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RECRUIT RETAIN RECLAIM

#TUI23



A Word from the President – Liz Farrell

CONTENTS:

- p.2 A Word from the President
- p. 4 Annual Congress 2023 – General Secretary's Address
- p.6 Annual Congress 2023 – President's response to Minister Harris
- p.8 Annual Congress 2023 – President's response to Minister Foley
- p.14 'Recruit, Retain, Reclaim' survey findings
- p.17 TUI in the media
- p.21 Annual Congress 2023 – Full report
- p.38 Croke Park hours – an overview
- p.40 Teaching Council updates
- p.42 TUI's Trade Union Studies course 2023/24
- p.43 RMA News
- p.44 Crossword with €250 prize

CONGRESS 2023

As Congress 2023 is now over, I would like to thank all those involved with the planning and organisation of the event and of course those who attended, participated in, and set the agenda for the year ahead. The theme of Congress was, "Recruit, Retain and Reclaim", highlighting the lack of full-time positions available in education, the difficulties in retaining staff in the current climate and also the bureaucratic and initiative overload that we all encounter as we attempt to simply teach. The final point is noteworthy as we all embark on a new term which has assessment looming and examinations to the fore. With that in mind I want to wish all of you the very best for the stressful time ahead.

SECOND LEVEL UPDATES

Congress highlighted ongoing issues and provided TUI members the opportunity to reassert their stance in relation to long-standing, hard-fought and vigorously negotiated policy positions.

The Minister for Education, Norma Foley, was welcomed to Congress and spoke in relation to Senior Cycle redevelopment, the centralisation of support provision for teachers and school leaders through the newly formed Oide and offered her support for post structures within schools. The TUI in response once again reaffirmed that we welcome change and the redevelopment of the Leaving Cert, however, assessment for State Examinations must remain the purview of the State Examinations Commission. The TUI looks forward to engaging further with the Minister and assuming its seat on the newly established Senior Cycle Redevelopment Partners' Forum. As always, the TUI will remain open to discussion while adhering steadfastly to the direction of members at Congress and branch level.

Separately, ongoing representations on behalf of all second level members were made through the Junior Cycle Implementation Committee in March of this year.

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The issues tabled by the TUI for discussion included CBA overload, grade descriptors, common level examinations, wellbeing and of course the additional workload required to input the free text boxes in the JCPA. We await a response from the Department regarding these queries.

Similarly, the TUI at the behest of members brought a proposal to the Department of Education on a Teacher Relocation Scheme and we look forward to engaging further with the management bodies and stakeholders to progress this concept. The Minister has indicated that she is examining the proposal which was shaped by members and their own experiences having engaged with the current system.

FURTHER EDUCATION

Minister Harris also attended Congress and addressed many of the current issues for members. He gave commitments to further develop AEN allocations in further education, and to working with the TUI to develop and grow an access scheme outside the CAO points system across both the ETB and higher education sectors. His comments were warmly welcomed.

The most pertinent and important announcement on the day was however that an “offer” is forthcoming in relation to our Adult Education Tutors. This was genuinely appreciated especially given the length of time these TUI members have waited for and sought such an offer. The details and practicalities of the offer were not available at the time of writing, but we look forward to engaging immediately with the DFHERIS and will keep branches up to date.

The TUI also addressed the status of the FET College of the Future and the Organisation and Design process with the Minister. Further meetings are proposed, and the TUI remains clear that while the intention by Government may be to transform the landscape, our members will continue to be represented by us, as directed by us and their terms and conditions remain our priority, whatever the landscape.

HIGHER EDUCATION

Higher education was also addressed by Minister Harris, and he committed to closing the €307m deficit in funding that was identified by the Funding the Future group. He also gave commitments to further funding the sector which would allow for a decrease in staff to student ratios. While this is welcome, our current staff to student ratio stands at 22:1 while the European average is 14:1 so we can only assume the process will be long and onerous. Moving in the right direction is however to be commended and we look forward to further engagements with DFHERIS in this regard.

A separate parallel session looked at the OECD’s *Review of technological university academic career paths, contracts and organisation in Ireland*. The outcome of these discussions will be fed back to the Executive Committee for their attention.

Unfortunately, we are still awaiting a finalised document in relation to the Expressions of Interest form to complete the Sectoral Bargaining component of Building Momentum. This will be communicated to members as soon as possible.



TUI PRESIDENT, LIZ FARRELL

FINAL COMMENTS ON CONGRESS

Congress may be over for another year but the work for the Executive Committee, branch officers, delegates, members, and officials of the TUI continues. Motions and emergency motions need to be addressed and dealt with to ensure that the voice of members remains central to all that we do. I want to thank you all for your involvement, your activism and direction. The TUI is a strong and large group of educators. Working together that strength can and will be utilised and mobilised to ensure our collective voice is heard and listened to.

‘Recruitment and retention crisis is the direct result of the bone-headed, failed government policy of attempting to make the education system do more with less’

TUI General Secretary Michael Gillespie addressed 500 delegates and guests at TUI’s Annual Congress in Cork, drawing attention to a range of pertinent current issues.

Some key extracts are set out on these pages.

TUI – 50 YEARS OLD

I want to go back 50 years to the Annual Congress held in 1973 where Congress decided to change the union's name from Cumann na nGairm Mhúinteoirí, The Vocational Teachers' Association, VTA to Aontas Múinteoirí Éireann, the Teachers' Union of Ireland, TUI. The name change reflected the organisation's increased role and scope. This was shortly after the rollout of free secondary education in Ireland, the creation of community and comprehensive schools and coincided with the expansion of curriculum offered in vocational schools.

Therefore, let us wish a happy 50th birthday to the TUI.

RECRUITMENT

In 1973 TUI had 4,000 members
In 1983 6,984
In 1993 8,719
In 2003 12,314
In 2013 14,356

Now in 2023, including retired members, we have more than 20,500 members.

The bigger the union the stronger the voice. Workplaces without a strong union presence are incubators of bad and mistaken practice and represent a threat to our hard-won conditions of service.

INVESTMENT IN EDUCATION

Challenges and issues across the education system, highlighted and exacerbated by the pandemic, are still cause for concern. The TUI continues to highlight these issues, identifying the resources and investment required to deal with them. The system must be ready when challenges arise in the future. To ensure that state of readiness, the lack of investment in the Irish education system at all levels and in all sectors must be reversed. For Ireland

consistently to rank as the lowest or one of the lowest spenders on education in report after report from the OECD was never acceptable and is now intolerable. Education, as a key public service, the foremost driver of social mobility and equity, needs investment. It needs the investment to meet any and all of the many existing challenges and the flexibility to be ready to meet new challenges.

The Irish education system needs consistent, multi-annual, increased and targeted investment. Government needs to invest in increased allocation and staffing to reduce student numbers in all classes and it needs investment to give Special Education Needs (SEN) and Additional Education Needs (AEN) students equality of opportunity and access, so that they have a fair chance. Many workplaces urgently need investment in infrastructure to create modern education facilities fit for the purpose of providing a high quality, inclusive 21st century public education system for all our students whatever their circumstances or postcode. Such investment will give real hope for the future

RECRUITMENT AND RETENTION

The TUI has warned over several years that a recruitment and retention crisis was building within the system. The current recruitment and retention crisis is the direct result of the bone-headed, failed policy of successive governments of attempting to make the education system do more and more with less and less. Not paying the piper but wanting the tune, played better, longer, inclusively and more melodiously – no doubt to enhance general wellbeing.

Bureaucratic and administrative demands, from all sorts of sources, are placed on our members. This

accumulating workload is unfair, excessive, and unsustainable. This work is rapidly colonising personal time, at night and at weekends. The workload issue must be dealt with in a meaningful manner if we are to retain our teachers and lecturers and maintain the quality we have in the Irish education system.

The TUI pre-Congress survey aimed at teachers shows that only 31% of those recruited post 2011 received full hours in their first year of teaching. Translated, this means that 7 of every 10 of those teachers had to make do with part-time work, fragments of a job, low pay, precarity. Only 13% of teachers received a permanent contract upon initial appointment, meaning that 87% had no credit-worthiness, could not hope to get a mortgage. 33% of teachers took three years or more to secure full hours and therefore a full-time salary. They would on average have been 28 years of age by that time.

This looks and feels like professional hazing, initiation by humiliation. It is unacceptable in any circumstances, never mind when there is also a cost-of-living crisis and a recruitment crisis. The remedy is simple - give new teachers and teachers we want to bring home full-time jobs with full-time salaries, so that they have some chance of meeting their financial commitments. To compete in this global market for teachers we need to reimagine the whole recruitment process for our schools.

To retain teachers and to deal with the pastoral, curricular and administrative needs of our students we need more posts of responsibility in our schools. We have figures from the Department of Education that show the catastrophic drop, engineered by government, in the number of posts of responsibilities available in schools on the Department's payroll.



MICHAEL GILLESPIE

In 2009 there were 3,730 AP1s. By 2022 that had dropped to 2,653 AP1s. That is a drop of 29%.

In 2009 there were 5,493 AP2s. By 2022 that had dropped to 3,106. That is a drop of 43%.

And this was during a period of time when student numbers have been rising sharply.

Unfortunately and shamefully, no numbers are available for the ETB sector – because, it appears, that sector doesn't make returns. However, every indication is that the collapse in the number of API and AP2 posts is at least as bad in ETB schools as it has been in other schools.

TEACHER PARTICIPATION IN SEC

I want to use this opportunity to address an issue that is close to our hearts – the continuation of external assessment the State Examinations Commission (SEC) for the state certificate examinations. All registered teachers have opportunities to work with the SEC. This can be as an examiner in written, practical, and oral examinations at junior cycle level, in Leaving Certificate Applied and in Traditional Leaving Certificate subjects. Teachers can also be engaged as superintendents. The rate of payment has been increased in line with Building Momentum increases but even more significantly due to TUI lobbying. We demonstrated to the SEC that the rates had fallen below what was needed to encourage teachers to participate in the examination system. As a result of our efforts, the rates have been substantially increased and are now attractive enough to make it worthwhile doing this work, especially if you consider the additional payments received upon completing the assigned marking.

PAY AND THE COST-OF-LIVING CRISIS

The restoration of the PME allowance was the final restoration that finally resolved the general issue of unequal pay, exactly 10 years to the day from its initial imposition by the government. The TUI's resolute campaign had steadily reduced the gap to the point where the absence of the PME allowance was the major remaining deficit. However, promise after promise from all the political parties, Government and Ministers finally to resolve unequal pay led to nothing. It was you TUI second level teachers that gave up a proportion of 1% of your own money, to finally end the disgrace of unequal pay for teachers. You take full credit because you did this for your colleagues, your sons, your daughters, nieces, nephews, your neighbors, for your community, for the teaching profession. You did it because it was the morally right thing to do; you made no complaints because it was the right thing to do. We must never let our political masters forget the fact that teachers themselves finally solved the issue with their own money.

A successor agreement to Building Momentum will now have to be negotiated, and TUI's strong position is that any wage increases must, at a minimum, match the applicable rate of inflation. A key priority in any negotiations must be to maintain the standards of living of our members in this cost-of-living crisis.

TECHNOLOGICAL UNIVERSITIES

At third level the establishment of the five new technological universities is still a work in progress. The TUI has an ambitious vision for the creation and evolution of a vibrant TU sector, and we will continue to work with those who share our determination to develop and build on the strengths, rich traditions and achievements of the technological sector of higher education. To achieve this ambition there must be unstinting practical commitment by the Government, DFHERIS and managements. The technological university sector must be properly funded, resourced, and supported. The OECD report, released just before Christmas 2022, is just a report and is not a definitive road map to new contracts or the development of the sector. A lot of work will have to be done if change is to be implemented but it can only be done following engagement and consultation with and the approval and support of our TUI members in third level.

DKIT and IADT have not yet been included in this evolution of the TU sector. This is deeply disappointing to our members in the affected institutes and to our membership nationally. TUI has pursued this matter directly with Minister Harris and his senior officials on behalf of the two institutions and has facilitated meetings by members of the branches with Minister Harris.

ADULT EDUCATION TUTORS

In the case of Adult Education Tutors, the TUI has achieved improvements in their terms and conditions such as CID confirmation, the availability of statutory entitlements and access to pension schemes. However, a major outstanding issue remains. Despite the Chairman's note, a Labour Court finding and agreement with the relevant Department, an offer of an incremental salary scale has not been forthcoming. The Department of Public Expenditure and Reform now has control over that decision. Disgracefully, that Department still has not approved or made an offer, despite high profile commitments from members of the Government. However, we are hopeful, given the pressure being exerted on the members of the Oireachtas by the TUI and our continuous media campaign to highlight the situation of Adult Education Tutors, that an offer will be made soon.

YOUTHREACH

TUI members in Youthreach are still awaiting a finalised version of an incremental credit circular which is part of a process of recognition of the valuable work that is done in Youthreach with our most vulnerable students. These continuous delays in processing legitimate industrial relations issues are frustrating to say the least for all involved and made worse by excuses from the Department.

BRANCH OFFICERS AND ACTIVISTS' DELEGATES

Branch officers and TUI activists who are delegates here today are the irreplaceable core of the TUI. It is to you our members' first turn for advice and support; you are the TUI. You and your predecessors have been the heartbeat of the TUI for 50 years. I want to thank you, one and all, for your truly exceptional commitment to the union and its membership.

‘Funding and consultation are required. When you get the funding, Minister, we’ll be here ready to listen’

Some extracts from TUI President Liz Farrell’s response to Minister for Further and Higher Education, Research, Innovation and Science, Simon Harris, at TUI’s Annual Congress 2023

Minister, you are very welcome to the 2023 Annual Congress of the TUI.

While I won’t keep you long I regret to say that, having monitored the pace of progress over the past year on behalf of our members working in further and higher education, it is with a note of sincere disappointment that I begin this reflection.

Let me tell you why.

As we all know and as you Minister have acknowledged, FE has been described as the Cinderella of the education system. When you became the Minister there was an air of genuine hope and expectation that finally, we had our Prince Charming, our knight in shining armour, a person at the helm who would champion the worthy and important cause of FE. Unfortunately, Minister, despite the good intentions and promises, the tweets and the tik toks much work remains to be done.

ADULT EDUCATION TUTORS

Take our adult education tutors, Minister. What have you done to ensure that those who look after the most marginalised in society have terms and conditions and a proper, incremental salary scale? Certainly, to begin with, you gave them hope. Indeed, you’ve assured them an offer is on the way, but they continue to suffer the same Cinderella conditions as they did when the Labour Court Recommendation was issued in 2020. They have been treated appallingly, dismissed - acknowledged in rhetoric alone. Their terms and conditions are far from those of a fairytale.

It is not good enough that members have to sign on during centre closures; it is not good enough that DPER is treating this as a cost increasing claim when it pre-dates Building Momentum; it is not good enough that despite the TUI following all the relevant industrial

relations fora and legislation that I stand here again waiting for DPER to sanction an offer.

Similarly some of these adult education tutors, who have done tremendous work to facilitate and accommodate Ukrainian refugees, are now being told that they’re not entitled to the public sector pay increases awarded under Building Momentum and that in order to fix this we have to wait until the miraculous elusive “offer” is finally sanctioned by DPER – insult added to injury. Good faith, Minister, is a two-way street. I would urge you therefore to act now, show good faith, make the long awaited offer.

YOUTHREACH

Another group who remain thwarted by bureaucracy are our Youthreach members. Minister, you know these people, you know what they do, you’ve visited their workplaces and have volubly praised their commitment as you did the rounds. More importantly, you have promised to do the right thing by them, to be their knight errant. Yet despite it all, this group is still waiting for their incremental credit circular. What’s the hold up here? How long do they have to wait?

FET COLLEGES OF THE FUTURE

And while we’re in the realm of fairyland what about the FET College of the Future? The name alone suggests an impossibility, something that can never be obtained or achieved. One wonders who dreams up these concepts and do they realise the implications for our members. Our diligent, professional, highly-skilled members in this sector are deeply concerned about what the FET College of the Future will mean for them. They are concerned because they are operating in a vacuum of spin and rumour. The patience of our members is not inexhaustible. We have trusted in negotiation and process but, in return,

have encountered prevarication, opportunism and exclusion. If our reasonable demands for inclusion, consultation and agreement are not met, we will be forced to and have the capacity to take decisive industrial action.

Furthermore, Minister and to dispel any doubt or confusion, teachers who work in the Post-Leaving Certificate colleges are teachers, with teachers’ terms and conditions, represented by us at the Teachers’ Conciliation Council, protected by a range of collective agreements. We will not have their terms and conditions undermined, their right to be represented by the TUI diminished. We will not have SOLAS – or any other agency or person – unilaterally impose changes in these terms and conditions. Take that road and trouble will ensue.

ORGANISATION AND DESIGN PROCESS OF ETB SECTOR

Finally, from an FE perspective, can someone please wave their magic wand and conjure up some sorely needed coherence and clarity regarding the Organisation and Design Process of the ETB sector. This must be addressed Minister.

Similarly the “game changer” as you call it which is the united tertiary sector, while laudable in intent needs to be supplemented with actions on the ground. FE progression to HE is not a new concept Minister, so for those of us engaged in the sector what we need to see are actions, not simply policy statements. This story needs an ending Minister, and a happy one.

