



TEACHERS' UNION OF IRELAND / AONTAS MÚINTEOIRÍ ÉIREANN

# news

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# TUI ANNUAL CONGRESS 2026

TUESDAY 7<sup>TH</sup> TO  
THURSDAY 9<sup>TH</sup> APRIL  
KILKENNY



ARTIFICIAL INTELLIGENCE

WORKLOAD

SECOND LEVEL

HEALTH & SAFETY

INVESTMENT

THIRD LEVEL

PENSIONS

FURTHER EDUCATION & TRAINING

SENIOR CYCLE

SOCIAL JUSTICE & SOLIDARITY

RECRUITMENT & RETENTION

EQUALITY

FULL REPORT ON ANNUAL CONGRESS 2025 RESOLUTIONS INSIDE

# A Word from the President - Anthony Quinn

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Dear Members,

Since taking office as President of the TUI last July, I have tried to ensure that the concerns of members are heard clearly, consistently and at the highest level. That has meant using every available forum to press the Union's case on workload, recruitment and retention, underinvestment and the growing strain these pressures are placing on teachers and lecturers across our sectors. From the outset, I made clear that the difficulties facing members were not isolated problems but symptoms of a system under sustained pressure. In August, the TUI publicly highlighted the stark reality that only one in four new teachers was receiving a contract of full hours and warned that urgent action was needed if schools were to continue offering students access to the full range of subjects. The Union's response to Budget 2026 pressed the Government on what members were seeing every day: sticking-plaster measures were no longer enough, and the roots of the recruitment and retention crisis had to be addressed.

## Direct representation

A key part of the President's role is direct representation, and over the past year that has involved bringing members' concerns straight to ministers and decision-makers. Alongside Vice President Laura Conheady and General Secretary Michael Gillespie, I met Minister Helen McEntee and subsequently Minister Hildegard Naughton and raised the issues that are dominating discussion in schools: unsustainable workload, the worsening recruitment and retention crisis and concerns around Senior Cycle redevelopment and ensuring the support measures we balloted on are secured. More broadly, I have sought to ensure that ministers and departmental officials in the Department of Education and Youth and DFHERIS hear directly from the union on the pressures facing members across the full range of our sectors, and that policy is judged not by how it sounds in a Government press release, but by how it lands in classrooms, centres, colleges and campuses.

## EDITORIAL

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## Serving TUI's diverse membership

Throughout the year every effort has been made to represent the full breadth of the union's membership. At second level, that has meant keeping a focus on workload, bureaucracy, teacher supply and the pressures associated with reform. In third level, it has meant continuing to highlight the need for fair workload, proper investment, career progression and respect for agreed structures in the technological university sector. For colleagues in Youthreach, it has meant keeping attention on the need for fair treatment, proper supports and recognition of the vital role they play with some of the most vulnerable young people in the education system. I have also been anxious to ensure that the concerns of adult educators remain firmly on the agenda. Their work is central to opening doors for learners who are returning to education, rebuilding confidence or seeking new opportunities, and they deserve proper recognition, fair implementation of agreed arrangements and the security needed to provide the high-quality service on which so many communities depend.

The same is true of members working in further education within FET Colleges. Over the past year, I have sought to keep attention on the realities facing those members as the sector changes and expands. While there is much positive language around the future of further education, members know that ambition for the sector must be matched by proper staffing, investment, respect for agreed conditions and a clear understanding that colleges are built not by branding exercises or management vision alone, but by the daily work of teachers and tutors. It has been important to keep that message front and centre: if the further education sector is to grow and thrive, then the people delivering

it must be supported, listened to and treated fairly.

Another important part of the work has been keeping public attention on the realities of working life in education. Over the course of the year, the TUI used interactions with the media to underline the growing unaffordability of the profession, the consequences of underinvestment and the need for serious action on workload and career conditions. The Union has sought to highlight the broader social pressures feeding into the crisis, particularly housing and the rising cost of living, because members know from experience that these issues are not separate from education policy. A school cannot recruit or retain staff if teachers and lecturers cannot afford to live with security and dignity. Nor can colleges and centres sustain high-quality provision if those working in them are left carrying ever greater burdens without adequate support.

