturer to senior lecturer I based on

C. CONDITIONS OF SERVICE - GENERAL

82. Co. Louth

Congress instructs to the executive to pursue the extension of compassionate leave for members to be brought in line with other civil servant grades. At the death of a spouse, cohabiting partner or child, the civil service staff are afforded

bereavement leave twenty of working days. By comparison, members of the TUI in the same situation are subject to five days leave.

90. Co. Kilkenny

Congress calls on the Executive Committee to negotiate with relevant agencies and management the ever-increasing requirement for documentation from outside agencies including QQI and SOLAS. This is leading to excessive demands on teachers to carry out administrative tasks unrelated to the core work of teaching & learning.

80. Co. Cork

Congress rejects the inequity placed on female teachers and lecturers as a result of the cutbacks from Budget 2013 maternity legislation. This discriminatory legislation disposed of the 30 day in lieu holiday leave granted to Maternity/Adoptive leave applicants, if their maternity leave fell over the summer holidays. This inequity discriminates amongst women in the public sector and it also means a newborn child is discriminated against as a result of their mother's profession. Congress demands that Maternity Leave provisions pre Budget 2013 be restored. Congress further notes that male teachers are not disadvantaged by the discontinuation of this leave facility and this means that this matter gives rise to gender-based inequality.

84. Co. Kilkenny / Waterford City (Amended by Dublin Colleges)

Congress calls on the Executive Committee to negotiate with the relevant bodies so that teachers and lecturers that are required to work from home be provided with adequate office equipment i.e. Laptop, Ergonomic chair and desk etc to carry out their duties.

Other than ergonomic issues, the following are also considered essential for work practice: lighting, heating,

upgrading internet, electronic correction pens and phone usage.

86. Dublin City / Co. Kerry

Congress calls on the Executive to negotiate a revision of pregnancy related sick leave to ensure that women who suffer a miscarriage before 24 weeks of pregnancy are treated as a pregnancy related illness in relation to sick leave.

D. ADULT EDUCATION

95. Executive Committee

Congress notes the continuing failure of the relevant Government Departments to honour the commitments as they relate to the tutor grade as set out in the various Public Service Stability Agreements (PSSAs) and, in particular, the Chairman's Note to the Lansdowne Road Agreement, despite the intercession of the Labour Court which issued a recommendation to the Departments to resolve outstanding aspects of the commitments made. Congress instructs the Executive Committee to take all steps available to address the failure of Government and the relevant Departments, fully, to honour their commitments to tutors under the various national collective agreements.

94. Tipperary SR

Further Education: Congress instructs the Executive to pursue paid sick leave arrangements for 'Tutors' who are employed by ETBs under Specific Purpose Contracts.

E. EDUCATION

109. Dublin Colleges

Congress supports the UN 17 Sustainable Development Goals & looks forward to working with fellow stakeholders in developing and implementing the frameworks and agreed actions that will enable members to fully participate in achieving the 169 targets highlighted in the SDGs.

Congress particularly encourages discussions with relevant bodies to agree approaches that will enable the effective achievement of the targets within SDG 4 (Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all).

Congress requests the Union to immediately facilitate platforms for fellow unions (teaching, administrative, and operational) and management to assist in developing agreed common approaches in achieving the targets so that by 2030 the Irish educational system will have:

- (4.1) ensured that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
- (4.2) ensured that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education
- (4.3) ensured equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
- (4.4) substantially increased the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
- (4.5) eliminated gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
- (4.6) ensured that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy
- (4.7) ensured that all learners acquire the knowledge and skills needed to promote sustainable development, including, among

others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

Congress also supports the means of implementation to include

- (4.A) building and upgrading education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all;
- (4.B) substantially expanding globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries;
- (4.C) substantially increasing the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States.

I 14. Co. Cork

Congress demands that Motion 155 from Co. Cork passed at Congress 2019 be negotiated and delivered as a matter of urgency. SEN Coordinators in school have experienced a massive increase in workload subsequent to the implementation of DES CL 14/2017. SEN coordinators now require the availability of a paid post on a par with Programme Coordinator to ensure adequate time and resources to discharge the duties associated with the increased workload.

I 15. Co. Carlow

Congress instructs the Executive to discuss current procurement and financial practices for individual schools with ETBI, as the ETB financial divisions are now merging all schools in an ETB as one standalone financial organisation, expenditure is causing a shift in practice, rather than accounts showing school A spent €5000 on buses and so on it shows ____ETB spent €50,000 on buses resulting in a procurement issue. Of course very few schools would reach the threshold for procurement if their budgets were kept as standalone budgets, as they should be.

Schools - the teachers and principals are no longer allowed to spend their money as they choose but have to submit to the suppliers chosen by the ETBs through the procurement process. This micromanaging of school budgets is of course at odds with the role of the school principal where one of the key duties is to manage the school finances. By merging all the schools under one umbrella simple actions such as booking a bus or ordering ink for printers become onerous tasks, as the teachers must complete vast amounts of paper work, must often pay more money than they would if local suppliers were used and are often reminded when they question this practice that they are contractually obliged to do this work. This added workload is not in any contract and as such we are now submitting to completing extra duties for free.

As we have all learned in 2020 our own local communities need our support. The current practice of looking at all times for the cheapest supplier is at odds with the sustainability strand that runs through the core of Junior Cycle. Sustainability teaches us that there are 3 strands to sustainability; environmental, social and economic. Our ETBs seem to have forgotten that each school is in fact a stand alone school with a single budget.