HIGHER EDUCATION – SECTORAL BARGAINING

Unfortunately, and in a similar vein, what of my colleagues in higher education? The year didn’t begin well Minister, our members found themselves embroiled in the sectoral bargaining process that came with Building Momentum. Sectoral



LIZ FARRELL

bargaining as we told you last year is a flawed process. We acknowledge the support offered by your Department in recent months but the process must be concluded without delay. We do not want to hear individual TUs and IoTs telling us they don't have the time or resources to implement our members paying for their own colleagues legitimate claims. Our members have had enough of delays in the sectoral bargaining process, in fact Minister they've had enough of the sectoral bargaining process full stop.

TECHNOLOGICAL UNIVERSITIES

On a more positive note, the five TUs are established, five entities that are a realisation of what we can achieve when we work together, for our students, our members and our nation. Remember Minister, the TUI put the TU in Technological University - without us they wouldn't exist at all. The TUs bring a vision for the future into the context of education, regionally based centres of excellence. However, Minister you can have all the strategic plans in the world but if our TUs don't have the funding they need to do their job then plans are just targets that can never be achieved. The OECD report Education at a Glance (October 2022) highlighted this deficit. In third level colleges, the ratio of students to teaching staff in Ireland now stands at 22:1, which is vastly higher than the respective OECD and European averages of 15:1 and 14:1. This is leading to crowded lecture halls and less time for tutorials and other vital work. It is a legacy of the ongoing political refusal to address the sector's funding crisis, and a generation of students is losing out as a result. This compounded by the workload faced by lecturers was put to

you last year at this Congress. Lecturers who are involved in 16/18 hours teaching cannot sustain the load, they cannot be researchers, lecturers, technicians, assessors and programme devisors all at the same time.

The OECD Review of Academic Contracts has issued Minister. The report has many positives and some negatives but ultimately will require two things - funding, and consultation. When you get the funding, Minister, we'll be here ready to listen.

That funding must do justice to the sector; it must do justice to our professional practitioners and must do justice to our students. And, Minister, you know all about justice don't you? You have a dual brief at the moment minister, so you might understand more fully where our lecturers are coming from, I mean Minister this is a government who insists that our members do more for less repeatedly in an underfunded education sector.

DKIT AND IADT

And what about DKIT and IADT; where are they to go now Minister? I must thank you on behalf of the TUI for meeting our branch officers and listening to their justifiable concerns. These people, our colleagues deserve a future, they deserve a planned merger with one of the five TUs, they deserve to know where their careers are heading and they deserve a voice and an input into their future.

SEN AND AEN STUDENTS

The entire sector wants coherence, leadership informed by an understanding of how our nation can move towards greater equality of educational opportunity and outcome. You can provide that leadership. You appear to have listened to our members who advocate for and work with our SEN and AEN students. You have made welcome and much needed announcements in that regard here today Minister but let's not forget the contents of the most recent AHEAD report. There has been a 45% increase in the number of students per disability support staff members in the last eight years. Resourcing has not kept pace with the growing number of students accessing the services. I do thank you Minister for your commitment to SEN and AEN but unfortunately, I am also certain we need you to deliver more staff, more supports and more funding in order that we can follow through.

JUST BECAUSE IT HAS AN ACRONYM DOESN'T MEAN IT WORKS

Something that might be easily achievable for you Minister though would be to speak to whomever it is who devises and creates the terms of reference for our IR Fora mechanisms and to require that the fora be streamlined and made fit for purpose. We now have the NNF/ the IOT IR Forum/HESOG/PSAG and who knows what's next. Just because it's been given an acronym doesn't mean it works.

HOUSING EMERGENCY CANNOT BE IGNORED

And on that note Minister I must remind you that the theme for this year's Congress is 'Recruit, Retain and Reclaim'. The members of the TUI at FE and HE are not shielded from the cost-of-living crisis, they are not cosseted from the realities of lack of childcare provision, or lack of decent affordable public healthcare but most importantly they are not protected against the reality of the prospect of losing their homes, their place to live, wherever that may be. This crisis, Minister, this emergency impacts on every facet of life, it was predictable, projectable and preventable and impacts on everything all of our members do. This is a wider crisis but cannot be omitted from our discussions today.

APPRENTICESHIP

And finally, Minister, I'm sure people thought I had forgotten about our apprenticeship sector, but unlike the OECD report which barely acknowledges the sector, I saved the best for last. My friends and colleagues in craft, trade, business, media, law and retail apprenticeships need to know what the Action Plan for Apprenticeship means for them. They need, through the TUI, to be fully consulted. These, after all, are the people who will tackle climate and environmental change in our country and devise the technologies needed. These are the people who make the ordinary extraordinary, who create possibilities and drive skills that sustain and build the future. Look at the intense and amazing spectacle that is Worldskills Ireland Minister; look at the possibilities, dream the impossible dream and maybe, then just maybe, I and my colleagues here will start to believe in fairytales again.

‘There is good worth working for, Minister, worth our combined effort’

Some extracts from TUI President Liz Farrell’s response to Minister for Education, Norma Foley, at TUI’s Annual Congress 2023

Minister, thank you for your attendance here today. It is very important to us all that you attend and hear first-hand the experiences and views of TUI members throughout the country. It is important also that we hear your views. My earnest hope and fixed intention for today, Minister is that you will come to a better understanding of how teachers feel, what they believe and how deeply concerned they are about the future of our profession and the welfare, in the broadest sense of that word, of our students and of the communities we serve.

TEACHERS, NOT GOVERNMENT, RESOLVED PAY DISCRIMINATION

So TUI members, I want, in the Minister’s presence to thank you, each and every one of you, for what you have done for the profession, for your commitment to our students and your steadfast solidarity with your fellow teachers and colleagues. Minister it is these, my colleagues, who solved pay inequality, who, appalled by government’s indifference to the profession and disregard for new entrants, eliminated the injustice of pay discrimination; who did what government refused to do for ten years, who fixed it.

Yes, you, colleagues. You campaigned tirelessly, went on strike and lobbied politicians. You did lunchtime protests, supported your colleagues, never gave up. Your campaign wore down the naysayers, confounded DPER’s and government’s strategy of collapsing the pay rate for teaching. Bit by bit your campaign, the TUI’s campaign, narrowed the yawning gap – 30% at one stage, let us remember.

Minister, is it not shameful, that our members were obliged to do what it was government’s responsibility to do; to right a wrong inflicted by one government and perpetuated by its successors.

Einstein once said Minister, that sometimes one pays most for the things one gets for nothing. Government may think they got this Building Momentum

sectoral bargaining settlement for nothing but the process has united teachers, united unions and has taught a lesson that will long endure and that will make the teacher community acting in unity a more formidable and relentless protagonist for anyone at the helm of education, regardless of the issue.

DISPLACEMENT ACTIVITY INSTEAD OF PURPOSEFUL ACTION

Minister, pay inequality has long been identified and flagged by the TUI as a key driver in the teacher recruitment and retention crisis – a crisis that government and your department has been slow to acknowledge and, shamefully, even slower to address. As the ship steamed toward the reef, it was all canapes and charades at the captain’s table. Displacement activity instead of purposeful action.

The supply crisis is compounded by a cost-of-living crisis, the acute lack of affordable housing, the lack of childcare and the lack of imagination by the government. The theme of this Congress is ‘Recruit, Retain and Reclaim’. This is not accidental or decorative. It is a clarion call to urgent and decisive action. Will you tear down the barriers that your Department, DPER and, to their discredit, management bodies and education employers have created? If you will we will tirelessly work with you. If you will not, we will oppose you. We will champion our members, our schools, our communities, our students, even if others will not.

Among the barriers to recruitment is the duration and cost of unpaid pre-service training for a teacher. New entrants typically complete a four-year degree, a two-year PME at extortionate cost and then get piecemeal hours - mere fragments of a job - in a school far from home in a location where accommodation is either unavailable or comes at unaffordable cost.

It is within your power, Minister, to decisively change the paradigm.

Currently, once eventually in a

temporary fixed-term job, as a young teacher you must do everything to get the elusive CID. You agree to be interviewed twice – for the same position! Even if you secure a permanent position, there’s no progression in teaching because, Minister, government decided in 2009 and again in 2012 to hollow out the profession, to apply a moratorium to posts of responsibility – an act of governmental vandalism that was scandalous then and is beyond reprehensible now.

A CAREER LANDSCAPE AS FLAT AS THE GREAT PLAINS

From the point of view of a teacher, in a career landscape as flat as the Great Plains, there is little incentive, nowhere to go, no latitude to navigate life changes. You find yourself with children and no childminder, accommodation you can’t afford or from which you are soon to be evicted. So, you go abroad to live your life and experience new things. If you take a chance and come back you are denied incremental credit for your service abroad. I mean, seriously, are we in the TUI the only ones who can see this happening? Teachers are leaving the profession and schools are creaking because of the actions or rather inaction of this government.

Inaction, Minister, is the enemy. Our teachers are not somehow magically protected from the housing crisis, we have people here in this hall who cannot find a place to call home, who are currently searching for accommodation to rent, living miles from their families, seeking a pitiful room in a shared house. The housing crisis must be sorted Minister for the sake of all, including teachers.

THE FESTERING SORE OF BUREAUCRATIC WORKLOAD

However, that brings me to another festering sore in the system – the already excessive and still rapidly expanding bureaucratic workload that is driving teachers, including principal teachers, to distraction and out of the profession. Teacher morale is in steady decline because of that workload. The more it encroaches on their core



teaching function the more they conclude that the job is no longer for them, that what is required is performativity rather than professional performance. Established, seasoned teachers feel increasingly alienated and leave early, while recently recruited teachers exit to avoid professional suffocation. Minister, teachers feel downtrodden, disregarded and distanced from what they do best because their entire employment seems to be taken up with half-baked initiatives, pointless briefings, reporting to external agencies so that those agencies can tick a bureaucratic box, chronicling their every move and lesson.

We are sinking in a quicksand of acronyms, engaging with SSE/WSE/RSE/ dealing with the JCT/PDST/NIPT to complete CPD, lost and languishing in the artificiality, deadlines and formality of bureaucracy. What teachers trained to do, what they signed up to do, what they want to do - to teach - is being lost.

And, Minister, we are not sentimentally pining for some imagined perfect past. Teaching changes; it must do to remain engaging and relevant. Teaching in the modern world isn't simple, as you well know. Our students are of the generation who no longer inadvertently call you 'mammy' in the classroom but rather use the name they're most familiar with...yes you guessed it, Alexa. I don't blame them. It's time to reclaim the profession, Minister, listen to Hattie and his ilk as they explore what teaching is, allow us to do what we and our principal teachers do best, lead learning and simply teach.

Your Department is aware of the issues that are causing the recruitment and retention crisis. You've set up the Teacher Supply Board and we in the TUI have engaged with it. We've heard all about the fifteen processes that have been put in place to help alleviate the situation but, Minister, they haven't worked. Firstly, they're ten years too late and secondly, they have been utilised as a screen to obstruct vision of the key problems - problems that the Department and government are either unwilling or unable to address. The TUI has told you what to do in the immediate term and it still hasn't been done.

SENIOR CYCLE REDEVELOPMENT REQUIRES TRUST

While we're on the subject, let's talk about Senior Cycle redevelopment. Minister, I must thank you for your recent decision to defer the movement of Paper 1 in Irish and English into 5th year. Your decision, which we believe to be the right one, was much appreciated. However, the ambiguity of language and choice of the word deferral is concerning. Bringing forward Paper 1 would be regressive and would, in our considered, professional view be unfair to students. We told you so, the students told you so, the ASTI told you so, An Gréasán and INOTE told you so. Hence our concern about the suggestion that this is just a deferral. Therefore, I would ask you definitively to drop the proposal.

Our opposition to the Paper 1 proposal is principled and, we believe, professionally and educationally valid. It will not abate.

But Minister never let it be said that we in the TUI are against appropriate, valid renewal and reform. Our members shaped the discussion about Senior Cycle by engaging in a positive, progressive and proactive manner with the NCCA review.

Senior Cycle change requires more than just resources and consultation Minister; it requires trust. At the moment that trust is teetering on a knife edge. This is not the way to reform or redevelop what can only be described as an Irish institution. The Leaving Cert is part of the cultural fabric of Ireland; we've all done one, we all have an opinion on it but changing it will be even more difficult for you Minister if you don't bring us on board. In March 2022 you issued a statement saying that these reforms are timely and ambitious, that we must not rush but we cannot delay. Well Minister, you took your own advice there anyway - a year later the Senior Cycle Redevelopment Board was established. Like Hamlet the great procrastinator, you have the "cause and will and strength and means to do it" but instead you have waited, pondered, considered, while almost a year passed. Like Hamlet you must now be feeling the pressure. As he said himself, "O cursed spite that ever I was born to set it right". Minister, engage with us and we may be able to set it right together. We all acknowledge that we must move away from a CAO system where the need for points seems to have replaced the need for learning.

On behalf of our members, I wish to give credit where it is due. You must be congratulated and commended for the removal of ringfencing in LCVP/LCA and similarly for facilitating the continuance of PLUIs to LC. All TUI ideas by the way Minister which we thank you for adopting. Of course, they must be resourced - adequately and in advance of implementation. Similarly, we welcome new subjects but wonder where they fit in an already restrictive teacher allocation system. We ask you Minister to address and obviate this problem.

I also need to sound a note of caution and concern about the network schools model of piloting possible reforms. The reality is that the network schools that engage with Senior Cycle redevelopment will have a privileged experience, where money, resources and support will be offered to them while other schools just continue to cope. This will again lead Minister to further disadvantaging the most disadvantaged, the Deis schools, the small schools, the rural stand-alone

schools. The TUI cannot and will not allow this to happen Minister.

Our schools live and cope with practical reality and the constraining effects of inadequate resourcing every day. They deal with the most disadvantaged students in the system: they've added special classes, welcomed refugees, been to the forefront of inclusion at every level and while we must acknowledge your financial commitment to education on many levels, we must also point out the flaws in the system at present. To have a truly inclusive school we must have the staff, the resources, the training and the commitment to follow through. Our members have the will, Minister, but they don't have the means.

SEN AND AEN – EX-QUOTA TEACHER REQUIRED FOR EACH SCHOOL

Minister if you and the government are serious about SEN and AEN, give us an ex-quota teacher for every school, regardless of size. That is within your gift, that is quite simply the right thing to do.

JUNIOR CYCLE ISSUES

And while I'm on the subject of areas struggling to recruit teachers, we must address Irish and in particular Junior Cycle Irish Tá go leor gur féidir a rá faoin nGaeilge ag leibhéal na Sraithe Sóisearaí agus cé chomh míshásta agus atá daoine, tromlach na múinteoirí ina measc, leis na sonraíochtaí nua ar an iomlán. Dar leis an Athbhreithniú Luath ar Chur i bhFeidhm na Sonraíochtaí T1 agus T2, is léir go bhfuil ana-chuid nach bhfuil i gceart faoi. Is léir freisin go bhfuil scrúdú cainte de dhíth ó 98 faoin gcéad de mhúinteoirí i scoileanna T1 agus 97 faoin gcéad de mhúinteoirí i scoileanna T2. Cá fhad a mbeidh ar mhúinteoirí fanacht ar athruithe a Aire?

Junior Cycle Irish, Minister, is problematic.

So too are the amount of CBAs currently being navigated in schools. School calendars are full and fixed in September with twenty CBAs to be completed over second and third year provision. Where is the room for extracurricular activity, where is the space for conversation or debate, where indeed is the time for real wellbeing within this constrained system?

Besides specific issues with Junior Cycle itself, Minister, it has to be said clearly and comprehensively, that we and you must learn the lessons of the past – assessment by teachers of their own students does not work in, and is not fit or fair for the Irish context. We did what was necessary during the pandemic on a strictly without precedent basis. TUI members will not grade their own students for state certification - it really is that simple. We cannot and we will not tolerate a system that carries the twin risks of favouritism and duress.

GOOD WORTH WORKING FOR

Minister, I want to end this speech on a note of optimism. Heaney told us that hope is not optimism which expects things to turn out well but something rooted in the conviction that there is good worth working for. There is good worth working for Minister, worth our combined effort. Indeed we want to work with you to make things better and "if you have the words there's always a chance you'll find the way". Minister I've no doubt but you have the words, and working with us is how you'll find the way.



Coláiste na Tríonóide, Baile Átha Cliath Trinity College Dublin

Ollscoil Átha Cliath | The University of Dublin

RECRUITMENT

An M.Oid. San Oideachas Lán-Ghaeilge agus Gaeltachta

Más maith leat cur le do shaineolas ar an oideachas trí mheán na Gaeilge, cuir iarratas isteach ar an M.Oid. san Oideachas Lán-Ghaeilge agus Gaeltachta

Tugann an cúrsa seo an deis do rannpháirtithe ardchaighdeán feabhais a bhaint amach ina gcleachtais oideachais agus ina n-inniúlacht teanga. Tá an cúrsa M.Oid. nua seo i gColáiste na Tríonóide á mhaoiniú ag An Roinn Oideachais, rud a fhágann nach mbíonn ach €650 in aghaidh na bliana le n-íoc ag rannpháirtithe an chúrsa.

Struchtúr

Cúrsa solúbtha páirt-aimseartha é an M.Oid. agus dearadh an sceideal le dul in oiriúint do mhúinteoirí atá ag obair go lán-aimseartha. Beidh idir léachtaí ar líne (40%) agus ar an láthair (60%) i gceist, sna tráthnóintí, ar an Satharn agus le linn laethanta saoire scoile.