### Strengthening solidarity

Alongside that outward-facing role, I have tried to ensure that members are kept informed, supported and encouraged to remain active in the life of the union. The office of President is not only about public advocacy; it is also about strengthening solidarity within the organisation and reminding members that their union is strongest when branches are engaged and members participate fully in shaping priorities. Over the past year, I have tried to use the role to reinforce that message and to encourage members across every area of the union to continue speaking up, organising and standing together.

The TUI's strength lies in the seriousness, professionalism and solidarity of its members. My job



TUI PRESIDENT, ANTHONY QUINN

has been to represent that strength, to defend members robustly and to keep pressing the case for an education system that values those who sustain it every day. Whether speaking on teacher supply, workload, third-level conditions, Youthreach, adult education, the further education sector or the wider pressures facing education, the purpose has remained the same — to ensure that the voice of TUI members is heard clearly and carries weight. That work will continue.

Anthony Quinn

# New teacher shortage findings – TUI calls for measures to make profession more attractive

The findings of the latest survey carried out in 101 second level schools by the Principals and Deputy Principals' Association (PDA) of the TUI show, in stark terms, the current extent of the teacher recruitment and retention crisis.

The TUI has demanded action from the Minister and her Department to allow schools to offer the full breadth of subjects and to ensure that qualified teachers stand in front of classes.

Jobs of full hours from initial appointment, better career options and a halving of the duration of the Professional Master in Education (PME) from two years to one have been identified by TUI as key measures required to tackle the crisis.



*101 schools responded – survey carried out online between November 2025 and January 2026.*

# KEY FINDINGS

**75%**

of schools advertised positions in the previous six months for which no teacher applied

**60%**

Almost  
have unfilled vacancies due to recruitment and retention difficulties

**55%**

experienced teacher retention problems in the previous six months

**6%**

think enough is being done at Government level to tackle the crisis

**19%**

of schools have been forced to drop subjects

**89%**

of schools experienced teacher recruitment difficulties in the previous six months

**76%**

believe more could be done to remove barriers for Irish teachers who wish to return from abroad



## COMMENT FROM TUI PRESIDENT ANTHONY QUINN

'While these latest findings are of little surprise, the continuing inaction of the Department is absolutely startling. Now more than ever, an urgent will to tackle the root causes of this crisis must be demonstrated.'

## TUI IS CALLING FOR

- Access to full-time jobs upon appointment for new entrants
- More career progression options
- A halving of the duration of the two-year PME required to teach at second level
- Full incremental credit for teachers who wish to return from abroad and
- A reduction in the unsustainable workload that is driving many from the profession.

## COMMENT FROM PDA PRESIDENT MICHAEL MURPHY



'We need to ensure that the profession is a sustainable one for teachers from the start and that they have access to the option of enhanced career structures later in their careers such as additional middle management posts. These posts were cut during the last recession and have never been fully restored. This deficit has had a hugely negative impact on the workload of principals and deputy principals where we are seeing huge problems with burnout and, in an increasing number of cases, early retirements.'

# SUBJECTS HARDEST TO RECRUIT/RETAIN IN

The ten subjects most difficult to employ teachers in ranked order in this latest survey were:

- Irish
- Maths
- French
- Guidance Counselling
- Home Economics
- Physical Education
- Spanish
- Engineering/Metalwork
- Construction Studies/Woodwork
- English

# PRIMARY CAUSES OF THE CRISIS

Respondents ranked the main causes from a given list as follows:

1. More attractive employment options for graduates outside teaching
2. Unavailability of full-hour contracts
3. Accommodation costs/availability near schools
4. Transport costs

# MEDIA COVERAGE

The findings of this year's survey were widely covered in the national and regional media, including interviews with TUI representatives on RTE, Newstalk and Today FM programmes and news bulletins and in the Irish Times and Irish Examiner.



# Standardised school years 2026/27, 2027/28 and 2028/29

Circular letter 18/2026 sets out the agreement that has been reached between the parties to the Teachers' Conciliation Council in relation to the standardisation of the breaks at Christmas, Easter and mid-term in the first and second terms for the school years 2026/27, 2027/28 and 2028/29.

The following is a summary of the agreed arrangements in respect of the standardisation of the breaks at Christmas, Easter and mid-term in the first and second terms for the upcoming school years.

See circular letter 18/2026 for full details.

## School Year 2026/27

### October 2026 mid-term break

All schools will close from Monday 26<sup>th</sup> October 2026 to Friday 30<sup>th</sup> October 2026 inclusive.