It is very clear from recent procurements that have taken place that no consideration is given to the social and environmental strands. This practice needs to end. Schools and

ETBs should be environmentally aware and to allow for social development in their communities should be running local and not nationwide procurement competitions. It is time that we the schools and ETBs started to practice what we teach and preach.

To this end Congress instructs the Executive to discuss these procurement and financial practices with ETBI and/or the various ETBs with a view to returning budgetary control to schools, thus reducing the workload on teachers, returning a key duty of principalship to our principals and also helping to make schools more sustainable and more community focused than business orientated. Our union must protect us from increased workloads and from practices that make it more difficult for us to complete our duties.

F. EQUALITY

I 25. Dublin Colleges

Noting the commitment in the Programme for Government 2020 to "further develop access programmes to Higher and Further Education for students from disadvantaged groups, including members of the Traveller Community, those in direct provision, and those who are socio-economically disadvantaged," Congress instructs the Executive Committee to demand that the Minister for Further and Higher Education, Research, Innovation and Science publishes an annual report setting out the progress made by each Higher Education Institute in this regard.

G. EXAMINATIONS

I 33. Co. Laois / Executive Committee

Congress notes that there are moves afoot to "reform" the Leaving Certificate. While genuine reform is welcome, the interpretation of reform can be distorted by financial cuts and under-investment in education. This was very much in evidence during the Junior Cycle dispute. Consequently, Congress advises the Executive Committee to

take heed of the lessons of the TUI Junior Cycle campaign. Congress instructs the Executive Committee to campaign to retain nationally certified examinations, to oppose any re-emergence of an attempt to impose teacher assessment of their own students for certified examinations and to oppose any increase in already unfair workloads. Congress instructs the Executive to seek to develop a joint strategy with the ASTI in order to achieve these goals and to include preparations for industrial action, up to and including strike action, in such collaboration.

I36. Tipperary SR

State Examinations: The adjustments to the Leaving Cert 2021 proposed by the SEC and the Department of Education do not go far enough to account for the teaching time lost due to the closure of schools during the COVID-19 pandemic, and in some cases may disadvantage students further.

Congress instructs the Executive to engage immediately with all relevant parties and get immediate clarifications for students and teachers. Congress also instructs the Executive to communicate to the SEC that the knowledge and skills deficit will have to be reflected in the State Examinations Marking schemes.

I32. Executive Committee (Amended by Co. Donegal)

'The experience of the emergency system of Calculated Grades for the class of 2020 has brought into sharp focus the value of the tried and trusted model for externally assessed, state certified examinations which, notwithstanding its limitations, commands significant public trust. Congress therefore instructs the Executive Committee to re-iterate TUI's position in all necessary and relevant fora – that TUI members remain fundamentally opposed to assessing our own students for State certification purposes and Congress reaffirms TUI policy that external assessment is essential.'

I40. Galway City

Congress instructs the Executive to seek a review of the introduction of a common level in the new Junior Cycle. This policy is impacting negatively on DEIS schools with many students struggling to complete exams that are beyond their capabilities. The policy is also impacting students at the other end of the spectrum with the loss of Higher Level exams.

H. FURTHER EDUCATION

I47. Executive Committee

Congress recognises the very positive and productive work of the Stakeholder Group, consisting of TUI, SIPTU, SOLAS, ETBI, ETBs and the Department of Further & Higher Education, Research, Innovation and Science, during the COVID-19 pandemic. This work addressed the many challenges in Further Education during the pandemic. Whereas these issues were mainly pandemic related, it was not lost on the TUI that such a body could deal with FET issues that are common to all 16 ETBs and, thus, would benefit from a co-ordinated and national approach instead of 16 individual approaches.

Congress instructs the Executive Committee to enter into negotiations with the Department of Further and Higher Education, Research, Innovation, and Science and the other participant organisations to establish the Stakeholder Group as a regular consultative body with the imprimatur of the relevant Ministers and Departments to establish a national approach to issues that, at present, can suffer from up to 16 individual approaches.

I56. Cork City Schools

Congress instructs the Executive to negotiate with ETB's regarding the railroading of semesterisation into FE. This will have devastating effects on NQT's trying to get CID contracts and it is changing the existing working patterns of existing teachers.

We seek guidance and clarity in any work changes that are being forced upon unsuspecting teachers.

I57. Co. Mayo

Arising from the takeover by SOLAS of all funding strands for stand-alone PLC colleges, Congress instructs the Executive Committee to seek to have existing terms and conditions ring-fenced for all teaching staff in Further Education Colleges in terms of length of school year, promotional posts, salary scales and qualification allowances.

I68. Executive Committee

As a result of the COVID-19 pandemic, many people previously employed will require retraining and upskilling to enable them to re-enter the workforce. TUI notes the statements from the Minister of the intention to facilitate increased retraining and upskilling opportunities. Congress instructs the Executive Committee to engage proactively with the DFHERIS to request that the required funding is made available to the Further Education Sector as the main provider in this area.

I62. Co. Kilkenny

Congress calls on the Executive to protect and acknowledge the central role of the teacher. The current focus in FET on QA requirements for QQI is diminishing the importance of teaching and learning and does not put the learners at the centre of the process. QA documentation makes no mention of the role of the teacher. We are now represented as Internal Assessors.

I48. Co. Carlow

Congress instructs the Executive Committee to address the leadership structures and allocation of teaching resources for the PLC programme. That the Executive review the draft agreement that existed in 2008, which included additional academic management positions (these are additional posts to API and AP2 roles), recognition of the alternative work

undertaken at the beginning of the year and end of year specific to PLC centres, and recognition of need for revised contact hours. (which was to be 20 hours contact, + two hours for PLC-specific work).