Na Modúil

Bliain 1

- An tumoideachas agus an dátheangachas
- An dea-chleachtas i suíomhanna Gaeltachta agus lán-Ghaeilge
- An teagasc agus an fhoghlaím i suíomhanna scoile lán-Ghaeilge agus Gaeltachta
- An cleachtas pleanála agus measúnaithe
- An cheannasaíocht agus an bhainistíocht
- Múinteoirí lán-Ghaeilge agus Gaeltachta mar thaighdeoirí

Bliain 2

- Inniúlacht teanga sa Ghaeilge
- An tráchtas

Riachtanais iontrála faoi leith

Ní mór cáilíocht mar mhúinteoir bunscoile nó iarbunscoile a bheith ag iarrthóirí agus inniúlacht sa Ghaeilge ag leibhéal B1 ar a laghad ar an bhFráma Tagartha Comónta Eorpach do Theangacha (is féidir tabhairt faoi scrúduithe Theastas Eorpach na Gaeilge i mí na Bealtaine nó i mí Lúnasa 2023).

Dáta deiridh d'iarratais

Is é Dé Luain 26 Meitheamh an dáta deiridh d'iarratais. Chun níos mó eolais a fháil ar an gcúrsa nó chun iarratas a chur isteach, téigh chuig: <https://www.tcd.ie/education/courses/postgraduate/m-oid-san-oideachas-lan-ghaeilge-agus-gaeltachta/>

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*Terms of the Draw: You will be entered into the prize draw when you request a life insurance quote from Cornmarket via email, webform or telephone call, or complete a Financial Health Check with a Cornmarket Consultant between 01/01/23 and 30/06/23. You can opt out of the draw by contacting us at dataprotection@cornmarket.ie before 07/07/2023. A cheque for €2,500 will be made payable to the prize winner. Prize draw is open to persons aged 18 and over who are ROI residents. This prize draw excludes any employee of Cornmarket and anyone directly or professionally associated with the draw. Entries not submitted in accordance with these rules or delayed entries will be disqualified. A winner will be drawn at random by an independent adjudicator on 07/07/2023 and will be informed by e-mail or telephone call within 3 working days of the draw. There will be one winner of the €2,500 prize. The winner's details will be available upon request. The promoter's decision is final, and no correspondence will be entered into. The promoter, Cornmarket Group Financial Services Ltd. reserves the right to alter, amend and foreclose the promotion without prior notice. Cornmarket Group Financial Services Ltd. is regulated by the Central Bank of Ireland. A member of the Irish Life Group Ltd. which is part of the Great-West Lifeco Group of companies. Telephone calls may be recorded for quality control and training purposes.

19190 NGB Ad 04-23

Credit Union News

Education Loan

With an affordable rate and flexible repayments, an Educational Loan from TUI Credit Union will put you on the right path to ease your worries in uncertain times.

About our Loan

- Quick decisions within 24 Hours
- Free loan insurance*
- No Minimum savings or membership period
- No penalties for early repayment

Family Membership

Have them join the benefits too!



Join us
TODAY!



Teachers' Union of Ireland Annual Congress 2023





Need a new Current Account?



With access to your account online or within the mobile app, a Current Account from TUI Credit Union gives you all the benefits you expect with the personal touch from your trusted Credit Union.

✓ Easy to sign up	✓ Same friendly service	✓ Contactless payment
✓ Transparent Fees	✓ Use in-store, online or at ATMs	✓ Secure online shopping
✓ 24/7 support for lost/stolen debit cards	✓ Globally accepted Mastercard® Debit Card	✓ No surcharge interest on overdrafts
✓ Stay in control with our Mobile web App, eStatements and eFee Advices	✓ Cashback available at participating retailers	✓ Automate regular payments using Standing Orders & Direct Debits

TUICU's Current Account Update:

CURRENT ACCOUNT BALANCES
€1.192,980.74

TOTAL CURRENT ACCOUNTS
313



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RECRUIT RETAIN RECLAIM

TUI SURVEY 2023

Ahead of Annual Congress, the Union carried out a survey of over 1,300 members in the Post-Primary and Further Education and Training sectors across a range of issues linked to the event's 'Recruit, Retain, Reclaim' theme.

Some of the main findings are set out on these pages.



**The survey was carried out online in March 2023 and there were 1,302 responses. Some questions were only applicable to certain cohorts, such as those appointed after 1st January 2011 or after 1st January 2013.*

TACKLING THE TEACHER RECRUITMENT CRISIS

Of those employed after 1st January 2011, just 31% received a contract of full hours, with just 13% offered a permanent position upon initial appointment.

Of those who didn't receive a contract of full hours, it took 33% more than three years to secure one.



TACKLING THE TEACHER RETENTION CRISIS

40% do not believe they will be in the profession in 10 years' time.

42% agree with a statement that if more Assistant Principal positions became available in their school, they would be more likely to remain in the profession because of the potential for further career progression. 18% disagreed and 40% neither agreed nor disagreed.

Of those who entered the profession after 1st January 2013, 76% believe that the Career Average Pension Scheme which applied after this date is a further deterrent to the retention of teachers. 21% didn't know and 3% disagreed.

68% do not believe that there are enough Assistant Principal posts to meet the educational and pastoral needs of their school community.

65% believe that Assistant Principal posts are primarily concerned with administration and bureaucratic responsibilities rather than serving students adequately.

93% believe the range of challenges faced by young people had increased in the last five years.



Meanwhile, of this group (post-2013 entrants), 73% agreed that enhancement of their pension entitlements would make it more likely that they would remain in the profession, with 23% neither agreeing nor disagreeing and 3% disagreeing.

RECLAIMING THE PROFESSION FROM BUREACRACY

91% agree strongly (66%) or slightly (25%) that bureaucratic duties deflect from their core role of teaching.

92% agree strongly (81%) or slightly (11%) that bureaucratic duties that deflect from teaching have increased since they commenced their career.



HOUSING EMERGENCY



98% Of those renting said it would be very difficult (84%) or somewhat difficult (14%) to secure new accommodation in the locality.

75% believe the housing emergency has had an adverse effect on the lives of students in their school/college.

HUGE INVOLVEMENT IN EXTRACURRICULAR ACTIVITIES

53% are involved in extracurricular activities in their school outside of timetabled hours, such as sports, drama, music, debating etc with 45% spending up to two hours per week, 43% spending between two and four hours and 12% spending more than four hours per week.

65% said that they would consider leaving the profession early due to increasing workload and bureaucratic duties.



TUI IN THE MEDIA

The following is a sample of some recent TUI-related media coverage

Schools struggle to find qualified teachers for vacant posts

10/4/23

"The impact of the accommodation crisis across the country is also having a huge effect, particularly in situations where teachers have contracts of less than full hours," says TUI president Liz Farrell. "In too many cases, teachers are advising that they cannot secure accommodation, never mind sustain themselves if they do."

THE IRISH TIMES

Education Minister Norma Foley warned that teachers marking their own students' papers for State exams 'a red line issue'

12/4/23

Education Minister Norma Foley is being warned that teachers marking their own students' papers for State exams was "a red line issue" as Teachers Union of Ireland (TUI) members overwhelmingly ratified a call to ballot for industrial action if their concerns were ignored.

Irish Independent

'I don't see any sign of things getting better': Soaring rents and living costs take toll on teachers

11/4/23

At third level, Liz Farrell says there has been an ongoing failure to invest. Lecturing is becoming increasingly casualised and, she says, lacks the promotional and pay opportunities that would make it an attractive profession for the best and brightest.

THE IRISH TIMES





TUI member Aoife Ní Chéilleachair discussed the threat posed by the eviction ban and the difficulties in finding affordable accommodation on RTE's Uprfront with Katie Hannon

24/4/23

Teachers back call for restoration of eviction ban - Delegates at TUI conference reject any public pay deal that fails to provide raise above rate of inflation

13/4/23

A call for the restoration of the no-fault eviction ban, which ended at the start of this month, has been backed by delegates at the Teachers' Union of Ireland conference in Cork.

THE IRISH TIMES

Students in mica homes 'opting out of college due to financial pressures'

14/4/23

Siobhan McCullagh told the Teachers' Union of Ireland conference that one-in-four staff in her school were living in mica-affected homes and she referred to another school where about 150 students were living in defective houses. Ms McCullagh said students were choosing not to go to college, or defer their places so their parents could afford to rebuild their home.

Irish Independent 

Is teaching still an attractive profession?

12/4/23

TUI member Cillian O' Neill: "I love teaching, I find it very fulfilling but it's not considered an attractive career in the way that it was, the way in the past. I think that's to do with the fact that teachers were hit with a huge amount of pain during the cuts but there was also a hit in terms of the money going into other aspects of education and you see that in the quality of the classrooms, the fact that some of the schools are crumbling."

"You see wonderful young teachers leaving the profession and when students see that when some of their teachers are struggling with an issue like housing, it's not exactly going to attract them to the role."

THE IRISH TIMES

'I had to drive 15 hours a week to and from work' - Teacher urges TUI delegates to back establishment of national voluntary redeployment scheme

13/4/23

Susanna Earley urged delegates at the TUI conference in Cork on Wednesday to back a motion calling for the establishment of a national voluntary redeployment scheme for teachers. "The pilot scheme offered me the opportunity to apply for a transfer once in 15 years. Since when did a pilot run for 15 years that is not fit for purpose?" she asked delegates to loud applause.

THE IRISH TIMES

TUI member Aideen Clarke discussed the realities of the accommodation crisis and significant commuting distances in the Irish Independent, while principal Austin Fennessy highlighted the effects of the teacher recruitment and retention crisis in the Irish Times

10/4/23

THE IRISH TIMES **Irish Independent** 

11/4/23

In an Irish Times opinion editorial, TUI President Liz Farrell outlined some of the main issues of this year's TUI Congress, including recruitment and retention, Leaving Cert reform, third level funding and appropriate conditions of adult education tutors.

"It is hardly surprising that many teachers are migrating to other sectors or industries where they feel properly valued. If we are to retain them, the profession must remain attractive in terms of career structures. In the last recession, cutbacks greatly reduced the numbers of assistant principal positions. These posts help to ensure the smooth running of schools and also provide a pastoral support system for vulnerable students." "We believe that pressure should be alleviated for Leaving Certificate students, and in specific terms, TUI has always been in favour of different appropriate components of assessment, such as orals, aural, project and portfolio work. We make no secret of the fact that we will insist on State certification and external assessment for all elements of State examinations."

THE IRISH TIMES



TUI Annual Congress featured on RTE Nine News - included interviews with delegates Kate Hehir and Kate Ní Bhriain on Leaving Certificate concerns

Reforming teacher training could see an extra 2,400 teachers in the system within a year

12/4/23

More than 2,400 teachers could be brought into the education system in a year if the Government reformed the way they are trained, according to the Teachers' Union of Ireland (TUI). The influx could happen if the current two-year Postgraduate Masters in Education (PME) qualification course for secondary teaching was cut again to one year.

 **Irish Examiner**

Teachers working at night and weekends due to 'bone-headed' Government decisions

11/4/23

Ireland faces a teacher recruitment and retention crisis because the Government took the "bone-headed" decision to ignore the advice of teacher unions about the mounting problems within the education sector. The warning came as Teachers Union of Ireland (TUI) general secretary Michael Gillespie said that the treatment of over-stretched teachers, particularly younger entrants to the profession, seems very much "like professional hazing, initiation by humiliation." Mr Gillespie urged the Government to immediately work with the teacher unions to address the issues involved.

 **Irish Independent**

Housing crisis adversely affecting lives of students, say 75% of TUI teachers

10/4/23

The housing crisis is negatively affecting the lives of teachers and students in schools, according to a new survey by the Teachers' Union of Ireland (TUI). The poll of just over 1,300 members last month found that 98 per cent of teachers who were renting agreed it is "very difficult" to secure new accommodation in their locality, while 75 per cent believe housing shortages and uncertainty are having an adverse effect on the lives of students in schools.

THE IRISH TIMES

TUI General Secretary Michael Gillespie was interviewed on RTE's Drivetime programme around TUI's key Annual Congress issues, most notably the teacher recruitment and retention crisis

11/4/23

'Back in 2009, there was a large number of posts of responsibility which were there to deal with the pastoral care of students, curricular needs and administrative needs. They've been decimated over the last ten years, and despite promises to restore them, that hasn't been delivered. This is the only progression that teachers have unless they want to be a principal or deputy principal, and because they're so limited, we have nowhere for teachers to move. Restoration would also help with the workload issues that teachers are experiencing in schools.'

RTE



TUI General Secretary Michael Gillespie discussed Annual Congress on Virgin Media's News bulletins

Technological universities need major rise in funds 'to become centres of excellence'

7/4/23

Significant additional funding is required if technological universities are to achieve their full potential, the Teachers' Union of Ireland (TUI) has warned. The union represents 4,600 academic staff in technological universities and institutes of technology. Institutes of technology and technological universities have played a critical role in developing the country's education landscape across the regions, said TUI president Liz Farrell.

Irish Examiner

TUI President Liz Farrell outlined the key issues of Annual Congress 2023 on RTE's This Week programme

9/4/23

'Three in ten teachers, having completed a four-year degree, a two-year PME at extortionate cost, will then be offered half a job, or a quarter of a job. So just one third get the holy grail, the full-time position. So it's very, very difficult. The theme of our Congress this year is recruit, retain and reclaim, so it's not there for decorative or alliterative purposes, as when we have teachers, we can't retain them either.'

RTE

Further education teachers 'left behind' despite Harris TikToks, says TUI president

12/4/23

Further education teachers "feel they have been left behind" and "professionally disrespected" despite the "tweets and TikToks" of Further Education Minister Simon Harris, according to Teachers Union of Ireland (TUI) president Liz Farrell.

She said: "When you became the minister there was an air of genuine hope and expectation that finally, we had our knight in shining armour, a person at the helm who would champion the worthy and important cause of further education.

"Unfortunately, Minister, despite the good intentions and promises, the tweets and the TikToks, much work remains to be done."

Irish Examiner

ANNUAL CONGRESS 2023 REPORT

RESOLUTIONS CARRIED

A. THIRD LEVEL

AI – ACADEMIC FREEDOM

1 Dundalk IT (Amended by SETU Carlow-Wexford)

Congress calls on the Executive Committee to immediately engage with the Department / HEA and other relevant bodies to protect academic freedom by reversing the trend of funding being contingent on Institutional compliance with requirements of political / ideological pressure groups or make TUs and IOTs answerable to organisations outside the state.

2 Dundalk IT (Amended by IADT Dún Laoghaire)

Congress notes that academic freedom is legislatively provided for in the Institutes of Technology Act 2006 and the Technological University Act 2018. Academic Freedom is defined in the TU Act 2018 as follows: “A member of the academic staff of a technological university shall not, subject to the provisions of any enactment or rule of law, be disadvantaged, or subject to less favourable treatment by the technological university, arising from his or her questioning and testing received wisdom, putting forward new ideas or stating controversial or unpopular opinions in his or her teaching, research and any other activities either in or outside the technological university.” (It is similarly worded in the IoT Act 2016.) Congress instructs the Executive Committee that the TUI must uphold and defend academic freedom and must write to the management of any TU/IOT which infringes upon or transgresses against academic freedom and to take any other actions required to protect members.

3 Dundalk IT

Congress notes the circulation by Academic Administration of materials that are inappropriately politicised and explicitly endorse contestable



ANNUAL CONGRESS 2023

ideological assertions, while excluding or disparaging legitimate alternative perspectives; In some cases, going so far as to make nonconformity with highly controversial ideologies a disciplinary offence. Congress instructs the Executive Committee to engage with the Department to highlight the current uncritical propagation of this inappropriately politicised material, and demand that management cease the circulation of such material and instead ensure that material circulated as part of staff training or informing policy is based on robust and empirical evidence and tolerates a diversity of perspectives.

A2 – ASSESSMENT

5 MTU Cork

Congress demands that TUI will resist any attempt by third-level management bodies to convert onsite corporeal end-of-semester examinations to online examinations, except upon specific public health advice, and will ballot its members for industrial action should any IOT or TU unilaterally enforce such a decision.

7 Dublin Colleges (Amended by Dublin Colleges)

Congress instructs the Executive Committee that it insists that in the case that changes are made to the contract for lecturers, these changes must not include the abolition of the payment for the corrections of exams. The rate for such payment for the marking of scripts should be commensurate with the rate paid for correcting Leaving Certificate scripts.

8 Dublin Colleges (Amended by Executive Committee)

Congress instructs the Executive Committee of the TUI to call on the Department of Further and Higher Education Research Innovation and Science to provide adequate and appropriate support for the assessment of large class groups.

6 MTU Cork

Congress acknowledges the considerable work done by members to ensure that teaching and learning continued during the COVID-19 pandemic. Congress notes however that members have been forced to use unsupervised open book assessment in situations where such modes of assessment are inadvisable on academic

grounds. It is a matter of the utmost interest and importance to TUI members that they can stand over the grades and awards given by their institutions.

Congress instructs the Executive Committee to campaign to ensure that established modes of assessment are not changed, on a one-off or an indefinite basis, unless the lecturer deems such a change to be academically sound or government health guidelines dictate otherwise.

4 MTU Cork (Amended by MTU Cork/Executive Committee)

Academic Integrity is a matter of crucial importance to Institutes of Technology and Technological Universities. The success of their graduates is predicated on it, the value of their awards depends on it. The reputation of an HEI is only as strong as confidence in the quality of its awards.

However, the enormous increase in the use of unsupervised, remote assessment makes the promotion and maintenance of academic integrity an almost insurmountable challenge. This impacts on the workload, the morale and the professional reputation of academic staff.