### Christmas 2026

All schools will close on Tuesday 22<sup>nd</sup> December 2026, which will be the final day of the school term. All schools will re-open on Wednesday 6<sup>th</sup> January 2027.

### February 2027 mid-term break

Post-primary schools will close from Monday 15<sup>th</sup> February 2027 to Friday 19<sup>th</sup> February 2027 inclusive.

### Easter 2027

All schools will close on Friday 19<sup>th</sup> March 2027, which will be the final day of the school term. All schools will re-open on Monday 5<sup>th</sup> April 2027.

## School Year 2027/28

### October 2027 mid-term break

All schools will close from Monday 25<sup>th</sup> October 2027 to Friday 29<sup>th</sup> October 2027 inclusive.

### Christmas 2027

All schools will close on Wednesday 22<sup>nd</sup> December 2027, which will be the final day of the school term. All schools will re-open on Thursday 6<sup>th</sup> January 2028.

### February 2028 mid-term break

Post-primary schools will close from Monday 21<sup>st</sup> February 2028 to Friday 25<sup>th</sup> February 2028 inclusive.

### Easter 2028

All schools will close on Friday 7<sup>th</sup> April 2028, which will be the final day of the school term. All schools will re-open on Monday 24<sup>th</sup> April 2028.

## School Year 2028/29

### October 2028 mid-term break

All schools will close from Monday 30<sup>th</sup> October 2028 to Friday 3<sup>rd</sup> November 2028 inclusive.

### Christmas 2028

All schools will close on Friday 22<sup>nd</sup> December 2028, which will be the final day of the school term. All schools will re-open on Monday 8<sup>th</sup> January 2029.

### February 2029 mid-term break

Post-primary schools will close from Monday 12<sup>th</sup> February 2029 to Friday 16<sup>th</sup> February 2029.

### Easter 2029

All schools will close on Friday 23<sup>rd</sup> March 2029, which will be the final day of the school term. All schools will re-open on Monday 9<sup>th</sup> April 2029.



# TUI welcomes circular providing for award of CIDs to teachers for service in excess of one year

The Department of Education and Youth has issued Circular Letter 0021/2026, which provides for the award of CIDs to teachers for service in excess of one year. The circular letter and an accompanying guidance note can be downloaded from the TUI website.

This measure was put forward by the TUI last year and ultimately formed part of the package of measures voted on by members to support the implementation of Senior Cycle redevelopment.

The union welcomes the new provision as we had long sought it as one of a range of measures required to tackle the recruitment and retention crisis in our schools. We will continue to campaign on these issues. Now more than ever, teaching must be an attractive and sustainable career.

The new provision reduces the qualification period to more than one year's continuous appointment (i.e. after reappointment following their first year). It applies from the 2026/27 academic year for those employed from September 2025 onwards.

## Summary of the new provisions

A CID is considered where a teacher:

- Is registered with the Teaching Council and appropriately qualified
- Has completed more than one year of continuous service with the same employer
- Is re-appointed following a new interview process
- Is employed in a viable post

Continuous service includes school closures and short lay-off periods; privately paid service does not count towards Oireachtas-funded CIDs

A post is considered viable if it:

- Is funded from school/ETB allocation
- Is not temporary cover
- Is expected to last at least a full school year

A teacher is entitled to a CID where there are no objective grounds for refusal.

Objective grounds include:

- Solely covering job-share arrangements
- Short-term substitute roles (e.g. sick leave, maternity leave)
- Posts not viable for a full year

CID hours are based on the hours worked for the full school year immediately prior to the award.

Teachers may appeal a refusal or the terms of a CID within 4 working weeks, under Circular 0030/2018.

Schools must follow strict recruitment sequencing rules, including prioritising appropriately qualified, non-retired teachers and ensuring CID obligations are met before advertising posts.

See Circular Letter 0021/2026 and its accompanying guidance note for full details.



## TUI no longer using X platform

In view of deeply concerning developments on the X social media platform (formerly Twitter), most recently in relation to its AI system Grok, the Executive Committee of the TUI decided in February that the Union will no longer be posting on it or otherwise engaging with it as a communications channel.

The existing account will remain in place as an archive and to prevent any misuse of the Union's name, but messages and notifications will not be monitored. It will also be made clear on the account that it is no longer being actively used by the Union.