158. Cork City Schools

The PLSS application forms and associated statements and permissions are legally binding documents which all course applicants must complete. The fact that they are lengthy and complicated may render them non-binding when the applicant cannot understand the text or the nature of their permissions. This is particularly the case where the applicant does not speak or read English as a first language. TUI Congress demands that ETBI must supply professionally translated versions of these documents, easily accessible to all schools, colleges, training centres and other adult education centres. This must be undertaken at a national level, and the results made available to all ETB centres to ensure a uniform clarity of the commitments that both applicant and institution are entering into.

I. HEALTH AND SAFETY

175. IT Tralee / Cork Colleges (Amended by Dublin City)

Congress instructs the Executive Committee to work with ICTU to lodge a claim for certified work induced anxiety leave not to be counted as sick leave.

J. MISCELLANEOUS

185. Dublin C & C

The current COVID-19 pandemic has revealed ever more glaringly the inequalities at the heart of education in Ireland. Too many of our students could not adequately continue with their education because of the lack of resources available to schools for their students. Too many of our students are condemned from the outset of their education to not achieving all that they could because of the socio-economic base from which they start. It is necessary that schools be able to give



VICE-PRESIDENT LIZ FARRELL AT ANNUAL CONGRESS 2021

the materials which its students have to have in order to start, continue with and complete their education.

The basic law of this country, the constitution, enshrines this discrimination, inequity and injustice at its very heart because through its wording the State, our State, is not obliged to ensure that all of its children have full equality of opportunity where their guardians are unable to provide for them. It is necessary for the TUI to engage fully in countering this cancer that tolerates an ideology which fails to actualise the full potential of our students.

Congress demands that the Executive campaigns for a constitutional referendum to amend article 42.4 of Bunracht na hÉireann which currently reads

“The State shall provide for free primary education and shall endeavour to supplement and give reasonable aid to private and corporate educational initiative, and, when the public good requires it, provide other educational facilities or institutions with due regard, however, for the rights of parents, especially in the matter of religious and moral formation”

so that the first “for” and “primary” from that paragraph are deleted and that it should then read.

“The State shall provide free education and shall endeavour to supplement and give reasonable aid to private and corporate educational initiative, and, when the public good requires it, provide other educational facilities or institutions with due regard, however, for the rights of parents, especially in the matter of religious and moral formation.”

K. ORGANISATION

187. Co. Donegal

Workplace Committees and School/Centre Representatives are the voluntary grassroots of the union on the ground. Since the return of this academic year the workload of the school/centre rep has increased substantially.

Congress instructs the Executive Committee to engage with the relevant Department and appropriate management bodies to seek a time allowance of 2 class periods per week, so that elected representatives in every school/centre can deal with the many aspects of union representative duties.

189. Co. Donegal

Congress recognises the immense contribution of branch officers both to the strength and vibrancy of the TUI and as providers of support to members.

Congress further notes the increasing pressure of branch workload on officers due to the COVID-19 pandemic and the 'always on; work culture which is becoming increasingly prevalent.

Congress therefore instructs the Executive Committee to provide branch officers with the necessary resources, for example but not limited to, laptops, printers, shredders and substituted administrative hours, so as to adequately carry out essential branch duties.

217. Co. Donegal

Congress instructs the Executive Committee to investigate the cost and effectiveness involved in the development and implementation of a secure, fit for purpose and robust online voting system for TUI national ballots and elections. The result of this investigation will be presented to Congress 2022.

L. PAY/NATIONAL AGREEMENTS**218. Co. Carlow**

Congress instructs the Executive to negotiate with the DES to seek the full restoration of allowances to all grades within the membership. This must encompass qualification allowances and allowances paid pre 2012, including but not limited to the teaching through Irish allowance, the island allowance, the masters allowance.

219. Dublin City

Congress demands the Executive seek the abolition of the public pension levy with other public unions.

220. Tipperary SR

Terms and Conditions: Second Level Pay: The landscape of teaching and learning has changed dramatically over the course of 2020 with teachers now taking on increased administration and communication tasks online. Though schools have remained physically open, teachers now do double-duty to resource online and blended learning with no allowance for this increased work-load.

Congress instructs the Executive to engage in negotiations with the DES for an immediate reduction of 'Croke Park' hours in lieu of this increased work-load and that the Executive should seek for the 'Croke Park' hours to be permanently wound down at the next round of pay talks.

M. PENSIONS**228. Co. Carlow / IT Carlow**

The career average pension scheme is a savage cut in lifetime earnings. Congress instructs the Exec to lead a campaign to restore equality in terms of pensions and highlight the detrimental impact this will have on teachers/lecturers in the future.

231. Dublin & Dún Laoghaire

Congress instructs the Executive to demand that the Spouse and Children Contributory Pension Scheme be reverted to its original format, whereby unmarried and childfree people would receive their contribution back at the point of retirement thus embracing the changing demographics of modern society.

N. POSTS OF RESPONSIBILITY**236. Co. Cavan /Co. Offaly**

Congress instructs the Executive Committee to negotiate with ETBI, DES and DHE, that in ETB Schools/Centres, the notetaker in the interview process shall not be the Principal, Deputy Principal or any other staff of the Schools/Centres involved.