Congress therefore instructs the Executive Committee to prioritise academic integrity and how it impacts academic staff in its negotiations and discussions with the management and official side and seek the immediate amelioration of any additional workload.

A3 - CONDITIONS OF SERVICE - THIRD LEVEL

9 Executive Committee (Amended by Executive Committee/Limerick Colleges/SETU Carlow-Wexford/Dundalk IT/IADT Dún Laoghaire/TUS Athlone)

Congress instructs the Executive Committee that the consultation exercise with Third Level Branches and national negotiations which follow the publication of the OECD Report must address the sector's excessive academic workloads, lack of promotional



opportunities and career structure, and managerialist culture so that our sector and our members can achieve their very considerable potential and serve our students and our regions as they deserve.

Noting what the report puts forward regarding alleviation of academic workload through the employment of categories of education support staff, Congress instructs that in any negotiations the TUI will resolutely oppose casualisation and exploitation of support staff who may be employed as part of new academic work practices and will make securing decent terms, conditions and pay for any such staff an important objective for the Union. Congress notes with concern that, in relation to a new academic career structure, the report advises that "its advancement opportunities should be limited to those employed under a new employment contract" and instructs that in any negotiations the Union will oppose any such attempt to restrict members from access to academic promotional opportunities. Congress further instructs that negotiations on members' contracts, terms and conditions will be conducted at national level.

Noting the exclusion to date of the North East and of Dún Laoghaire from the reconfiguration of Third Level, Congress instructs that TUI policy must favour equity for all regions and that the Executive Committee make the integration of Dundalk IT and IADT into

the Technological University Sector prerequisites before national negotiations on the issues covered by the OECD Report can progress.

21 MTU Cork (Amended by SETU Carlow-Wexford)

12 years have passed since the loss of church holidays, loss of long-service increments, reduction in evening weighting and script correction rates of third-level TUI members under the national collective agreements. These sacrifices were understood to be a temporary measure in the public interest during a time of national financial crisis. The financial crisis is long over but these "temporary" sacrifices still remain. Congress directs the Executive Committee to address this issue.

12 Dublin Colleges (Amended by SETU Carlow-Wexford)

Congress instructs the Executive Committee of the TUI to begin negotiations with the Department of Further and Higher Education, Research, Innovation and Science for the creation of a proper career structure such as exists in other established third level institutions. In particular we seek an increase in the percentage of positions at senior lecturer or higher with a view to reach parity by 2026 and a re-instatement of the long-service increments.

10 Executive Committee

Congress instructs that the Executive Committee demand from DFHERIS that the Employment Control Framework (ECF) in respect of staffing of the Third Level sector be removed forthwith.

11 Executive Committee

Congress re-affirms the fundamental importance of the successful educational model which made Regional Technical Colleges and Institutes of Technology the key drivers in extending participation in Irish third level education, particularly to disadvantaged and under-represented sections of society. Congress notes with concern the dangers posed to our students, regions and the national interest should newly established Technological Universities or the newly established

Department of Further and Higher Education, Research, Innovation and Science fail to appreciate the necessity for practice-led, inclusive third level education of the apprentices, undergraduates and postgraduates vital to the development of a successful society and economy.

Congress instructs the Executive Committee that a key objective for the TUI in the national negotiations shaping the TU sector must be preserving and enhancing the excellent educational practice which allowed our sector to develop into TUs in the first place. In particular, Congress instructs that, in national negotiations following the publication of the OECD report, the TUI protect the value of teaching and community engagement from being diminished in favour of an overemphasis on research, as well as our students' experience of easy access and close collaboration with lecturing staff.

A4 – INCREMENTAL CREDIT

27 Dublin Colleges

The denial of incremental credit to post 2011 entrants and its impact on time to progression, career earnings and pension are the key 'new entrant' issues in the 3rd level sector. Congress instructs the Executive Committee to lodge a claim to address the issue whereby any staff employed from 2011 onwards were denied incremental credit. In the event that the claim is not met in advance of Congress 2024 the Union will ballot for industrial action.

A5 – TECHNOLOGICAL UNIVERSITIES

30 Executive Committee (Amended by IADT Dún Laoghaire)

Congress notes that since 1st May 2022 there are now five Technological Universities in Ireland, with two Institutes of Technology, currently outside of the TU structures. Congress instructs the Executive Committee to demand from DFHERIS that IADT and



DKIT be facilitated, as a matter of urgency and immediate concern, to be part of the Technological University sector and that the HEA provides the funding and resources in a transparent and accountable manner to enable this transition. In the event that this does not happen, Congress instructs the Executive Committee to ballot for appropriate industrial action, up to and including strike action.

32 TUD Blanchardstown

Congress instructs the Executive Committee to insist the management of technological universities cease taking decisions to cut programmes in various schools and disciplines without programmatic review, evaluation or consultation with staff teaching / researching on these programmes. Such unilateral decisions by technological universities to cut programmes represents a breach of Memorandum of Understanding (MOU) Agreements (TUI & TU Dublin, 2018) and is not compatible with the Technological Universities Act 2018*. Congress instructs the Executive Committee to call on management of technological universities to immediately halt any further unilateral decision-making in relation to termination of programmes pending a proper process of programmatic review across programmes and proper consultation and agreement with our members.

*Technological Universities Act 2018

Functions of technological university
9. (1) The functions of a technological university, having particular regard to the needs of the region in which the campuses of the technological university are located, shall be to-

..(b) provide programmes of education and training that reflect the needs of individuals, business, enterprise, the professions, the community, local interests and other stakeholders in the region in which the campuses of the technological university are located and facilitate learning by flexible means.

31 MTU Cork

Congress instructs the Executive Committee to ballot members to seek the issuing of a directive for phased national industrial action (where appropriate) up to and including strike action with effect from 1st October 2023 in the event that any consortium does not honour in full its commitments to TUI members that are required to be honoured by that time under an agreed Memorandum of Understanding between the relevant TUI branches and management.

B. FURTHER EDUCATION AND TRAINING

BI – ADULT EDUCATION

34 Co. Wexford/Galway/Co. Mayo (X2)/Co. Westmeath

Congress instructs the Executive Committee to negotiate with relevant bodies to maintain and develop the existing Community Education Services within ETBs. In addition, Congress further instructs the Executive Committee to negotiate that roles within the Community Education Services are secured and supported further, to strengthen the provision of vital education within the Further Education and Training sector, through Community Education delivered programmes.

35 Galway (Amended by Co. Waterford)

Congress instructs the Executive Committee to seek terms and conditions for tutors in Further Education that are equitable to that of their teacher colleagues. At present, tutors are not allowed to work more than 22 hours per week but their pension contributions are calculated as if they have only worked part of a week. Tutors travel between centres as it is part of their work remit, yet this travel time is not considered as part of their working hours. There is also inequality in the current situation surrounding



absence on uncertified sick leave in the Further Education sector, where a teacher can avail of three days self-certified sick leave without producing a Doctor's cert but a tutor can only avail of two. These inequalities occur when both the teacher and the tutor teach the same learners on the same course, on the same module and at the same QQI level in the same centre. This is unfair discrimination and as such should be addressed immediately.

33 Co. Cork/Cork City

Congress notes that the Organisation Redesign Process for the Adult Education Services has been in the works for nearly 10 years. In this period, the Adult Literacy Services, the Adult Education Guidance Services, The Community Education Services, and other strands of our nonformal provision have been working with insufficient staffing structures. This is having a detrimental effect on the staff and on the structure of the service. Congress instructs the Executive Committee to make clear the urgency of expedient completion of this process, to insist upon adequate and appropriate staffing, along with significantly improved terms and conditions to reflect the work being done.

36 Cork City (Amended by Galway)

Congress instructs the Executive Committee to ballot relevant members with a view to initiating a campaign of industrial action in support of Tutors given the failure of the government to make an offer as ordered by the Labour Court Ruling dated 19 March 2020.

B2 - ASSESSMENT

38 Co. Donegal (Amended by Co. Kerry)

Congress notes that the role of the teacher and the needs of the student are lost among the excessive administrative burden of QA and assessment procedures for the FET sector. This situation has been steadily worsening as time has gone on. Congress demands that the Executive Committee negotiate with the relevant bodies and in consultation with teaching staff, a national approach to assessment that is simplified and standardised.

41 Dublin & Dún Laoghaire

The system for marking QQI modules has an antiquated system of payments that is unbalanced and unfair to the people doing the assessment work. Core modules are in the main not due payment but some that are seldom taught would have a payment awarded

to them. It can only be fair that all members that deliver, design and mark students' work be paid as equals in a modern and fair way. Congress instructs the Executive Committee to engage with SOLAS, ETBI as well as the stakeholders in QQI to address this imbalance and seek a payment system for all modules that are corrected by members across all the levels delivered, (2,3,4 & 5).

39 Co. Carlow

Congress instructs the Executive Committee to negotiate payment to teachers/ tutors assessing coursework with ITEC, CIDESCO and City & Guilds. Teachers/ tutors correct assignments, case studies and assess treatments demonstrated and evidenced. These are required to be completed before students can sit exams.

B3 – CONDITIONS OF SERVICE - FET

46 Executive Committee

Congress condemns the failure of ETBI to reconvene the FET Stakeholders' group despite previous commitments given to the TUI. The FET Stakeholders' group proved itself to be extremely beneficial to the sector and gave a coherent national approach to issues that were occurring across the country. Congress instructs the Executive Committee to demand the reconvening of the FET Stakeholders' group as soon as possible.

42 Galway/Co. Carlow/Executive Committee

Congress calls on the Executive Committee to seek immediate information, consultation and negotiations from the Department of Further and Higher Education, Research, Innovation and Science and other relevant stakeholders on the meaning of the term "FET College of the Future". Local agreements and conditions of our members cannot be altered under such a guise. Lack of clarity on this issue is causing fear and consternation among our members about terms and conditions, transfers, reassignments, loss of local identity and even the loss of jobs.



48 Galway/Co. Cork/Dublin & Dún Laoghaire (Amended by Dublin City)

In light of unprecedented and rapid changes in the FET sector, it is crucial that the holistic model of Guidance Counselling and the working terms and conditions of Guidance Counsellors are protected. Congress instructs the Executive Committee to engage with stakeholders including SOLAS, ETBI, DFHERIS, the 16 ETBs, to insist the protection of professional practice of its members who are Guidance Counsellors in Colleges of Further Education, to preserve the holistic model of Guidance Counselling and protect working terms and conditions.

47 Co. Cavan

Congress Instructs the Executive Committee to demand when dealing with DFHERIS/Department of Education/SOLAS that the current model for Teacher Allocation in FET schools remains the same as that in Post-Primary Schools and that any move to an outcomes-based model for Teacher Allocation such as the proposed new funding model for FET be stopped. Outcomes, such as progression to employment or Higher Education, are not within the control of the Teacher.

50 Co. Limerick/Executive Committee

Further Education, Adult Education and Community Education is suffering a

recruitment and retention crisis. To continue to be able to deliver a consistently high-quality education, Congress instructs the Executive Committee to demand that DFHERIS immediately address the issues that are blocking people from choosing a career in these sectors. Sustainable contracts, teaching in well-resourced facilities in our own communities must be delivered without delay.

56 Galway

Congress instructs the Executive Committee to engage in discussions in relation to travel expenses for those who travel between centres on the same day. At present, it is not available to tutors travelling from one centre to another as it is part of work remit. Tutors are asking if they could seek travel expenses, especially in the current financial climate. If you start from your home to one centre not getting an allowance there, but if you have to then travel to another centre that a travel expense becomes available for that journey.

49 Co. Clare

Congress asks the Executive Committee to request, from relevant stakeholders, that no changes happen locally until national agreements have been finalised for ALO/CEF/BTEI Coordinator/Guidance Counsellor roles. Changes that have been happening in ETBs are premature as current structures are still in place. Staff

are being funded under these current structures/provisions, and no changes have been agreed.

51 Co. Clare

Congress instructs the Executive Committee to work on behalf of those employed on a part time basis to reduce the qualifying period for the awarding of a CID period for Further Education to two years similar to those working as teachers. This unfair practice makes it more difficult to gain entitlements to mortgages and to ensure stability of work in Further Education.

52 Co. Cavan

Congress instructs the Executive Committee to insist that in any negotiations with DFHERIS/SOLAS/DoE, there will be no erosion of teachers' terms and conditions as a result of the proposed new Further Education and Training (FET) Funding Model.

B4 – YOUTHREACH

63 Tipperary NR/Dublin & Dún Laoghaire/Dublin City

Congress notes that Co-ordinators and Resource persons who commenced in Youthreach post February 2012, have been impacted by the loss of allowance which has resulted in a two-tier payment structure for persons of the same grade. Congress notes that under the sectoral bargaining these monies could be restored to both grades. Congress instructs the Executive Committee to pursue the outstanding monies lost to new entrant members since 2012.

61 Limerick City Schools

Congress instructs the Executive Committee to negotiate that Youthreach Resource Persons and Co-ordinators may apply for authorised leave to allow them the opportunity to conduct State Examination duties in line with their TUI counterparts.

66 Limerick City Schools (Amended by Co. Kerry)

Congress instructs the Executive Committee to demand that qualified teachers in the positions of Youthreach

Coordinator and Resource Persons are recognised as teachers and awarded parity of conditions with teachers in the Youthreach provision. This reiterates the stance of TUI where “the right to education means the right to qualified teachers”. Students in Youthreach have the same entitlements as students in mainstream settings and so by failing to acknowledge and award the same conditions for qualified teachers in Youthreach, the Ministers for Education are failing to recognise the excellent teaching that occurs in Youthreach and ensuring that the recruitment crisis continues into the future.

64 Co. Donegal/Limerick City Schools

Congress instructs the Executive Committee to address with DFHERIS the current staff recruitment and retention issue in Youthreach and the consequent extra workload on Resource Persons exacerbated by the absence of midterm breaks and the length of the Youthreach year, to bring it in line with the post primary sector, i.e. 166 days.

65 Limerick City Schools

Congress instructs the Executive Committee to negotiate rigorously with the DoE in relation to getting recognition that the roles carried out in Youthreach centres by Resource Persons and Coordinators are teaching roles and not administrative roles.

C. SECOND LEVEL

CI – CLASS SIZE

70 Boyne Area/Executive Committee

Congress instructs the Executive Committee to negotiate with the DoE to adjust the current Pupil Teacher Ratio (PTR) in schools to provide that no class size will exceed 24 students. This is separate to the current TUI class size directive which is in place for practical subjects and learning support classes which should remain as is.

71 Cork City

Congress instructs the Executive Committee to develop a policy on online learning and recommends that within this policy class sizes for online classes delivered by members shall not exceed the agreed size for classes where delivery is in a physical classroom.

C2 – CONDITIONS OF SERVICE – SECOND LEVEL

86 Galway/Co. Cork/Dublin & Dún Laoghaire/Co. Laois/Cork C&C/Cork City/Dublin City

Congress instructs the Executive Committee to negotiate with the Department to terminate the Croke Park hours. These hours were brought in as a temporary measure in 2011 and no longer serve their purpose.

83 Co. Offaly/Co. Carlow/Co. Roscommon

Congress instructs the Executive Committee to negotiate with the relevant Departments to increase the number of discretionary hours teachers fulfil under Croke Park and thus reduce the number of hours teachers must fulfil on a whole school basis.

77 Tipperary NR/Co. Laois

The practise of staggered opening has ensured the desired safe return to post primary school of our learners over the years, in particularly our younger students. Deviation from this current practice will militate against students' wellbeing and safety. This Congress calls on the Executive Committee to meet with the DoE to renegotiate CL0072/2022 with a view to allowing schools the flexibility to open in a safe manner. The review must look for a satisfactory path to allow schools to have a staggered start at the beginning of the year.

C3 – EXAMINATIONS**91 Dublin C & C/Co. Clare**

Congress instructs the Executive Committee to enter into negotiations with the relevant bodies to find a solution to holding oral and practical examinations during Easter holidays. While teachers may sign up to examine these exams many teachers of these subjects feel pressure to accompany and prepare students outside of term time. All teachers are entitled to the same holidays and it is unfair that one teacher may lose out on a significant portion of their holiday based on the subject they are qualified to teach.

98 Co. Clare (Amended by Co. Kerry)

Congress instructs the Executive Committee to engage with the Department of Education to insist that principals release teachers for practical and oral exams without restrictions – which is having a massive impact on assessment and the future guarantee of externally assessed examinations.

92 Tipperary SR

Once again, Leaving Certificate Oral exams are scheduled to take place over the Easter break. This is an erosion of the established breaks in term, asking teachers and students to be available outside of term time. Congress instructs the Executive Committee to establish a mechanism to meet the SEC to discuss terms and conditions of teachers who take on Examiner roles and have very little voice in their terms and conditions. This mechanism must review any changes regularly and give teachers a voice in the process.

93 Co. Wicklow

Congress instructs the Executive Committee to engage with the State Examinations Commission and other relevant stakeholders, to improve and clarify the Junior Cycle exam correction process to make it more transparent for teachers and more attractive to potential correctors.

C4 – INSERVICE**100 Co. Donegal**

Congress instructs the Executive Committee to enter immediate negotiations with the relevant agencies to end the practice of PDST training sessions taking place in teachers' own time, i.e. in the evenings and at weekends. Such training is valuable, and all teachers should be afforded the opportunity to attend such training during the school day, thereby also adhering to a work/life balance and teacher well-being.