The Union will continue to use Bluesky, Facebook and YouTube. Regular updates are also available on the TUI website and the members' portal will continue to develop as a communications tool.

# TUI Special Congress on Rule Book – Saturday, 9th May 2026

A Special Congress of the Teachers' Union of Ireland will be convened on Saturday, 9th May 2026, in the Clayton Hotel, Burlington Road, Leeson Street Upper, Dublin 4, for the purpose of considering proposed changes to the Union's Rule Book.

The Executive Committee has agreed that it is both necessary and timely to convene a Special Congress under Section G (ii), Rules 25 – 29, inclusive, of the current Rule Book to consider and decide upon proposed changes to the Rule Book, arising from extensive legal, regulatory, and governance advice received by the Union.

The motions are intended to safeguard the Union, its officers, and its members, and to ensure that our governance structures remain robust, compliant, and fit for purpose.

The motions to amend the Rule Book, as proposed by the Executive Committee, have been considered by the Standing Orders Committee which has deemed them to be in order. These motions therefore comprise what is, in effect, a preliminary agenda for the Special Congress. This has been circulated to branches.

Rule 27 provides that the Executive Committee when convening a Special Congress shall give notice of not less than 8 weeks. In this instance and to facilitate full consultation with Branches and members, a longer period of notice is being provided.

As the Special Congress is for the purpose set out above, the Standing Orders Committee will only consider amendments that refer to that purpose.

Branches and/or the Executive Committee may submit amendments to the motions for Special Congress by email to [specialcongress@tui.ie](mailto:specialcongress@tui.ie). All amendments must be received no later than 5.00 p.m. on Friday, 10 April 2026.

Full information on all aspects of this Special Congress has been circulated to branches.

## Accommodation for Special Congress

Accommodation in Dublin can be covered for the two nights (Friday and Saturday), with the branch refunding the cost of the hotel for both nights. Delegates attending can claim travel to and from the venue and the day rate subsistence in addition to the cost of the hotel in Dublin.





# SUPPORTING TEACHERS SUPPORTING YOU – WELCOME TO YOUR CU NEWS FEATURE



Spring is here, and so is your latest TUI Credit Union news. As we head into the final stretch of the academic year, TUI Credit Union continues its mission to support teachers, educators, and their families both inside and outside the classroom. This edition of your TUI Credit Union News Feature brings you a fresh round of updates for Spring 2026, covering our savings options, fraud awareness, and the launch of our new Community Fund. As always, everything here is tailored to you and the education community.

## TUI Credit Union Launches New Community Fund

TUI Credit Union has launched a new Community Fund to support the causes that matter most to our members. Open to all members, the fund provides financial support to local charities, community groups, school initiatives, and sports clubs that reflect our shared values of cooperation and care. TUI Credit Union Chairperson Michael Daly said the fund reflects the credit union's commitment to "supporting local initiatives that strengthen our community." There are two application windows in 2026. Window 1 is open now and closes on 31st March. Window 2 opens on 1st April and closes on 30th September 2026.

Apply or find out more:  
[www.tuicu.ie/about-us/tui-cu-community-fund](http://www.tuicu.ie/about-us/tui-cu-community-fund)



## Put Your Savings to Work

Your money deserves more than a standard savings account. TUI Credit Union offers a range of fixed-term deposit options with competitive, guaranteed rates, particularly valuable as variable rates across the market continue to fall. Members can choose from a 32-Day Notice Account at 0.75%, a 1-Year Fixed Term at 1.75%, a 3-Year Fixed Term at 2.00%, or a 5-Year Fixed Term at 2.50%. You can deposit from as little as €100 up to €75,000, and all savings are protected up to €100,000 under the government Deposit Guarantee Scheme.

Find out more: [www.tuicu.ie/savings](http://www.tuicu.ie/savings) or call (01) 426 6060 or Scan the QR Code below.



## Stay One Step Ahead of Fraud

Fraud is on the rise across Ireland, and teachers are not immune. The most common types to watch out for are phishing emails that appear to come from trusted sources, smishing texts requesting personal details, and vishing calls designed to extract financial information over the phone. TUI Credit Union will never ask for your PIN, password, or personal details by email, text, or phone. If you receive a suspicious contact, do not engage; report it immediately by calling (01) 426 6060 or emailing [info@tuicu.ie](mailto:info@tuicu.ie).