233. Co. Carlow

Congress instructs the executive to negotiate with the DES to begin a review process of CL O3/18. The review should address in particular the area of the circular that laid out the workload required for posts. The workload increased exponentially with the introduction of CL 03/18. It is essential if we are to continue to have a middle management structure in schools that the workload is in line with the pay and time allowances. Circular 03/18 does not provide this and must be reviewed.

O. RULES**244. Executive Committee**

Amend Rule 99 which currently reads:

A member who is out of benefit or lapsed because of arrears, may have all privileges of membership restored subject to the limitations imposed by the rules and

- (i) on the first occasion by payment of all arrears due or one year's subscription together with all levies imposed in that year;
- (ii) on any subsequent occasion by payment of all arrears and levies due.
- (iii) Any member who loses a teaching/lecturing position and who was in benefit or who was not more than three months in arrears at the time of termination of their contract, will not be required to pay the re-instatement fee in order to re-join the TUI providing that the application to re-join is made within six months of taking up the subsequent teaching/lecturing position.

To read:

A person who is out of benefit or lapsed because of arrears, may have all privileges of membership restored subject to the limitations imposed by the rules and

- (i) on the first occasion by payment of all arrears due or one year's

subscription together with all levies imposed in that year;

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

Privileges of membership cannot extend to issues (other than the appropriateness of a contract) that may have arisen when the person was not a member or was deemed out-of-benefit.

241. Executive Committee

Congress directs that Rule 3 be amended by the deletion of the word “wholetime” (following “engaged as..”) and the insertion of a comma and the word “adult” after the word “further”.

The rule as amended would then read: “The following shall be eligible for admission to full membership of the Union:

All persons engaged as teachers, in other academic posts, or whose principal source of income is from teaching in Ireland in post-primary, further, adult and higher education, whom the Executive Committee consider right and proper persons for membership, subject to ratification at the next meeting of Congress.”

P. TEACHING COUNCIL

260. Executive Committee

Congress notes the insurmountable challenge schools face in filling teaching posts coupled with the difficulties finding placements for PME student teachers. The two-year PME is causing huge problems in the education sector, which will only be exacerbated as the increased numbers of students enter our Post-Primary schools in the coming years.

Therefore, Congress instructs the Executive Committee to pursue all avenues to have the second year of the PME removed.

Q. YOUTHREACH

264. Executive Committee (Amended by Co. Donegal)

Congress instructs the Executive Committee to negotiate with the DFHERIS to improve the present conditions of Youthreach Resource Persons and Co-ordinators in terms of pay and conditions, a shorter working year that would include mid-term breaks and an earlier closing in summer, pending the achievement of a conversion to the teacher grade with appropriate allowances.

266. Co. Cork

Congress notes that the DES Inspectorate have documented in inspection reports that some Youthreach Centres are housed in cold, damp, dangerous and buildings/facilities that are not fit for purpose. Congress further notes that this issue gives rise to serious health and safety concerns for members. Congress demands that all Youthreach students and staff are afforded suitably safe and healthy premises to work in.

R. NEW ENTRANTS/ PAY EQUITY

280. Executive Committee

Congress notes

- the commitment of the TUI to eliminating pay discrimination against those who entered the profession on or after 1st January 2011
- the Union’s ongoing campaign for pay equality, the mandate for industrial action up to and including strike action, and the solidarity demonstrated by the day of strike action on 4th February 2020
- the elements of the continuing discrimination which include the non-payment of the PME/H.Dip. allowance and other allowances, the absence of incremental recognition for the period of unpaid, pre-service training for teachers, the refusal to award incremental credit for a period during the financial crisis, and residual differentials in the early points of scales (which lead to further discrimination in pay rates for additional work)
- the crisis in recruitment and retention to which pay discrimination has given rise

Congress

- instructs the Executive Committee to demand of the ICTU Public Services Committee that pay discrimination be fully addressed before a successor pay agreement to the PSSA is negotiated
- requires that the measures necessary to secure pay equality (based on the pre-2011 level of pay) be implemented in the first instance, before determination and application of general pay increases for public servants, including teachers and lecturers, under a successor pay agreement.

Congress further instructs the Executive that, in the event either that the measures to achieve pay equality are not agreed and put in place in a timely fashion (and, in any event, before Annual Congress 2022) or that any successor to the PSSA that may have

been concluded by that time does not include such measures, the Union's programme of industrial action, including strike action, be recommenced in the third term of the current school year and be sustained and intensified until pay equality is secured. If possible, this action will be held in conjunction with the other teacher unions.

283. IT Blanchardstown

Congress instructs the Executive to immediately seek pension equality for New Entrants, as part of salary equality negotiations with the Department of Education and Skills.

S. TEACHER UNITY

285. Dublin C & C

The intent of the motion is to engage with the majority of our members who do not attend branch meetings, let alone Congress. As a C and C branch we suffer on a yearly basis due to the fact that there are two Unions representing staff.

It is incorrect to say that this survey could undermine Union policy because if the opinion of the members who participate in the survey say they don't want to join with other Unions, then the Executive will have to convince them of the benefits of the policy already decided. In addition, Union policy is decided by Congress and that can change.

The Executive will have to put the amalgamation proposal to the members in any case, so this survey is designed to create a discussion on this important decision. The survey will give us an opinion of the members.

In order to gain momentum in the motions already passed at Congress and to engage with members who do not attend branch meetings and/or Congress we are asking the Executive to conduct the following survey.

Congress instructs the Executive Committee to carry out a survey of members to determine whether the

members wish to join with ASTI and IFUT, to form one Teachers Union.