C5 - POSTS OF RESPONSIBILITY**105 Co. Laois/Executive Committee**

Noting

- the recruitment and retention dimensions of the severe and deepening teacher supply crisis
- the hollowing out of the career structure (since the imposition of the 2009 moratorium) as one of the primary causes of the crisis
- the continuing failure of the Department of Education to provide a viable career structure for teachers and, in particular, its failure to restore API and AP2 posts of responsibility to the pre-moratorium level
- the fact that this failure constitutes a breach of the 2016 collective agreement between the DoE and the TUI/INTO and represents an unacceptable continuation of austerity measures
- the insupportable work overload and intensification for teachers - including principal and deputy principal teachers, holders of API and AP2 posts and unpromoted teachers – that has resulted from this failure
- the resultant and unconscionable diminution of services and supports for students, including vulnerable students, students with additional needs and international/migrant students
- the associated corrosion of teacher morale

Noting also

- Motion 114 adopted by Annual Congress 2022 and the refusal by the Department in the interim to engage with the Union on the key issues set out in that motion

Congress reaffirms the restoration of posts of responsibility as a key priority for the Union and instructs the Executive Committee immediately

- to initiate a sustained campaign to achieve full restoration (to the pre-moratorium level, at least) and in this regard
- to demand restoration of half of the outstanding posts in Budget 2024 and restoration of the remaining posts in Budget 2025.

In the event of failure or refusal by the Department to effect restoration in this (or a more expeditious manner), Congress instructs the Executive Committee to

- do whatever is necessary to achieve strict and comprehensive application of and compliance with the TUI directive on Posts of Responsibility
- put in place measures, short of industrial action, in the 2023/24 school year, to protect the professional integrity and personal time of members and
- ballot members for a sustained and broad based campaign of industrial action, up to and including strike action, to secure the restoration of API and AP2 posts of responsibility and appropriate career structures

106 Co. Carlow

Congress demands an urgent review of Posts of Responsibility with a focus on the level of work expected for AP2 posts as the workload is ever increasing and unsustainable. There is also a clear lack of promotional opportunity making the teaching profession a very unattractive profession. We must act now before further damage is done and make promotional opportunities commonplace once more.

103 Co. Wicklow/Co. Carlow/Co. Limerick/Co. Wexford

Congress notes the lack of movement on the restoration of Posts of Responsibility. Congress requests that the Executive Committee seek a

meeting with the Department of Education immediately and negotiate not only a restoration of posts, but also an allocation of additional posts.

104 Co. Donegal/Dublin & Dún Laoghaire

Congress notes the lack of movement on the restoration of Posts of Responsibility and requests that the Executive Committee seek a meeting with the DoE to not only rectify this situation but to also request an increase in posts which would reflect the ever-increasing workload in our schools. With a major teacher retention and supply issue the lack of potential progression for the majority of staff is a significant drawback on supply and retention.

102 Co. Laois

Congress instructs the Executive Committee to prioritise engagement with the DoE for the revision of the current Circular 35/97 in relation to the Management Structure applied to Prison Education Units. Given the developments in education provision over the last 25 years, this circular is no longer adequate. For example, in the case of Portlaoise Prison an allocation of 22 WTEs with a post allocation of 1 supervising Teacher, 1 API and 3 AP2s with no administration support exists. A comparative allocation in a Post Primary setting allocates Principal, Deputy Principal, 3 APIs and 5 AP2s with administration support. If the DoE refuses to improve the circular then, the Executive Committee should initiate consultation with affected TUI members about industrial action.

C6 - PROCEDURAL ISSUES

109 Co. Carlow

Congress instructs the Executive Committee to take the concerns of congress to the DoE and the media about current ETBI and ETB practices around purchasing and tendering for buses and school supplies. It is unacceptable under economic and environmentally sustainable practices as it currently stands. It is also very damaging to the relationships schools have built with local suppliers. The

practices are leading to an ever-increasing workload and cost for our schools and are creating monopolies around the country. If these practices are not stopped with the utmost haste we risk long term damage with our suppliers, environmental damage and teacher willingness to engage in anything out of class.

110 Co. Monaghan

In light of the disregard for the agreed timelines in dealing with issues under the Grievance Procedure and the non-existent timeline with TUSLA investigations, Congress instructs the Executive Committee to address this with TUSLA, the management bodies within DoE and ETBI.

C7 – SUPERVISION AND SUBSTITUTION

116 Co. Carlow

Congress instructs the Executive Committee to negotiate with the Department of Education for a reduction in the additional Supervision and Substitution hours given by members under the Haddington Road Agreement i.e. seek a reduction from 43 to 37.

112 Dublin C & C

Congress instructs the Executive Committee to renegotiate the terms of Circular Letter 06/2014 to reflect the fact that many schools have hour long or 58-minute classes. The quantum of time to be designated for S&S should be expressed in hours/minutes rather than class units, so as not to unfairly disadvantage those working in schools with classes in excess of 40 minutes.

111 Cork C & C

Congress instructs the Executive Committee to engage with the Department of Education on the re-negotiation of the S&S scheme. Included in this negotiation should be another opt-out option and the reduction in the requirement in both the supervision and substitution time per week.

114 Co. Laois

Congress calls on the Executive Committee to seek a review of the Supervision and Substitution system as the current one is unfit for purpose and an intolerable burden on teachers.

113 Dublin & Dún Laoghaire

The S&S scheme can only be used to cover for certain categories of teacher absence, including uncertified sick leave and teachers' absences due to other approved school activities (e.g. games, competitions and other extra-curricular activities) and to cover the first day of each absence due to force majeure leave and illness in family leave.

Due to the current teacher recruitment crisis, teachers are regularly called to substitute during their timetabled S&S periods outside of the terms of Circular Letter 06/2014. Congress instructs the Executive Committee to demand negotiations with the Department of Education to pursue payment for hours of substitution provided by members where casual supervision cannot be provided. The supervising teacher will be paid the personal rate for all supervision provided outside the framework of Circular Letter 06/2014.

C8 – TEACHING COUNCIL

118 Cork City/Co. Cork/Co. Carlow (Amended by Co. Kerry)

Congress instructs the Executive Committee to negotiate with the Teaching Council the reinstatement of a one-year post-grad teaching qualification. The current requirement for a two-year PME is putting huge financial burdens on students and their families. It takes up to 6 years to become a qualified teacher; this is creating an extra burden on state finances. It is also having an impact on the recruitment of new teachers.

121 Cork City

Congress calls on the Executive Committee to request that the Teaching Council reduce its initial membership subscriptions for trainee teachers who are in year 3 or 4 of a concurrent teaching qualification or on

a PME course. As they are not deemed fully qualified and still attending and paying college fees, this is an extra cost to their pre-entry to the teaching profession.

120 Co. Cork/Cork City

Congress notes that schools are finding it difficult to source Newly Qualified Teachers (NQTs). Congress instructs the Executive Committee of TUI to request that the Teaching Council and DoE allow teachers doing substitute hours to complete their Droichead. Currently, it only allows teachers with their own hours to complete the induction process.

C9 – TRANSFERS/ REDEPLOYMENT

124 Co. Monaghan/Co. Westmeath

Congress instructs the Executive Committee to negotiate with the DoE and other employers to establish a national voluntary redeployment panel. Teachers who wish to relocate would keep their permanent/CID status. Congress calls upon the DoE and other employers in the post-primary education sector to establish an appropriate online portal on which teachers seeking voluntary redeployment could enter their details and be facilitated with redeployment to a post in another region. Using this portal, teachers would enter details such as qualifications, teaching council number, teaching subjects, the area they wish to transfer to and other relevant information. The establishment of this scheme is essential for the well-being of teachers who travel for hours daily to and from work. The European Parliament policy directive on The Work Life Balance 2019 promotes such initiatives. Furthermore, it would reduce teachers' carbon footprint, which is in line with Irish and European Parliament positions on climate targets.

123 Co. Westmeath

Congress instructs the Executive Committee to negotiate with the relevant management bodies a

mechanism whereby teachers/tutors in Further Education could transfer between centres if a position was available in their teaching subject area and keep their permanent/CID status.

127 Birr-Gallen

Congress instructs the Executive Committee to negotiate with the department a suitable system to redeploy or swap positions with teachers in other schools nationwide to reduce travel being undertaken daily by teachers commuting to work which is causing unnecessary carbon emissions.

126 Co. Donegal

Congress instructs the Executive Committee to negotiate with the relevant management bodies a mechanism whereby teachers could redeploy between different ETBs if a position was available in their teaching subject area and keep their permanent/CID status.

125 Co. Donegal/Co. Cork/ Co. Offaly/Cork City

At a time when global warming has become a major concern when the Government and the European Parliament are demanding that education cuts its greenhouse gas emissions, the DoE hasn't a workable voluntary redeployment scheme. There are large numbers of teachers crossing several counties to drive to their place of work, many of whom are driving hundreds of kilometres daily. At a time when Ireland is suffering from an unprecedented teacher retention crisis, when workers are demanding a work/life balance, the DoE does not have a workable voluntary transfer system that would assist teachers cutting their global footprint and improving their work/life balance. Congress instructs the Executive Committee to continue to negotiate with relevant education bodies a mechanism by which a permanent/CID teacher can redeploy to a school nearer to their home and keep their permanent/CID status.

D. WORKLOAD

131 Executive Committee

Years of under-resourcing and understaffing have resulted in unsustainable workloads, only added to by unnecessary and burdensome bureaucratic distractions from the central activity of teaching and learning. In this context, Congress instructs the Executive Committee to seek to establish the excess of workload and engage in a campaign to rationalise the duties of all members to ensure our members' rights to a healthy work-life balance and a reasonable, manageable workload.

132 Co. Donegal

Congress notes the increasing and relentless demands on teachers in terms of workload: both directly course-related and administrative. The discretionary Croke Park hours are a wholly inadequate measure of the work undertaken by teachers outside of class time and have become work in themselves whereby teachers even have to have paperwork to request permission to do them. Congress therefore instructs the Executive Committee to negotiate with the Department of Education to establish teacher professional autonomy and to remove the paperwork associated with these hours.

128 Co. Limerick/Executive Committee

Congress instructs the Executive Committee to negotiate with the Department of Education, Department of Further and Higher Education, Research, Innovation and Science and SOLAS to bring about a streamlining of the reporting and bureaucratic processes involved in dealing with multiple agencies. At present our members are required to engage in monotonous, repetitive, and time-consuming paperwork, which is often unnecessarily duplicated. A streamlining of the paperwork would reduce this workload for our members.

I29 Co. Wicklow

Congress instructs the Executive Committee to continue engagement with the ETBI to streamline and improve the procurement procedures in schools and centres in order to reduce the gross inefficiencies that have now become part and parcel of the day to day work of teachers. The current system is unnecessarily overcomplicated and causing unacceptable increases in workload for teachers and school administration and support staff while also obstructing teachers from effectively teaching students and providing opportunities for extracurricular learning activities. The overall effect is negatively impacting on the learning experience of all students.

E. HOUSING, SOLIDARITY & MISCELLANEOUS ISSUES

I34 Dublin Colleges

Congress instructs the Executive Committee to campaign for:

- the declaration of a housing emergency
- a referendum providing for the right to housing
- rent controls and greater protection for tenants
- affordable student accommodation
- a state-led building programme to provide social and affordable, energy-efficient housing.

Congress instructs the Executive Committee

1. to seek that the ICTU, under the auspices of the Raise the Roof Campaign, organise a major campaign of action on housing including a mass demonstration in May
2. to ensure that all protests that call for Government action on the lack of affordable accommodation emergency have an official TUI presence
3. to ensure that support for these protests is communicated beforehand to all TUI branches.

Congress notes the complete failure of the Executive Committee to mobilise the membership for the Raise the Roof Protest in November 2022.

I36 Dublin & Dún Laoghaire

Congress instructs the Executive Committee to engage in a publicity campaign to call on the government to introduce free public transport. Free public transport would have enormous benefits for our members and would reduce carbon emissions. Cities such as Tallinn, Hwaseong, Freiburg, Edinburgh and Dunkirk have shown that free (or heavily subsidised) public transport makes a huge, positive difference to people's lives.

I35 Co. Donegal

Congress deplores the totally unsatisfactory situation in relation to mica and other deleterious materials found in homes in Ireland and in particular Donegal. Congress notes the mental torture inflicted on adults and children impacted by mica. Congress supports the call for 100% compensation for homeowners affected by the mica homes scandal.

F. CLIMATE ACTION/JUSTICE

I42 Dublin & Dún Laoghaire/Co. Limerick/Executive Committee

Congress instructs the Executive Committee to encourage schools/workplaces to engage and become involved with Community Power Schemes and engage with Sustainable Energy Community Groups to show leadership in communities in the area of sustainable energy solutions.

I41 Co. Limerick/ Dublin & Dún Laoghaire/Executive Committee

Congress instructs the Executive Committee to demand that relevant stakeholders prioritise building the capacity and opportunity of Further Education Practitioners in their capability to deliver education for sustainable development within their respective programmes.

I40 Dublin & Dún Laoghaire/Executive Committee (Amended by Executive Committee)

Congress instructs the Executive Committee to engage with the Department of Education to insist they

become (immediately) a TFI Smarter Travel partner, and in doing so show their commitment to sustainable travel planning by:

- o Surveying all teachers on their commuting habits;
- o Encouraging teachers to use more sustainable transport;
- o Developing and implementing an action plan of sustainable travel initiatives;
- o Supporting schools and centres of education to implement the action plan;
- o Dedicating financial and non-financial resources to supporting initiatives and
- o Monitoring the performance of the action plan.

Congress further instructs the Executive Committee to monitor progress in Higher Education and to engage with DFHERIS on the same issues.

I43 Dublin & Dún Laoghaire Congress instructs the Executive

Committee to engage with Department of Education and NCCA to demand a review of Junior and Senior Cycle curricula with the intent to provide greater emphasis and additional depth on the topic of Biodiversity in pertinent subject disciplines, as well as CPD in the area of Biodiversity Education as a matter of urgency. TUI should also recognise the importance of the issue of Biodiversity, by publicising relevant topics in the TUI News.

G. ADDITIONAL EDUCATIONAL NEEDS

I46 Waterford City

Congress instructs the Executive Committee to enter into negotiations with the Department of Further and Higher Education, Research, Innovation and Science and other relevant organisations to ensure that the SEN general allocation – based on student numbers and demographics in a school, as operating in the post-primary sector – be extended to Colleges of Further Education. This will ensure that students with additional learning needs avail of a continuum of support. The current situation is that learning support is provided on an ad-hoc basis and is not

reckonable service for teachers. This allocation is required in all Colleges of Further Education as a matter of urgency due to the welcome increase in recent years of students presenting with additional needs.

144 Boyne Area

Congress instructs the Executive Committee to demand of the Department of Education that schools are given the required hours for teachers to cater for the needs of students of special educational needs especially in the line of completing the required paperwork so that the students' needs are met.

147 Co. Donegal

Congress recognises the needs of SEN students in the Youthreach sector and instructs the Executive Committee to highlight these needs to DFHERIS and ensure that these students receive high-quality SEN support by experienced and qualified SEN teachers and Resource Persons.

H. RULES - REQUIRED UNDER LEGISLATION

149 Executive Committee

(Amended by Executive Committee)

Replace current Section Q, comprising current Rules 143 to 145, inclusive, with the following Section Q, comprising new rules 143 to 149, inclusive, and re-number all subsequent rules accordingly.

Section Q Unworthy Conduct

143. The Executive Committee shall establish an Unworthy Conduct Hearing Committee pursuant to procedures laid down by the Executive Committee from time to time and the Unworthy Conduct Hearing Committee shall act in accordance with these rules and with the said procedures.

144. The Unworthy Conduct Hearing Committee may,

- consider an unworthy conduct charge brought against a member
- make a finding as to whether or not the member is guilty or not guilty of unworthy conduct
- and, in the case where it has found the member guilty, make a

recommendation as to what sanction or sanctions, if any, should apply, for consideration and decision by the Executive Committee

- furnish a written report to the General Secretary, to include the finding of the Unworthy Conduct Hearing Committee, and the recommended sanction/s, if any.

For the avoidance of doubt, the Unworthy Conduct Hearing Committee shall have power to determine a charge of unworthy conduct in respect of conduct occurring before the introduction of these rules if such conduct would have constituted unworthy conduct under the rules previously in force.

145. A member shall be guilty of unworthy conduct if, in the opinion of the Unworthy Conduct Hearing Committee, the member has been guilty of conduct which,

- is injurious to the interests of the Union and/or
- breaches Union directive in relation to Industrial Action and/or
- undermines the representative, contractual or legislative rights of a member or members and/or
- is inimical to the objects of the Union as set out in Rule 2.

146. A charge of unworthy conduct may be brought against a member

- (i) by the Branch of the member concerned or
- (ii) other than where the charge is against a current member of the Executive Committee, by the relevant Area Representative or (following formal written request by an official of the Union) by the Honorary Secretary in accordance with the procedures laid down by the Executive Committee from time to time.

147. Should the Unworthy Conduct Hearing Committee find that the member is guilty of unworthy conduct, the Executive Committee shall consider the report of the Unworthy Conduct Hearing Committee and any submission/s made to it by the member and shall determine what sanction, if any, to impose on the member. The Executive Committee shall act in compliance with these rules and with procedures laid down by the Executive

Committee from time to time.

148. (a) The Unworthy Conduct Hearing Committee may recommend, and, subject to the proviso set out at rule 148 (b) below, the Executive Committee may impose, one or more of the following sanctions upon a member who has been found guilty of unworthy conduct:

- censure;
- fine;
- suspension from membership for a specified period of time;
- expulsion from the Union

(b) The Executive Committee shall not have power to impose a sanction or sanctions which exceed in severity the sanction or sanctions recommended by the Unworthy Conduct Hearing Committee. For these purposes, the sanctions listed at rule 148 (a) shall be deemed to be listed in order of severity with 'censure' as the least severe and 'expulsion' as the most severe sanction.