T. INSERVICE

287. Galway City

Congress instructs the Executive to continue to demand the training given for the new Leaving Certificate be implemented before the curriculum changes are introduced. There should be a properly funded and fully resourced programme of CPD rolled out in a timely manner. Congress further instructs the Executive to ballot for industrial action if these demands are not met.

EMERGENCY MOTIONS

EMERGENCY MOTION NO. 3

Co. Donegal / Limerick City Schools / Donegal C&C / Co. Louth / Co. Laois / Co. Kildare / Co. Carlow / Galway City / Co. Leitrim / Cork Colleges / Co. Clare / Co. Sligo / IADT / Dublin C&C

Congress welcomes the agreement reached between the TUI and the Department of Education in February 2021 that permitted pregnant teachers to continue to work remotely when schools re-opened on 1st March.

The reference by the Deputy CMO on 4th March to a possible link between COVID-19 and Stillbirths has caused understandable alarm among pregnant teachers and, given that the option to work remotely was available prior to the 12th April, Congress can see no valid reason for not allowing it to continue until the 28th May.

Given that a full re-opening to all post primary students is envisaged on 12th April, Congress instructs the Executive Committee to consult with all relevant parties with a view to agreeing a mechanism whereby pregnant teachers can continue to work remotely until the 28th May.

EMERGENCY MOTION NO. 8 Dublin Colleges / IT Carlow / IADT / Dundalk IT / Co. Donegal / Limerick Colleges' / IT Tralee / WIT / Tallaght IT / Dublin C&C

Congress instructs the Executive to conduct an urgent ballot for national industrial action, up to and including strike action, on the failure of the DFHERIS to provide adequate funding to Technological Universities and their failure to facilitate the development of a nationally agreed academic framework and appropriate nationally agreed academic contracts for Technological Universities.

EMERGENCY MOTION NO. 1 Dublin Dun Laoghaire / Cork C&C / Dublin Colleges / Cork City Schools / Limerick City Schools / Co. Carlow / Co. Donegal / Donegal C&C / Co. Louth / Co. Galway / IADT

In light of the new strands of Covid and the situation in the country at present, Congress calls on the Executive to demand that teachers will be provided with the highest level of protection on the full re-opening of schools and centres of education on 12 April, 2021. We call on the Executive to demand that teachers are provided with full medical grade masks (EN14683) and that only rooms that are adequately and properly ventilated will be used in the full re-opening of schools and centres of education.

EMERGENCY MOTION NO. 9 Cork Colleges / Co. Donegal / Co. Carlow / Co. Louth / Limerick Colleges / Dublin C&C / IT Tralee / IT Carlow

Congress notes the difficulties in completing certain third level courses arising from the continued closure of workplaces due to COVID-19 and, in particular, the impact of new COVID-19 variants upon safely re-opening workplaces (for example, the emergence of B117 in Ireland in late December/early January and the fact that, as at March 2021, it now accounts for almost 90% of cases).

Congress further notes the suggestions from some quarters in recent weeks

that members may be required to work outside agreed calendars.

Congress reminds the Executive Committee of its existing commitment that members' terms and conditions and national directives, including the directives on overtime and working outside the academic calendar, will be maintained in any discussions between the TUI and third level stakeholders nationally.

Congress reiterates its instruction to the Executive Committee to protect these terms and conditions and uphold all relevant directives.

**EMERGENCY MOTION NO. 11
IADT / Co. Donegal / Cork
Colleges / Co. Louth / Dublin
C&C / Dundalk IT / IT Tralee /
Tallaght IT**

In light of the HEA announcing that it is seeking changes to the HEA Act 1971 and the rapidly changing landscape of Higher Education in Ireland, Congress instructs the Executive to seek that IADT and Dundalk IT are expedited into the Technological University process.

**EMERGENCY MOTION NO. 2
Donegal C&C / Co. Carlow /
Dublin Dun Laoghaire /
Co. Donegal / Galway City /
Co. Clare / Co. Sligo /
Co. Westmeath / Co. Galway**

Congress deplores the decision of the Department of Education and/or SEC, in February 2021, not to allow the SEC assessed/examined additional assessment component feed into the SEC Accredited Grades process. This decision shows scant regard, by the Department and/or SEC, for the educational significance and the importance in terms of fairness of externally assessing the full range of skills and competencies. Congress instructs the Executive Committee to seek a written explanation from the Department as to the reason for its decision and also to demand an explicit undertaking that external assessment by the SEC of all relevant components will be arranged and carried out in relation to the 2022 State Examinations.

**EMERGENCY MOTION NO. 6
Co. Carlow / Donegal C&C /
Co. Louth / Co. Laois /
Co Kildare / Dublin Dun
Laoghaire / Co. Donegal /
Tipperary SR / Birr Gallen /
Co. Clare / Co. Leitrim /
Co. Westmeath / IADT /
Co. Kilkenny / Dublin C&C**

The decision of the Minister for Education on 17th February 2021 to cancel the Junior Certificate examinations has significant workload implications for teachers of third year students who are required to implement the alternative assessment arrangements. Very many of those teachers will also be engaged in the SEC Accredited Grades process as well as preparing students for the conventional Leaving Certificate examinations in respect of which additional workload also arises.

It would be unacceptable to place on teachers further unreasonable demands associated with end of term assessments for other student cohorts.

Therefore, Congress instructs the Executive Committee to negotiate, as a matter of urgency, with the Department of Education strict parameters – to be published to the system - for such end of year assessments.

In the event of refusal by the Department to agree such parameters and/or in the event of failure or refusal by school management to apply such parameters, Congress instructs the Executive Committee to take decisive action to protect members, locally or nationally, against imposition of excessive workload of this nature.

**EMERGENCY MOTION NO. 4
Co. Donegal / Cork C&C /
Limerick City Schools /
Donegal C&C / Co. Louth /
Co. Kildare / Co. Carlow /
Galway City / Co. Leitrim /
Cork Colleges / Co. Clare /
Co Sligo / IADT / Dublin C&C /
Co. Mayo**

In light of the delayed re-opening of schools in 2021 (1st March 2021 for Leaving Certificate students) and the resultant loss of face-to-face teaching for 5th Years (first year of Leaving Certificate/Leaving Certificate Applied) students, Congress instructs the Executive Committee to liaise with all

relevant parties (i.e. NCCA, SEC and the Department) and to seek modifications both to the curriculum and assessment arrangements for these students in respect of the Leaving Certificate 2022 examinations. Details of such modifications must be provided to schools in September 2021 to allow for appropriate planning to take place.

**EMERGENCY MOTION NO. 5
Co. Donegal / Limerick City
Schools / Donegal C&C /
Co. Louth / Co. Laois /
Co Kildare / Co. Carlow /
Galway City / Co. Leitrim /
Cork Colleges / Co. Clare /
Co. Sligo / IADT / Dublin C&C**

In light of the return:

- of final year Leaving Certificate and Leaving Certificate Applied students on the 1st March and

- 5th year students on 15th March

and the planned return of:

- all other post primary cohorts on the 12th April

it is now evident that the range of operational supports put in place for the 2020/2021 school year, including, but not limited to, the:

- increased capitation grants to provide the necessary hand sanitiser and PPE in schools
- additional funding for cleaning costs
- reduction in the PTR of 0.6 to support teaching and learning. This reduction is essential to facilitate effective face-to-face teaching and learning in smaller class groups, to allow teachers the time to assist students who may have missed out on learning due to the COVID-19 pandemic and because of a delayed return to school buildings until March 2021.
- full restoration of guidance provision
- increased supervision supports must extend into and apply for the 2021/2022 school year.

Congress therefore instructs the Executive Committee to negotiate with the Department of Education for continuation of these supports in the 2021/2022 school year.

**EMERGENCY MOTION NO. 7
Co. Carlow / Co. Donegal /
Cork C&C / Donegal C&C /
Co. Louth / Co. Laois /
Co Kildare / Galway City /
Dublin Dun Laoghaire /
Co. Clare / Tipperary SR /
Birr Gallen / Co. Westmeath /
Dublin C&C / Co. Mayo /
Co. Kilkenny / Co. Leitrim**

Congress welcomes the announcement by the Minister, on the 1st March 2021, to reduce the enrolment threshold for the allocation of an additional Deputy Principal in DEIS Post Primary schools from 700 to 600 students.

However, this measure does not go far enough to address the challenges faced. Many students either disengaged from learning or were not in a position to engage fully and consistently during the period of emergency remote teaching and learning (January – March 2021) - primarily due to home circumstances, such as a lack of broadband, sharing ICT hardware etc. Therefore, providing an additional Deputy in these schools is simply papering over the cracks of an unequal education system. In the context of the ongoing exacerbation of disadvantage in the context of COVID-19, Congress instructs the

Executive Committee to seek additional educational supports for DEIS schools, including restoration with effect from the commencement of the 2021/22 school year of posts of responsibility (API an AP2) lost in all schools while the moratorium applied.

**RESOLUTIONS
REFERRED**

149. Dublin City

Congress directs that the Executive negotiate with ETBI to provide at least one full-time IT person per centre providing online learning. Many FE College are now fully online but do not have dedicated IT workers to deal with the ever-increasing workload that an online College demands. IT issues are arising and can take days to be rectified as an IT person is not available that day. This has detrimental effects on teaching and learning and needs to be remedied urgently.

RESULT Referred

214. Co. Carlow / IT Carlow / IT Tralee

The TUI Income Continuance Scheme ends once the teacher/lecturer reaches 60. Given the retirement age has now extended to 70, Congress asks the Executive to negotiate with the provider (Cornmarket) to ensure that those who need to work to seventy are provided with a service equal to their colleagues.

**Amendments
Dublin Colleges**

- (i) Add or 65 after 60
- (ii) Delete all after 70 and replace with

Congress instructs the Executive to negotiate with the provider at the next review of the income continuance scheme enhanced income protection provisions for members who decide to work until age 70.

RESULT Referred



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Update on curriculum development

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

Senior Cycle Developments

The NCCA is currently working on a review of Senior Cycle. A report on the review will issue soon to the Minister for Education. The TUI has been heavily involved, over the course of a number of years, in discussions regarding this review and looks forward to seeing the final report when it issues to the Minister.

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

Ongoing Leaving Certificate subject specification work

Sciences: Three development groups are currently working on revised specifications for Physics, Biology and Chemistry.

Gaeilge: A development group is nearing completion of work on a

revised specification for Leaving Certificate Irish. The draft specification is currently out for consultation and the TUI recommends that members get involved in the consultation process. The TUI has asked for an extension of the consultation process to allow teachers, who are currently very busy with additional tasks arising from the pandemic as well as their usual heavy workload, to have the best opportunity possible to have their say. The consultation process can be accessed through the NCCA website (www.ncca.ie).

Languages: A development group is nearing completion of work on a revised specification for Leaving Certificate Arabic whilst another development group is working on a revised specification for Latin and Ancient Greek.