For the avoidance of doubt, the Executive Committee shall have power to substitute a sanction recommended by the Unworthy Conduct Hearing Committee with a sanction or more than one sanction of lesser severity.

149. In the event that a member who has been found guilty of unworthy conduct fails to remedy that conduct or fails to comply with a sanction that has been applied, that member may be liable to a further charge of unworthy conduct in that regard, subject to these rules.

148 Executive Committee

Rule 88 states:

"The Branch Treasurer may be allowed such honorarium in any year from the Branch Funds as the Branch may allow." Congress directs that Rule 88 be deleted and that all subsequent rules be renumbered accordingly. This is in line with Revenue rules.

I. RULES

150 Executive Committee

Replace current Rule 89 in its entirety with the following:

Each full member, associate member and

retired member of the Union shall pay an annual subscription as decided by Congress.

From 1st January 2024, the annual subscription for full membership shall be 0.75% of gross annual salary inclusive of any and all allowances paid. The maximum annual subscription paid will be capped and shall not exceed 0.75% of the fifth point of the Common Basic Scale (post 2011), rounded to the nearest euro.

In the event of a change in the Common Basic Scale (post-2011), the resultant change in the maximum annual subscription will apply from 1st January of the following calendar year.

New members in their first teaching/lecturing post shall receive a refund of the subscription they pay in respect of their first twelve consecutive months of Union membership. The refund shall be made by way of a single payment in the month of December immediately following that first twelve-month period of membership.

I54 Executive Committee

Amend Rule 97 which currently reads: A member who is in arrears to the extent of having failed to pay his/her subscriptions, levies and fines to an amount equal to, or in excess of the amount due by him/her in respect of twelve months shall cease to be regarded as a member and shall forfeit all privileges of membership. Should a lapsed member wish to re-join he/she must apply for membership in accordance with these rules.

To read: The membership of a person who is in arrears to the extent of having failed to pay his/her subscriptions, levies and fines to an amount equal to, or in excess of the amount due by him/her in respect of twelve months shall be regarded as having lapsed. Should such a person wish to re-join he/she must apply for membership in accordance with these rules.

I57 Executive Committee

Amend Rule 81 by the addition of point (v), as follows:
(v) The provision in Rule 7 that a retired member's first year subscription will be

paid by the TUI Branch of the member at the time of retirement.

I58 Executive Committee

Congress agrees, in Rules 100 and 138, to replace the words 'Third World Fund' with 'Global Development Fund'.

J. EQUALITY

I64 SETU Carlow-Wexford/Co. Offaly/Co. Carlow/Tipperary SR

The Irish Congress of Trade Unions and IBEC jointly launched the reasonable accommodation passport scheme in June 2022. The passport system provides a confidential live record of the barriers people face and the accommodations agreed upon to prevent or reduce its impact in the workplace.

The Reasonable Accommodation Passport allows the employee to:

- explain the impact of their working conditions on them, given their personal circumstances
- explain the barriers that they encounter that may stop them from participating fully at work
- suggest adjustments that they think will make it easier for them to participate fully
- review the effectiveness of accommodations provided and the ongoing impact on their work
- explain any change to their health or circumstances
- feel reassured that their manager will know what to do if they become unwell at work, when to contact emergency services and who to contact if necessary
- know how and when their manager will keep in touch should they be absent from work due to disability.

The passport's purpose is to:

- make sure that both the employee and employer are clear about what accommodations have been agreed upon and have a record of these
- reduce the need to reassess and renegotiate accommodations every time an employee changes jobs, is relocated or is assigned a new manager
- provide an employee and employer

with the basis for future conversations about accommodations.

Congress instructs the TUI Executive Committee to engage with the employers in the Irish education system to adopt and use the reasonable accommodation passport in their employment systems.

I62 Cork City/Co. Cork

Congress demands that equal treatment in respect of Maternity leave be afforded to teachers who have children born through surrogacy. Congress instructs the Executive Committee to engage with all necessary government departments to ensure that this objective is achieved in a timely manner.

K. HEALTH AND SAFETY

I66 Tipperary NR (Amended by Co. Kerry/Dundalk IT)

Having regard to dignity and respect in the workplace and the necessity to preserve and maintain a healthy work-life balance this Congress calls on the Executive Committee to negotiate with the DoE and DFHERIS to establish and implement a National Policy to eliminate the digital invasion of personal time & space.

I67 Co. Donegal (Amended by Dundalk IT)

At a time when well-being is of major concern nationally and globally, we find teacher and lecturer stress and anxiety levels at an all-time high in many educational institutions. Congress instructs the Executive Committee to conduct a survey of members as to what the main issues impinging teacher and lecturer well-being currently are. Based on these results, a committee within the Union will be set up to look at reforms within education to reduce stress and anxiety and improve well-being overall.

I68 Co. Donegal

It is entirely unacceptable to this Union that members may work in unsafe and dangerous buildings, including mica-affected ones. Congress, therefore, instructs the Executive Committee to engage with all relevant government

departments and agencies on this issue and seek that the relevant authorities carry out an urgent and comprehensive audit of where our members are employed. Furthermore, Congress instructs the Executive Committee to seek the issuing of immediate and appropriate advice (from authorities) should such an audit identify any health and safety concerns. Members must also raise any such issues with the workplace health and safety officer.

165 Co. Donegal

Congress instructs the Executive Committee to insist that the Department of Education and DFHERIS conduct health and safety reviews in each school and college specifically in relation to the overall ventilation status of each school, college or centre building and that this review takes into account all parameters such as ceiling heights and window openings in relation to the floor area of rooms. This is even more evident as a result of SARS-CoV-2 virus.

L. EDUCATION

178 Co. Clare/Cork City/Co. Cork/Co. Donegal/Co. Limerick/Dublin C&C (Amended by Co. Kerry)

The distribution of grades achieved in Junior Cycle subjects demonstrates a pooling of grades towards the middle. The grade band for merit is too broad while the grade band for distinction is too narrow. Congress instructs the Executive Committee to negotiate with Department of Education and the State Examinations Commission a change to the current banding system in place in awarding grades at Junior Cycle, remove it and replace it with a fairer system of banding that reflects fairly the achievements of the student.

M. SENIOR CYCLE REFORM

181 Co. Clare/Executive Committee/Tipperary SR

Congress notes the unilateral changes made to the Senior Cycle on the 29th March 2022. The changes, it was opined

by the Minister, are intended to empower students, embed wellbeing and enrich the student experience.

Congress also notes with dismay the complete lack of consultation with us, the practitioners, before, during or since that announcement.

Congress finds the following changes to be regressive, retrograde and frankly disrespectful

1. The proposed move of oral examinations to the Easter break
2. The proposed interim measure to move paper 1 – Irish and English to 5th year from September 2023
3. The proposed imposition of a move to teacher-based assessment at Leaving Certificate

Congress acknowledges and is in favour of reform, as exemplified and shaped by the TUI through the NCCA Senior Cycle Review.

However, government needs to know that the TUI will vigorously campaign to protect the integrity of the State Examinations. Therefore, Congress instructs the Executive Committee to initiate a media campaign to highlight the inadequacies of these proposals both from a professional and pedagogical perspective and, if and when necessary, to ballot relevant members on industrial action – up to and including strike action.

182 Co. Carlow/Dublin & Dún Laoghaire

Congress demands, that for all future Leaving Certificate syllabi (specifications), the Department of Education, the NCCA and SEC publish the full range of syllabus documentation concurrently and not less than 12 months prior to implementation of the syllabus. The syllabus documentation to include: a detailed syllabus which embeds depth of treatment and comprehensive teacher guidelines into the syllabus, sample examination papers and sample marking scheme.

N. ORGANISATION

184 Co. Donegal (Amended by Co. Kerry)

Congress instructs the Executive Committee pro-actively to encourage Branches to elect a

Sustainability Representative to

- liaise with workplaces within the Branch to monitor the employer's commitment to sustainable development, encompassing climate action and just transition
- represent the Union at joint consultation meetings with the employer on all matters that relate to sustainability
- raise awareness among members of sustainability issues and climate justice issues.

188 Dublin C & C

Congress demands that each edition of the TUI news contain an update on work completed on behalf of members in the Voluntary Secondary Sector, in common with updates on Further Education and Third Level.

186 Galway/MTU Cork

Congress instructs the Executive Committee to reduce the number of TUI magazines that are sent out to schools and centres. Alternatively, a QR code could be on the limited number of magazines to encourage members to read the virtual copy of the magazine. This would be in line with the TUI sustainability policy/National Strategy on Education for Sustainable Development in Ireland.

O. PAY & NATIONAL AGREEMENTS

208 Tipperary SR

Teachers who upskill and complete qualifications that previously attracted allowances (in their own time and to benefit teaching and learning for their students) are no longer eligible to receive such allowances owing to the withdrawal of allowances in 2012. Congress instructs the Executive Committee to negotiate the restoration of allowances in the next round of pay negotiations to incentivise a spirit of excellence in teacher professional development.

210 Co. Meath/Dublin & Dún Laoghaire/Dublin C&C

Congress instructs the Executive Committee to demand that the Public Services Committee of the ICTU actively oppose and reject clauses in any future pay agreements that weakens the pay/pension parity link between the pay of a serving grade and the pension of the person who retired on that grade or its equivalent grade.

206 Co. Wicklow/Co. Carlow/Co. Donegal/Co. Wexford (Amended by Co. Kerry)

Given the crisis in recruitment and retention, Congress notes that the withdrawal of both the SEN allowances and the teaching through Irish allowance has contributed to a lack of qualified teachers. Congress instructs the Executive Committee to immediately engage with the Department of Education in order to seek their reintroduction.

207 Dublin & Dún Laoghaire

Congress instructs the Executive Committee to seek that pre-2011 allowances be restored to all teachers.

212 Tipperary SR

At a time when it is difficult to recruit teachers, Congress instructs the Executive Committee to insist that the next National Pay Agreement must decisively end pay discrimination.

P. PENSIONS**217 Co. Meath/Dublin & Dún Laoghaire/Tipperary NR (Amended by Co. Kerry/ SETU Carlow-Wexford)**

Congress notes that:

- (i) the introduction of the Additional Superannuation Contribution has resulted in members paying a significant percentage of pay towards their pension and
- (ii) the retention of parity link between the pay of public servants and pension is only guaranteed until the end of December 2023.

Congress instructs that the retention of the link between the pay of serving colleagues and the pension applicable to retired peers is put on a statutory basis to stop the reselling of it in national wage agreements and that the TUI do everything in its power to insist that the parity link be extended.

Q. PERMANENT FULL-TIME CONTRACTS**223 Co. Monaghan/Co. Clare/Co. Offaly/Tipperary NR**

At a time of teacher retention crisis second level employers are not offering permanent/CID contracts to teachers even when the school is under 95% permanency. Furthermore, teachers are being offered partial part-time contracts of hours rather than whole-time contracts. Congress instructs the Executive Committee to negotiate with the DoE and relevant management bodies as a matter of urgency that permanent whole-time positions are advertised when a school/scheme are under the 95% permanent/CID whole-time positions.

222 Executive Committee (Amended by SETU Carlow-Wexford)

Noting that

- there is a severe and deepening crisis in teacher supply - both recruitment and retention
- this results in fragmentation and diminution of service to students, loss of subject choice and career options
- attracting new recruits of high calibre to the teaching profession is therefore of critical, national importance
- the average age at first paid employment as a post-primary/further education teacher, is over 26 years
- precarious (fixed term) and part-time work, especially evident in the early years of the teaching career, is a significant deterrent that is exacerbating the recruitment and retention crisis
- fixed term and part-time work has serious, negative consequences in terms of credit worthiness and associated key life decisions related to home purchase, starting a family etc
- the introduction of a two-year PME system has led to an unnecessary increase in costs and a substantial lengthening of time before the commencement of a teaching career.

Noting also that

- fixed term and part-time work are characteristic of all sectors but are far more prevalent in the ETB sector
- the ETBs have consistently failed to provide and the ETBI and Department of Education have consistently failed to demand, harvest and publish up-to date statistics in relation to teacher employment patterns in the sector and in individual ETBs

- the available evidence shows that the incidence of part-time and fixed term work in nearly all ETBs is far above what is allowed by collective agreements and DoE Circular Letter 59/2016
- this breach of faith and of collective agreements by ETBs - and some schools in the other sectors - is unacceptable to the TUI and is injurious to the interests both of students and their teachers
- remedying the breach is cost neutral

Congress instructs the Executive Committee

- at all relevant fora, to demand full compliance with the terms of CL 59/2016 or 49/2017, whichever applies
- to insist upon immediate establishment of a sub-committee of the Teachers' Conciliation Council to deal expeditiously with breaches of the Circular/s/collective agreements
- to prosecute a robust campaign to secure compliance by each employer with the Circular/s - the campaign to include recurring protests at the offices of and/or venues used by offending or negligent employers, escalating, following ballot of the relevant members, to an appropriate range of industrial action, including strike action.

225 Co. Carlow/Co. Donegal/Co. Limerick/Co. Wexford/Co. Wicklow/Executive Committee

Congress asserts that not alone is there a recruitment and retention issue at second level but that this issue has reached crisis levels. With that in mind Congress instructs the Executive Committee to engage as soon as is practicable with the Department of Education with a view to increasing the allocation immediately in order that schools may recruit staff for the 2022-23 year on full contracts. Piecemeal contracts, low hours can and must be increased in order to protect the profession, ensure a career path and provide schools and centres ways in which to manage this crisis. The suggestion is cost neutral to the exchequer as it will provide additional S&S cover in all of our schools and centres.

226 Co. Laois

Congress calls on the Executive Committee to negotiate with the relevant authorities to end the need for teachers to do two interviews in order to secure a CID.

224 Co. Laois

Congress calls on the Executive Committee to negotiate better terms for teaching contracts including full hours for all teachers.

R. TEACHER UNITY**228 Co. Laois**

Congress instructs the Executive Committee to actively promote the benefits for our members from teacher unity. Also, the Executive Committee must pursue a timeframe of six-months from this Congress to produce a joint TUI/ASTI/IFUT (or between TUI and whichever of the other two unions is agreeable to do so), short-term action plan for an organisational merger. If this is not achieved, then an explanation for such must be issued to TUI members in the TUI News and by email to Branches at the expiry of the six months. Congress also instructs that, within the six month time period, assistance must be sought from ICTU to secure the objective of this motion, with regard to TUI and whichever of the other two unions is agreeable, if the parties are otherwise unable to do so themselves.

S. CONDITIONS OF SERVICE GENERAL**232 Tipperary SR/Co. Wexford (Amended by Co. Kerry)**

Congress instructs the Executive Committee to negotiate with the DoE and DFHERIS for members in the case of miscarriage or loss of baby prior to 24 weeks' gestation, that any sick leave accrued is recognised as Pregnancy Related Sick Leave.

241 Co. Westmeath

Congress instructs the Executive Committee to negotiate with the DoE an extension of the sick leave scheme in relation to critical illness, that is, in the case of critical illness teachers would receive one year's full pay in a four year period.

244 Co. Wexford (Amended by Co. Kerry)

Congress instructs the Executive Committee to negotiate with the DoE and DFHERIS to introduce compassionate leave available to partners of women who are suffering miscarriage.

**235 Co. Clare**

Congress instructs the Executive Committee to negotiate longer maternity leave time span of 26 weeks and not to include holidays in the calculation of maternity leave.

233 Co. Donegal

Congress calls on the Executive Committee to request that the DoE introduce a minimum of 20 days paid leave for those who experience spontaneous miscarriage or whose pregnancy sadly ends before the 24th week of pregnancy.

250 Co. Clare (Amended by SETU Carlow-Wexford)

Congress instructs the Executive Committee to seek from the DoE to insist teachers on job sharing have the right to a non-contact day where desired.

EMERGENCY MOTIONS**EMERGENCY MOTION NO. 3**

Dublin Colleges / SETU Carlow Wexford / Limerick City Schools / IADT Dun Laoghaire / Co Laois / Dublin City / Co Longford / Waterford City / Tipperary NR / Co Roscommon / MTU Cork / Dublin Dun Laoghaire / Co Westmeath / Cork City / Galway / Co Louth / ATU Donegal / ATU Galway-Mayo / ATU Sligo / TU Dublin Blanchardstown / Co Limerick / Co Wexford / Co Clare / Birr Gallen / TUS Athlone / Co Wicklow

EMERGENCY MOTION ON PAY

Congress notes that inflation in February was 8.5%. This is higher than the figure for January which was 7.8%. Inflation is predicted at 7% for March. These figures are way above CSO predictions which forecast that inflation would fall substantially in 2023.

According to the CSO food prices, in the last year, rose by 13.5%, rents by 10.6% and mortgage repayments by 31.6%. Gas prices rose by 86.1% and Electricity by 62.7% while profits for energy companies are booming

The public sector pay deal provides for only 3.5% in 2023 in general increases.

Congress also notes that:

- The public sector pay deal provided for 4% in general increases in 2022.
- Inflation was 8.2% in the same period
- Real earnings were therefore cut by 4.2% for most TUI members.

Congress believes that it is unacceptable that our real pay was effectively cut in 2022 and will be cut again in 2023.

Congress instructs the Executive to demand that wage increases compensate members for rising inflation.