Junior Cycle Developments

Work has begun on initial reviews of a number of Junior Cycle subjects which have completed their first cycle of implementation. However, work has been slower than originally planned due to COVID-19-related disruption in schools and a desire not to put added pressure on schools at this time. Work will accelerate when it is possible for the NCCA to again engage with schools properly.

Similarly the research study into implementation of Junior Cycle as a whole has been delayed but should resume properly late in 2021. The research is being led by the University of Limerick.

Ongoing Junior Certificate subject specification work

PE: A development group is currently working on an updated specification for a 135-hour programme of PE. The background paper went out for consultation in January and the development group is currently assessing the feedback.

Cross Curricular

In addition to the above, the NCCA has established a development group to carry out work on post-primary Relationships and Sexuality Education (RSE) in schools. This work will encompass RSE in both Junior Cycle and Senior Cycle.

Following a request from the Minister for Education, an expert group on Traveller Culture and History has been formed and this will lead to publication of a report on the matter which will then provide the basis for developing of curriculum in this area.

Thanks

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

RMA News

The RMA Management Committee met in mid-April following TUI's Annual Congress. Prior to Congress, The RMA Organisation Sub-committee met, via Zoom, to consider the RMA's recruitment strategy and how best to streamline the migration from TUI to RMA TUI on retirement. Its recommendations were endorsed by the Management Committee. Essentially, RMA TUI has asked that TUI Branches be mandated to include 'Retirements' as an agenda item each school year in September, and also that the Branch Officers, through the school stewards/representatives, be asked to submit the names and contact details of retirees to Head Office as they arise.

Other initiatives which were the subject of Congress motions in the Rules section will be advanced when possible, as they were not reached in the allocated time at Congress 2021.

Hopes growing of a return to normality

With the continued vaccine roll-out, hopes are growing that it may be possible to resume normal activities in the Autumn. This could mean an Autumn Break and

possibly a national AGM in conjunction with that. If these developments proceed, all members will be notified as normal with the annual membership renewal mailing and diary at the end of August or earlier if possible – check on our website www.rmatui.ie. However, subject to the agreement of the Management Committee, all Autumn Break participants would need to have been vaccinated.

Alliance News

It was hoped that a planned meeting between the Alliance Officers and Minister for Public Expenditure and Reform Michael McGrath would have taken place by Easter. It has yet to happen. When it can be scheduled, the Alliance Officers will be raising the issues of pension parity, late payment of arrears (01/10/2020) and the Government's position on amendments to the Industrial Relations Acts being advanced by Deputy Brid Smith of People Before Profit. The Alliance website - www.arps.ie - has recently been updated, and some more work has yet to be done on it.

Electronic versions of TUI News

On the topic of websites, the spring issues of TUI News – which were electronic only

as a result of the COVID-19 restrictions – are accessible through www.rmatui.ie or on the TUI site www.tui.ie.

ICTU Retired Workers' Committee

The ICTU Retired Workers' Committee has resumed meeting via Zoom. An informative North/South Seminar was held, via Zoom, in February, and another is planned for later in the year. The progress of the IR amendments have also been raised at that forum. It would appear that the ICTU are not keen on the idea of opening up the IR mechanisms to outside bodies, but are being reminded of the right to representation as defined in the European Charter of Human Rights/Lisbon Treaty.

Stay in touch!

Finally, colleagues, the Management Committee reminds you to stay in touch with each other by 'non-corporeal' means - phone, Zoom, Webex, text and so on. It should be possible to resume RMA Branch meetings before the Branch AGMs take place in October/November.

Stay safe.

Daniel Keane,
RMA TUI Secretary



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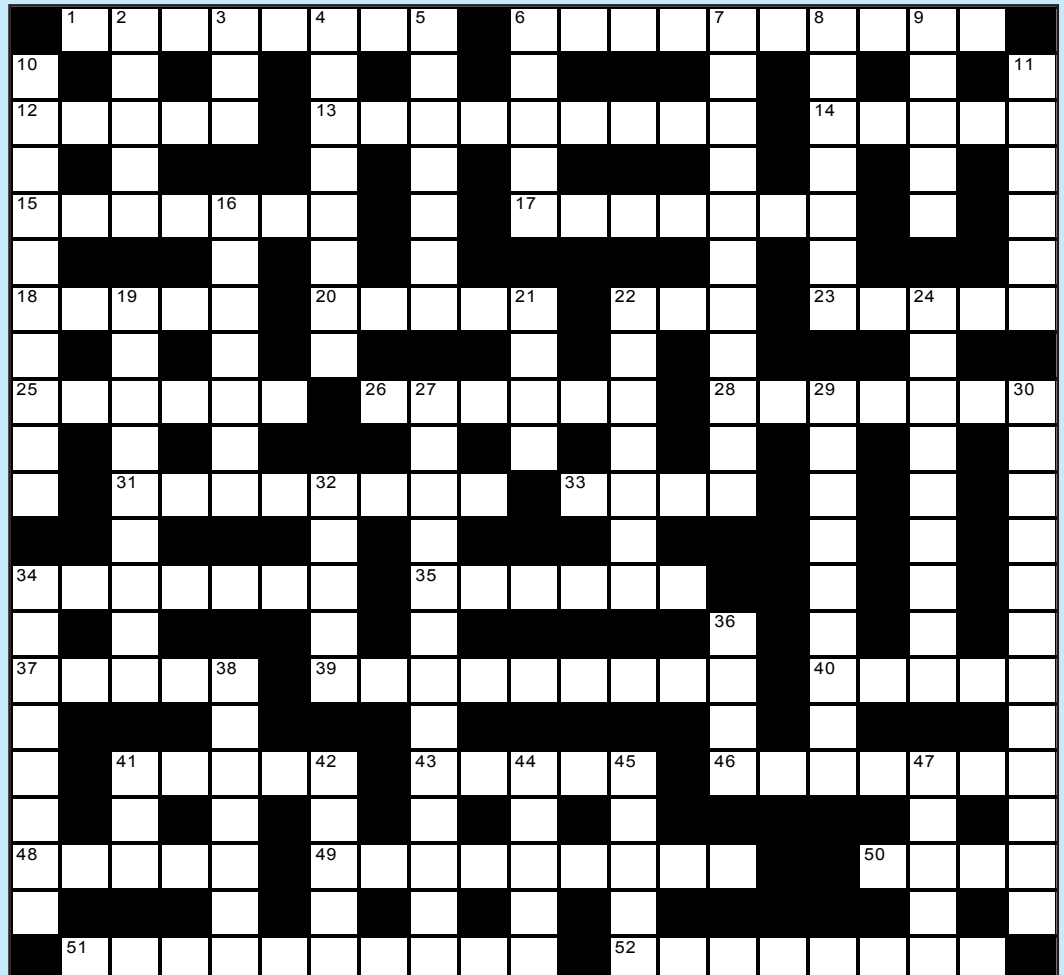
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Contact number _____