Congress instructs the Executive to demand that any pay agreement contains increases in excess of inflation and to recommend rejection of any new pay deal that does not do so.

EMERGENCY MOTION NO. 9
Co Clare / MTU Cork / Dublin Dun Laoghaire / Dublin City / Tipperary NR / Co Kerry / Co Mayo / Limerick City Schools / Dublin Colleges / Galway

On 1st February, 2023 it was brought to our attention that some Further Education and Training Colleges had developed a draft Online Blended and Learning Strategy. This past year in one ETB, seconded teaching staff have been developing online and blended resources. It is now planned that staff will deliver these online and blended courses on a pilot basis from September 2023 to 2025.

Since Emergency Remote Teaching and Learning officially ended in August 2022, no ETB should be delivering courses via

online and/or blended teaching and learning. This, we now understand, has been happening without any national agreement between the ETBs or consultation with the TUI.

We recognise there are many benefits to this way of working both for the members working in FET and for learners/students, but there are concerns that issues may arise during online and/or blended teaching and learning that our members may request support on. If there is no national agreement, then the TUI is not in a position to support members on these issues.

In order to protect our members and prevent unintended consequences, such as reduced teaching hours or increased class sizes, Congress instructs the Executive Committee to meet with the relevant stakeholders as soon as possible and seek to negotiate a national agreement on this issue.

EMERGENCY MOTION NO. 5
MTU Cork / ATU Donegal /
Co Louth / SETU Carlow /
Wexford / Limerick Colleges /
Cork City / Galway / Co Limerick /
TUS Athlone / Dublin Colleges /
ATU Galway Mayo

ADVERTISING ACADEMIC POSTS WITH CONTRACTS LESS FAVOURABLE THAN THOSE AGREED NATIONALLY

The OECD report, made public in December 2022, was commissioned by Ireland's Higher Education Authority and Department for Further and Higher Education, Research and Innovation. The OECD was asked to identify a set of benchmark higher education institutions from other OECD countries so as to inform the development of future Irish Technological Universities by examining their human resource policies, career paths and organisational structures. The report identifies options for new career and employment contracts and organisation structures.

The OECD team advises that Ireland should substantially revise the career model, academic contract, and capacities of the departments and faculties within which Technological University academic staff work.

This would require, most importantly, a change in the academic employment contract.

Since publication of the OECD report, it has come to light that academic posts across the sector have been advertised

with less favourable terms and conditions than those stated in our nationally-agreed contracts, with references, by certain management bodies, to the OECD report as a justification for same.

Congress instructs the Executive to formally advise the official side that

1. all academic posts must be advertised with existing agreed terms and conditions, and
2. failure by any TU/IOT to adhere to nationally-agreed contracts will result in an immediate ballot of all members for industrial action up to and including strike action.

EMERGENCY MOTION NO. 4
Dublin Colleges / Dundalk IT / IADT
Dun Laoghaire / Limerick City
Schools / Co Laois / Mid-West C&C /
MTU Cork / SETU Carlow Wexford
/ TU Dublin Blanchardstown / Birr
Gallen / Co Wicklow / Tipperary SR /
ATU Galway-Mayo

EVICTIION BAN

Congress notes the decision of the government to lift the emergency eviction ban.

Congress notes the warning from housing and homelessness organisations that the eviction ban will lead to a tsunami of homeless and that over 4,300 Notices to Quit were issued in the last quarter of 2022.

Congress condemns this decision and agrees that it represents a new low for a government that has utterly failed to address the housing and homelessness crisis. 75% of teachers surveyed by the TUI say the housing crisis is adversely affecting students.

This failure has added to the Cost of Living Crisis as rents and mortgage repayments have increased in the last year by 10.6% and 31.6% respectively. It has also contributed to the teacher supply crises. Recent surveys published this month show that

- Two in three (64pc) teachers cited the housing crisis a factor in causing emigration in the profession
 - Two in five (41pc) principals reported that the cost of local accommodation was a deterrent to working in their school.
 - Three in four (75%) of teachers who rent say its very hard to find new accommodation in their locality.
- Congress agrees that its time for the trade union movement to significantly increase the pressure on the government to address the lack of social and affordable housing. Congress agrees that the Executive seek that the ICTU and Raise the Roof

call for a worktime demonstration to demand

1. The reinstatement of the eviction ban;
2. Rent controls with security of tenure;
3. Action to curb the impact of increased mortgage payments on households;
4. A state led building programme of social and affordable houses.

RESOLUTIONS REFERRED

16 Limerick Colleges

Congress instructs the Executive Committee to commence negotiations to secure a nationally agreed "step-back" or "voluntary rotation" system for senior academic posts e.g. Heads of Department and Heads of School. Such a system should be negotiated to allow the voluntary leaving of such senior academic posts by current post-holders in preference for taking up another academic role within the same organisation. Updates on these negotiations should be contained in all annual reports until the desired outcome is secured.

RESULT Referred

26 MTU Cork

Congress notes that all those hired post 2011 are on the new post 2011 pay scales. Congress notes that those hired in the period 2011 to Sept 2016 were put on point 1 of this pay scale regardless of any teaching or industrial experience above what was needed to qualify for the post.

Those hired since Sept 2016 have rightly received recognition for their relevant experience acquired before taking up a lecturing post. This immediately created an anomaly in pay between those with similar experience based on their date of joining. We believe that those hired in the period of 2011 to Sept 2016 should also have been given recognition for earlier experience once the ban was lifted in Sept 2016. Congress instructs the Executive Committee to negotiate with DFHERIS to remove this anomaly. All hires from the period 2011 to Sept 2016 should have their pay reviewed, all past experience recognised and their position on their salary scale(s) incremented forward accordingly.

Amendment MTU Cork

Amend motion to read: Congress notes that many of those hired post 2011 are on the new post 2011 pay scales. Congress notes that those hired in the period 2011 to Sept 2016 were put on

point 1 of this pay scale regardless of any teaching or industrial experience above what was needed to qualify for the post. Those hired since Sept 2016 have rightly received recognition for their relevant experience acquired before taking up a lecturing post. This immediately created an anomaly in pay between those with similar experience based on their date of joining. We believe that those hired in the period of 2011 to Sept 2016 should also have been given recognition for earlier experience once the ban was lifted in Sept 2016. Congress instructs the Executive Committee to negotiate with DFHERIS to remove this anomaly. All hires from the period 2011 to Sept 2016 should have their pay reviewed, all past experience recognised and their position on their salary scale(s) incremented forward accordingly.

RESULT Referred

180 Co. Laois

Congress 2022 called on the Executive Committee to seek a reduction in the number of CBAs students are undertaking in Junior Cycle. No reduction has occurred, nor has a timeline for

reduction been issued. Junior Cycle Reform Joint Statement on Principles and Implementation and its appendix, as agreed between TUI and the DES, prohibits increases in teacher workload or impositions on teacher time. It also warns against over-assessment of students. Congress instructs the Executive Committee to ballot affected members for industrial action, up to and including strike action, with the aim of a negotiated settlement approved by affected members in a ballot. If support from ASTI can be secured for this course of action then the ensuing campaign should be coordinated by TUI and ASTI.

Amendment Dublin C & C

Remove "Congress instructs the Executive Committee to ballot affected members for industrial action, up to and including strike action, with the aim of a negotiated settlement approved by affected members in a ballot. If support from ASTI can be secured for this course of action then the ensuing campaign should be coordinated by TUI and ASTI."

RESULT Referred. Amendment Lost

236 Co. Westmeath/Co. Cork/ Cork City/Co. Longford/Co. Meath
Congress instructs the Executive Committee to negotiate with the relevant management bodies a mechanism whereby teachers can take one day per week parental leave, in line with the rest of the public service members. To facilitate this, teachers would give notice of their intention to do so by the end of the previous academic year.

RESULT Referred

243 Dublin C & C

Congress instructs the Executive Committee to negotiate with the DoE and all relevant management bodies that the application of Bereavement Leave be extended to include ex-in-laws as a substantive emotional attachment still remains.

RESULT Referred

Worldskills Ireland 2023 - returning to the RDS

A live celebration of apprenticeships, skills & careers to inspire your students

Following the success of the 2022 event, Worldskills Ireland 2023 is returning to the RDS Simmonscourt, Dublin, from 20th – 22nd September 2023.

Supported by Government, education, training, enterprise and industry, Worldskills Ireland 2023 will introduce students to a wealth of career options as they choose the next steps in their career journey. Running concurrently with the Irish Times' Higher Options show, visiting Worldskills Ireland means that your students will be able to explore an array of options and career paths, across two shows, in just one trip!

Live Competitions

From culinary skills to carpentry to aircraft maintenance, visitors to the three days show will have front row access to see the best of Irish trades and skills in action.

Interactive 'Try-A-Skill' area areas

Giving a unique opportunity to try your hand at skills, from welding to beauty therapy to cyber security and virtual reality. There will be a showcase of cutting-edge digital tech skills along with a green zone giving a greater insight into skills such as working on electric cars and wind turbines.

Industry experts on the Heroes Stage

If you are keen to hear real-life stories from some of the country's top career heroes and star apprentices, then a visit to the Heroes Stage is a must.

Employers ready to recruit

Some of the country's biggest employers will be on-hand offering students, teachers and parents the opportunity to meet, talk through training opportunities and even sign up for potential future



careers with some of the country's biggest names.

Worldskills Ireland, a one-day visit with a lasting impact!

Attendance is free, but schools must register their attendance in advance. Morning slots will run from 9:00 – 12:30 and afternoon slots will run from 13:00 – 15:30 – meaning you can visit both Worldskills Ireland 2023 and Higher Options in one day.

Register your school's visit at www.worldskillsireland.ie



Croke Park Hours - an overview

Under National Pay Agreements including:

- Public Service Agreement (aka 'Croke Park Agreement') and continued under:
 - Haddington Road Agreement (HRA)
 - Lansdowne Road Agreement (LRA)
 - Public Service Stability Agreement (PSSA) and
 - Building Momentum Agreement
- an additional 33 hours per annum (Croke Park Hours) is required of teachers to facilitate, at the discretion of management, in the case of 23 such hours for:
- School Planning & Policy Development
 - Staff Meetings
 - Additional Parent Teacher Meetings
 - Continuing Professional Development

When is the school calendar for Croke Park hours generated?

Before the end of the school year (i.e. in May 2023), the calendar for the use of the 23 hours in the next academic year (2023/2024) must be agreed by staff, after consultation and consensus (as appropriate).

The agreed calendar of usage of the 23 hours must be made available to the school community at the commencement of each school year.

This calendar can subsequently be changed only in exceptional circumstances and only then following consultation and consensus (as appropriate) and a staff meeting called for the purpose of considering and responding to a written proposal to change the agreed calendar.

1. Hours on 'a whole- school basis'

The provisions of the Croke Park Agreement provided for a commitment of an additional 33 non-teaching hours per school year for teachers working in Post-Primary and Further Education settings. The terms of the agreement became operative for schools in February 2011.

The TUI has negotiated an increase to 10 (of the 33 hours) available that can be used on other than a whole-school basis (see next section).

Circular Letter 25/2011 sets out the initial mechanism for scheduling the remaining 23 hours:

Paragraph 3 of Circular Letter 25/2011:

1. (a) *School management may designate the usage of the... hours in blocks of 1 or 2 hours (save in the case of additional parent/teacher meetings where the existing time provisions set out in Circular M58/04 will apply). Except as set out at (b) below, these will be scheduled over the course of the 167¹ day school year and the time period should be scheduled outside the normal school hours.*
2. (b) **Where there is a consensus among the school staff to so do, school management may utilise all or part of the hours in question outside of the 167² days during which the school is open for tuition. Similarly, where there is a consensus, school management may utilise all or part of the hours in blocks of more than 2 hours over the course of the 167* day school year. In such event, the time period should be scheduled outside the normal school hours.**

It should be clearly noted that consensus is required for all blocks of hours exceeding 2 hours. Where the hours do not exceed 2 hours, consensus is not required, although best practice is that the scheduling involves consultation with the teaching staff.

The circular also sets out the requirement that the school calendar be issued to staff at the commencement of the academic year (paragraph 8):

The usage of the additional hours will be outlined as appropriate in the school calendar which is made available to the school community at the commencement of each school year. Typical activities carried out on a whole-school basis include supplementary parent/teacher meetings, CPD for the whole staff, supplementary staff meetings, open nights/days etc.

2. Hours on 'other than a whole-school basis'

The most recent circular letter setting out usage/scheduling of 10 of the 33

Croke Park hours on 'other than a whole school basis' is Circular Letter 48/2017 which amended previous circulars to clarify:

...with effect from the beginning of the 2017/18 school year, an amount of time up to but not in excess of 10 hours (of the 33 hours) will be available for planning and development work on other than a whole-school basis and as approved by management.

Best practice, in relation to the verification and accountability to management, and in relation to the approval of management, is that each teacher submits a plan for their personal usage of these hours to management, early in the academic year, for approval. In order to assist management in accounting for these hours, teachers should, where possible, supply attendance certificates for CPD attended or a short minute of meetings held. A template for such a minute is appended to Circular Letter 43/2014.

For clarity, each whole-time teacher is entitled to schedule 10 of the 33 hours using their own professional discretion.

The reference to "up to and not in excess of" is to enable a teacher to choose not to use all of the 10 hours for planning and development work on other than a whole-school basis and to participate in more than 23 hours of whole-school events if they so wish. It is the teacher's choice.

Typical activities carried out on other than a whole-school basis include subject department planning, attendance at subject association meetings, CPD in one's own time etc.

What is Consultation?

- Consultation is defined as being "consultation with a view to achieving agreement". Therefore,
- being presented with decisions is not consultation.
 - being told in advance what is about to happen is not consultation.

¹ 166 days with effect from 2022/2023 school year owing to the additional bank holiday

² 166 days with effect from 2022/2023 school year owing to the additional bank holiday

What is Consensus?

Consensus does not mean a simple majority or veto but is provided where general agreement and support has been granted. Consensus is needed when management wish to use:

- all or part of the hours in blocks of more than 2 hours over the 166 school year or
- any or part of the hours outside the 166 day school year.

How to achieve consensus at school level

- Convene a TUI school meeting.
- Circulate the agenda for this meeting in advance - to address the 23 hours.
- At this meeting a vote should be taken by TUI members present as to whether to accept or reject each proposal requiring consensus presented by management.
- The position of the TUI members as determined by majority vote at the TUI school meeting. it should be communicated to all TUI members in the school and should also be communicated to management.
- If the TUI position is to reject the proposal then there can be no consensus to accept that proposal.
- Note: In dual union schools, a meeting should then be held with the representatives of the other union in relation to any proposal that requires consensus in order to inform them of the TUI position.

Part-time and Job-Sharing Staff

Job-Sharing and part-time staff have a pro-rata obligation in respect of the Croke Park hours.

Job-sharing staff are expected to

- Be present for 11.5 hours of whole-school Croke Park hours
- Undertake 5 hours of the Croke Park hours on 'other than a whole school basis'.

Part-time staff have a similar pro-rata obligation, dependent on their quota of hours. For example, if a teacher is contracted to teach 15 hours per week, their Croke Park Hours commitment will be:

- $23 \text{ divide by } 22 \text{ multiply by } 15 = 15.7$ hours on a whole school basis and
- $10 \text{ divide by } 22 \text{ multiply by } 15 = 6.8$ hours

Example of Croke Park Calendar

Set out below is an example of how the 23 hours can be undertaken in a school.

Activity	Hours - 23
Whole School Planning outside 166 days - consensus	6
Staff meetings (buying out the 'half-in element')	3
Additional Parent/teacher Meetings X2	5
Subject development planning	4
Whole school CPD events	5
Total	23

Total commitment in the above example would be 22.5 hours (out of the 33 hours)

The Croke Park Hours commitments should be considered in conjunction with those set out in Circular Letter M58/04: Arrangements for Parent/Teacher and Staff Meetings.

Circular Letter M58/04: Arrangements for Parent/Teacher and Staff Meetings

- One staff meeting per term
- Three formal parent/teacher meetings per year

Circular M58/04 requires teachers to engage in 12 additional hours (i.e. these are separate to and in addition to the Croke Park commitment).

- Classes end 15 minutes early for P/T meetings; teachers then take a 30-minute break. Under Sustaining Progress, P/T

meetings will commence at 4.15 pm and conclude at 6.45 pm. Adjustments can be made for different school closure times.

- These meetings are mandatory. Therefore, staff, particularly job sharers, part-time need to have those identified on the calendar as sustaining progress hours.

Important – the school calendar must clearly show the origins of the additional hours i.e. state which meetings are scheduled from the Croke Park commitment and which are scheduled from Circular M58/04.

For full details on the Croke Park Hours, see Circular Letters 25/2011, 43/2014 and 48/2017.

For further details on parent/teacher meetings and staff meetings, see Circular Letter M58/04.

M58/04 - Prior Commitment under Sustaining Progress Pay Agreement 2003-2005 (12 hours) – these are in addition to the Croke Park Commitment

	Comment	Hours	Remaining hours
Sustaining Progress 2003-2005 hours Commitment			12
Staff Meeting 1	1 hour in/out	1	11
Staff Meeting 2	1 hour in/out	1	10
Staff Meeting 3	1 hour in/out	1	9
P/T meeting 1		3	6
P/T meeting 2		3	3
P/T meeting 3		3	0

Teaching Council updates

The following information has been provided by the Teaching Council

Check your details are correct on your My Registration Portal account.