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Send entries to
 TUI Crossword May '21,
 TUI, 73 Orwell Rd, Rathgar,
 Dublin 6, D06 YP89.

Closing date for entries:
 Friday, 30th July 2021.



ACROSS

- 1 Stubbornly persistent in wrongdoing (8)
- 6 A double-reed woodwind instrument similar to an oboe but lower in pitch (3,7)
- 12 A short moral story (5)
- 13 A person unreasonably held to be immune to criticism (6,3)
- 14 Sound made by a duck (5)
- 15 ----- Murphy, Cork actor recently starred in the film Dunkirk (7)
- 17 A large heavy knife used as a weapon or for cutting vegetation (7)
- 18 Loose hemp or jute fibre obtained by unravelling old ropes (5)
- 20 Emerge from the egg (5)
- 22 Music duo from Versailles, France, consisting of Nicolas Godin and Jean-Benoit Dunckel. (3)
- 23 Noisy and disorderly (5)
- 25 The first light of day (6)
- 26 Siddhartha Gautama, a sage born near the present-day border between India and Nepal (6)
- 28 Question (someone, typically a soldier or spy) about a completed mission or undertaking (7)
- 31 The season around the 25th December (traditionally extending from Dec. 24 to Jan. 6) (8)
- 33 Flow in a circular current, of liquids (4)
- 34 Equality between the totals of the credit and debit sides of an account (7)

- 35 A deep narrow steep-sided valley (especially one formed by running water) (6)
- 37 Large deciduous trees with rounded spreading crowns, smooth grey bark, and small sweet edible triangular nuts enclosed in burs (5)
- 39 Subgenre of dance music developed around the mid-1980s by DJs from Chicago (4,5)
- 40 Prince of ----- - 1991 melodrama starring Barbara Streisand and Nick Nolte (5)
- 41 Of a pale purple colour (5)
- 43 A plant fibre used for stuffing and insulation (5)
- 46 Charming in a childlike or naive way (7)
- 48 Offbeat, eccentric (5)
- 49 A newly invented word or phrase (9)
- 50 A rigid circular necklace that is open-ended at the front (4)
- 51 Fair and impartial in treatment or judgement (4-6)
- 52 Makeup applied to emphasize the shape of the eyes (8)

DOWN

- 2 A tower built by Noah's descendants who intended it to reach up to heaven (5)
- 3 Midge --- , lead singer of Ultravox (3)
- 4 Strong green liqueur flavoured with wormwood and anise (8)
- 5 Convert into code (7)
- 6 British rock supergroup consisting of Ginger Baker, Eric Clapton and Jack Bruce (5)
- 7 January 1st (3,5,3)

- 8 Strong highly flavoured sweet liquid usually drunk after a meal (7)
- 9 An adult insect produced after metamorphosis (5)
- 10 A serious devotee (10)
- 11 Domestic servant who does all kinds of menial work (6)
- 16 Not adhering to ethical or moral principles (7)
- 19 Irish bred terrier, first observed on the mountains of Kerry (5,4)
- 21 Portable troughs for carrying mortar, bricks etc (4)
- 22 Leave behind empty; move out of (7)
- 24 Solicitation of money usually for a benevolent purpose (4-5)
- 27 1954 radio drama by Welsh poet Dylan Thomas (5,4,4)
- 29 A game played on a court with light long-handled rackets used to volley a shuttlecock over a net (9)
- 30 Light emitted during absorption of radiation of some other (invisible) wavelength (12)
- 32 The 8th letter of the Greek alphabet (5)
- 34 (in Russia) an old woman or grandmother (8)
- 36 The sound made by a cat (4)
- 38 Idyllically calm and peaceful (7)
- 41 Fifth astrological sign of the zodiac (3)
- 42 A Latin American dance of 3 steps and a kick by people in single file (5)
- 44 ----- Mary - song originally by Creedence Clearwater Revival, famously covered by Ike & Tina Turner (5)
- 45 Edge tool used as a cutting instrument (5)
- 47 A colourless gas (O3) soluble in alkalis and cold water (5)