The Teaching Council maintains the Register of Teachers in Ireland. It is essential that you keep your details up to date to maintain the Register's accuracy and to ensure that you receive all important notifications and communications.

Did you know you can change your details quickly and easily through your My Registration portal on the Teaching Council website?

Log in to your My Registration portal at a time and place that suits you best using any of your devices, click on the My Personal Details tile, and follow the simple instructions to change the required details.

Some examples of common reasons to update your details include:

- Have you changed your name? You can upload your evidence of name change, for example a marriage certificate or deed poll certificate on your My Registration portal.
- Have you moved house or changed your address? You can change your address details quickly and easily on your My Registration portal.
- Have your contact details changed? You can update your phone number and email address on your My Registration portal.

If you're having issues logging into your My Registration portal, please visit www.teachingcouncil.ie.

Teachers who qualified outside of Ireland can register and complete induction in Ireland.

The Teaching Council will accept applications for registration from primary and post-primary teachers who have qualified outside of Ireland but have not completed the required period of induction in the country in which they qualified.

If you have a friend or family member or are aware of anyone within your professional network who has qualified

or is about to qualify as a teacher outside of Ireland, we encourage you to bring this important update to their attention.

Applications are being accepted until 1 February 2024. Information on eligibility requirements and how to apply for registration can be found on www.teachingcouncil.ie.

FÉILTE 2023

Join us on Saturday, 7 October at FÉILTE, the teaching profession's annual festival that celebrates the excellent work that teachers do in their classrooms every day. At FÉILTE, teachers gather with other teachers from primary, post-primary, and further education, to share their passion for teaching, to engage in mutual learning, and to be inspired by colleagues and guest speakers alike.

This year, FÉILTE will be located in Holy Family school, Portlaoise, Co. Laois. Join us for an action-packed programme of teacher-led events, including live panel discussions, showcases, workshops, and much more.

Did you know that FÉILTE is a professional learning activity that can be used as part of Droichead? It can also count towards Croke Park hours at your principal's discretion.

Keep an eye on www.teachingcouncil.ie and on Teaching Council social media pages for updates and to apply for a ticket.

GENERAL REGISTRATION UPDATES

Droichead

Form D - Droichead is now available to complete online. Teachers who completed Droichead this academic year may access the online form via the "Login/My Registration" portal. Click on "My Conditions" and then select the "View Details" option on your Droichead condition. The old paper Form D is obsolete and should no longer be used.

Renewals

Application for renewal of registration

can now be made online via your MyRegistration account on the Teaching Council website. If it is your first time using the portal you will need to activate your account. Once you activate your account you can then begin the online renewal process.

Please ensure that you update your personal contact information and provide any missing data such as post codes and mobile phone numbers. Please note that it is no longer possible for staff to take over the phone payments. Further information can be found on the Registration Renewal/My Registration section of the Teaching Council website.

Expiring Conditions on your Registration

If you are reaching the expiration date of your registration with conditions, you are required to submit evidence that you have met the requirement. If you have not been in a position to meet the requirements, you must request an extension of time. If you intend to request an extension of time to comply with the conditions attached to your registration, the Council would kindly ask that you engage in a timely manner. You can help us deliver a more efficient service to you and all other teachers requesting extensions by submitting the required documentation and promptly responding to any follow up queries.

You can make your extension request and submit the supporting documentation by logging onto the My Registration portal and selecting My Conditions. It is important to note that teachers who do not engage or do not show evidence of attempting to address their conditions are putting their registration at risk.

Re-vetting

The Council invites teachers on a rotational basis to apply for re-vetting. If you have received an invitation to apply for re-vetting we would ask that you do so immediately by logging onto the My Registration portal and commencing the re-vetting process.

WE'RE HIRING



EARN

LEARN

UNDERSTAND



Examiners for the 2023 Examinations Leaving Certificate, Leaving Certificate Applied and Junior Cycle

Post Primary Teachers Needed to Do this Vital Work

Professional Benefits

- Develop the quality of your teaching
- Enhance your understanding of assessment practice
- Learn about the marking process
- Exercise your professional judgement
- Network with fellow professionals
- Opportunities for promotion to more senior examiner roles
- Increase your career opportunities and enhance your CV
- New/revised subjects at both Leaving Certificate and Junior Cycle – A fantastic opportunity for teachers to be involved and gain insight into the marking of these examinations for the first time.

Financial Benefits

- Earn extra income
- For the 2023 examinations
 - All fees have increased by the public sector pay increases of 5%.
 - Leaving Certificate script fees have increased by a minimum of 17% and up to 50%.
 - Junior Cycle script fees have increased by a minimum of 48% and up to 57%.
- Script fees are subject specific and relate to complexity and time required to mark them
- Fees are also paid for attendance at a training conference; for administration work; and for travel and subsistence.

For further details, including Terms and Conditions, the SEC's policy on appointments, and how to apply;

Access www.examinations.ie/recruitment

If you would like more information, do get in touch with the State Examinations Commission by phone on 090 6442739, or email: examiners@examinations.ie and we will be happy to help.

Don't miss out on TUI's accredited course in Trade Union Studies for 2023/24

Since 2019, the TUI has run online courses for Union representatives in collaboration with the City of Glasgow College Trade Union Centre. The venture has been a great success, with four cohorts - 100 members in total - having completed the course, which addresses key topics such as the role of representatives, how to access resources and how to deal with disciplinary and grievance procedures.

The course is fully accredited and the successful participants are awarded a level 5 Certificate in Trade Union Studies. To date, participants have come across from the various sectors in which TUI represents members. In feedback, members have expressed the enjoyment and satisfaction they got from doing the course and how it gave them extra confidence in fulfilling their various roles in the TUI from member of the Workplace Committee to Branch Officer.



The TUI is now inviting applications for a limited number of places for next year's course which is scheduled to commence

in October 2023. For further information or to enrol contact John O'Reilly at joreilly@tui.ie

Post Primary teachers on the Department of Education Payroll i.e., Community and Comprehensive schools and Voluntary Secondary Schools ePayslips – Digital Postbox



You will soon be able to receive your payslip electronically via the Digital Postbox (www.digitalpostbox.ie)

This means that you will be able to access your payslip securely 24/7, anywhere, on any device; and have a record of stored payslips to assist with banking and financial matters.

You can use the Digital Postbox service to sign up and receive electronic payslips from the Department of Education.

- If you have already signed up to the Digital Postbox, a letter shall issue via the Digital Postbox providing the timelines of when the ePayslip will be delivered to you.

- If you do not already have a Digital Postbox account, you will need to register for a MyGovID account.

This is a single secure online identity which makes it easier to access a range of government services so that their identity can be verified in order to protect their account.

You can register for an account at: <https://www.mygovid.ie/en-IE/HowDoISignUp>

An appointment with the Department of Social Protection will be required so that an account user can be registered and a public services card provided. Registration takes approximately 15 minutes.

- A payee can then to proceed to set up a Digital Postbox account via the MyGovID website. Find the Digital Postbox in the list of services or select the "Digital Postbox" icon as shown here.
- Please note, this is an optional service. For those individuals who do not wish to opt in to the service, they will continue to get a payslip printed and posted.

Payroll information can be accessed at the following link: <https://www.gov.ie/en/collection/efad5-payroll-services/>

RMA News

As I write this article in the middle of April, I am looking forward to joining up with RMA colleagues in the Shamrock Lodge Hotel, Athlone for our AGM on May 9th. A report from the AGM will appear in the next issue of TUI News.

SPRING AND AUTUMN BREAKS

As you were advised in the last issue, the spring break will be held in Athlone on May 9th, 10th and 11th. The venue for our autumn break and details of tours etc have not been finalised at present but will be uploaded to our website www.rmatui.ie when they are available and will be sent out to all members in late August or early September with our renewal letters and TUI diaries.

BUILDING MOMENTUM

In the last issue I commented on the frustration of the RMA at the lack of progress on the payment of arrears due from Building Momentum but I am now glad to report that payment

of arrears have been included in a number of pension payments over the last few months and we should be up to date by the end of June. The debacle which has been Building Momentum must never be repeated. And I'm not talking about 'sectoral bargaining'. I'm referring to the incompetence and intransigence of our former employers, ETBs and IoTs, in either failing to supply correct calculations to the NSSO, or not sending the required data at all in some cases. Ensuing delays were encountered by our members, and the surviving spouses of our departed colleagues, together with the absence of detail as to what exactly was being paid - when eventually it started to be paid in February and March this year. These delays were totally unacceptable.

TUI ANNUAL CONGRESS

The TUI Annual Congress took place in Cork over Easter. RMA chairperson Martin Hoyer and myself attended and I am delighted to report that the motions of interest to the RMA which

were on the Final Agenda were debated and adopted. I would like on behalf of the RMA to thank those TUI branches that submitted the motions and the branches that gave them a high priority to enable them to be debated and of course thanks to the Congress delegates for their support of the motions.

I am delighted to record that three of our RMA colleagues - Jim Dorney, Peter MacMenamin and Larry Kavanagh - were honoured during the Congress Banquet for their contribution to TUI over the past number of years.

As this is the last issue of TUI News for the current school year I would like to wish all our teaching colleagues enjoyable holidays, I know it is well deserved after a long year. To our RMA members I hope you have a wonderful summer and I look forward to meeting up with and talking to you all during the next school year.

Dan Keane
RMA Secretary

RETIRING SOON?

FREEDOM FROM WORK DOES NOT MEAN FREEDOM FROM THE COST OF LIVING

Join the TUI Retired Members' Association and be involved in promoting your interests in retirement

YOUR FIRST YEAR'S MEMBERSHIP IS FREE

Joining is simple

*Visit the RMA TUI Website: www.rmatui.ie
and fill in the online application form*

DO NOT LEAVE IT TO OTHERS
If we don't care who will?





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Crossword

€250 prize for the first correct answer drawn from the entries
Congratulations to:
Vol 45 No 4 winner
MARIANNE HUNTER,
Clifden Community School, Co Galway.

Vol 45 No 5 winner
ROISIN CROWLEY,
TUS Limerick.

Only one entry per member.
Photocopies can be submitted.

Name _____

Workplace _____

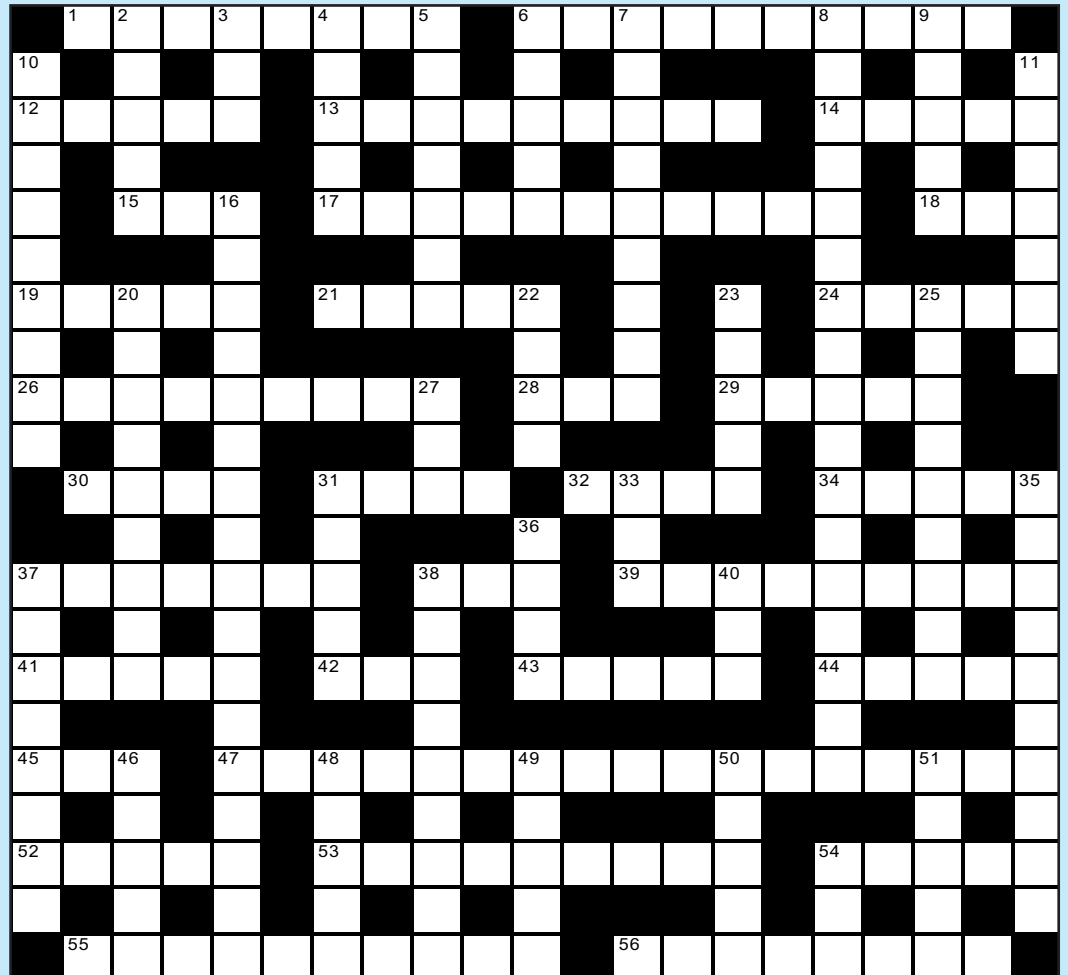
Address _____

Contact number _____

TUI Branch _____

Send entries to
TUI Crossword May 2023,
TUI, 73 Orwell Rd, Rathgar,
Dublin 6, D06 YP89.

Closing date for entries:
Friday, 4th August 2023.



ACROSS

- 1 The tense used to describe actions, events, or states that happened or existed before the present time (8)
- 6 Nearest in space or position; immediately adjoining without intervening space (4,2,4)
- 12 To search for underground water or minerals by using a rod (5)
- 13 A rapid sliding up or down the musical scale (9)
- 14 Large evergreen tropical tree cultivated for its large oval fruit (5)
- 15 And not; neither (3)
- 17 See or hear differences (11)
- 18 Hardy annual cereal grass widely cultivated in northern Europe (3)
- 19 '----- Frutti' - Little Richard song (5)
- 21 A person to whom money is paid (5)
- 24 For --- ----, 1966 Beatles song from the album Revolver (2,3)
- 26 Cause the downfall of; of rulers (9)
- 28 Dish baked in pastry-lined pan often with a pastry top (3)
- 29 A Touch of ----, UK detective series starring David Jason (5)
- 30 A low dam built across a stream to raise its level or divert its flow (4)
- 31 Love/----, Irish crime series aired between 2010-2014 (4)
- 32 People in general (4)
- 34 A rude and mean-spirited person. (5)
- 37 A sequence or set of instructions in a language for a computer to execute (7)
- 38 An implement used to propel or steer a boat (3)
- 39 A large cylindrical bag of heavy cloth with a top closure (6,3)
- 41 Warn or arouse to a sense of danger or call to a state of preparedness (5)
- 42 Bitterly regret and wish it undone (3)
- 43 Relating to or derived from the sun or utilizing the energies of the sun (5)
- 44 Cards used for divination by fortune tellers (5)
- 45 Fasten or secure with a rope, string, or cord (3)
- 47 Any system of philosophy emphasising the intuitive and spiritual above the empirical and material (17)
- 52 An outburst resembling the discharge of firearms or the release of bombs (5)
- 53 The exponent or power to which a base must be raised to yield a given number (9)
- 54 Select by a vote for an office or membership (5)
- 55 Timepiece attached to a bracelet or strap (5,5)
- 56 The flattened end of a motor neuron that transmits neural impulses to a muscle (8)
- 11 Classic teen novel by Judy Bloom, first published in 1975 (7)
- 16 New or different meanings (17)
- 20 And for this reason (9)
- 22 Catch sight (4)
- 23 Of high moral or intellectual value; elevated in nature or style (5)
- 25 To be greater in number than someone or something (9)
- 27 A natural aptitude for using words and ideas in a quick and inventive way to create humour. (3)
- 31 Greek poet (5)
- 33 An open box attached to a long pole handle (3)
- 35 Authorised, sanctioned by, or in accordance with law (10)
- 36 A flat, coloured, ring-shaped membrane behind the cornea of the eye (4)
- 37 To do or play something regularly or repeatedly to become skilled at it (8)
- 38 An unintentional omission resulting from failure to notice something (9)
- 40 Any of various evergreen trees of the genus Abies (3)
- 46 Leonhard ----, Swiss mathematician, physicist, astronomer, geographer, logician and engineer (5)
- 48 Softly bright or radiant (5)
- 49 Planet ----, Duran Duran's debut single (5)
- 50 A member of a people who have no fixed residence but move from place to place usually seasonally and within a well-defined territory (5)
- 51 Not elegant or graceful in expression (5)
- 54 Voracious snakelike marine or freshwater fishes with smooth slimy usually scaleless skin and having a continuous vertical fin but no ventral fins (3)

DOWN

- 2 ---- Morrison - the missing girl from the film The Wicker Man (5)
- 3 The starting place for each hole on a golf course (3)
- 4 Incapable of or resistant to bending (5)
- 5 Needing moisture (7)
- 6 Japanese rice dish made with raw fish and/or vegetables (5)
- 7 Cause to seem less serious; play down (9)
- 8 A large ensemble of musicians who play wind, string, brass and percussion instruments, organised to perform classical music. (8,9)
- 9 Person who makes a gift of property (5)
- 10 An ----, memoir by Lynn Barber adapted into a 2009 movie starring Carey Mulligan (9)