For a full guide to protecting yourself: **Scan the QR Code**



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# REPORT ON RESOLUTIONS OF CONGRESS 2025 AND ACTIONS TAKEN

## Motions carried Third Level

### AI – Apprenticeships

**I TUS Athlone /  
SETU Carlow-Wexford /  
ATU Donegal /  
Dublin Colleges /  
Limerick Colleges /  
MTU Kerry / ATU Sligo**

Most theory classes for Phase 4 and 6 electrical apprenticeship students are currently delivered at a ratio of 32:1 by electrical apprenticeship providers. The SOLAS curriculum directs that this should be a 16:1 ratio. It is our understanding that Colleges are contracted by SOLAS to deliver the modules at a 16:1 ratio. Congress directs the Executive Committee to reaffirm with the management of the Technological Universities and Dundalk IOT that the class size for all apprentice theory classes must be capped at 16.

*Following Annual Congress 2025, the Motion was considered by the Union's Apprenticeship Working Party and a letter issued to all Branches on the 23rd of May, which stated as follows:*

*"TUI is seeking that you engage directly with your apprenticeship lecturers and afford them the opportunity to discuss this issue with you. It is essential that the ratio be maintained, as directed by QQI/SOLAS, in order that your students achieve the best possible outcomes. The class size for theory is outlined and required, and everything possible to achieve this should be done. Apprenticeship students may require additional supports in the theory elements of their course, and this can only be achieved by adhering to the curriculum as directed.*

*The TUI will be requesting that all Branches seek regular updates and engagement on this issue and is fully supportive of any and all Branches who may, by necessity, utilise the agreed Grievance Procedures to progress this issue."*

*Branches were advised as to how to progress the issue, cognisant that recruitment would probably have been finalised by September. Updates received from Branches were considered by the Apprenticeship Working Party in September.*

*Through its engagement with the Labour Employer Economic Forum (LEEF), the TUI raised the issue with the Department of Further and Higher Education Research Innovation and Science, the Higher Education Authority (HEA) and ICTU.*

*TUI also raised the issue for discussion at the Craft Apprenticeship Steering Group which includes representatives from SOLAS, the HEA, QQI and the NAO, as well as representatives from the TUs, IoTs and ETBs and other relevant unions.*

*At the Technological Higher Education IR Forum for Academic Grades (THEIRFAG), TUI/IoT management noted that engagement on the issue had taken place across the country. Management contended that the PCW did not set class size limits and that class size limits for practical classes relate to Health and Safety reasons. In response, the Union was clear that its position in all engagement with TUs, IoTs and ETBs is based on and is underpinned by the relevant QQI documentation. It was agreed that the issue will remain on the THEIRFAG agenda.*

### 2 MTU Kerry

Congress instructs the Executive Committee to negotiate a set of guiding principles to inform the timetabling of lecturing staff, who straddle both CAO and apprenticeship programmes, so that their terms and conditions are fully protected.

*This motion was initially considered by the Apprenticeship Working Party. An AWP survey in the 2024/5 academic year had found that while there were difficulties in some TUs/IoTs that provide across a dual calendar, TUI branches in others had found ways to deal with the issues that arose. It was also noted that many of those lecturers providing across both programmes are explicitly contracted to do so. It was agreed that branches would share best practice and that advice in this regard would issue. Following further consideration of the matter by the Apprenticeship Working, CAC and CSC, and approval of related recommendations by the Executive Committee, correspondence is to issue in January 2026.*

## A2 – Conditions of Service – Third Level

### 14 ATU Galway-Mayo

Congress instructs that the Executive Committee negotiate the significant shortening of the Assistant Lecturing scale and negotiate a more appropriate title of the role than the degrading term 'assistant'.

*The Official side characterises the shortening of scales as cost-increasing. The only mechanism currently available to address cost increasing claims is through the local bargaining provision of the public sector pay agreement 2024-26. TUI policy in this regard is to utilise the available monies for general round pay increases.*

*At third level, the union's approach has been to seek an across-the-board increase for all third level members in exchange for agreeing to co-operate with the introduction of the professor grade. At the time of writing, this has not been agreed to by the Official Side. Therefore, the Union, in conjunction with other higher education unions, has invoked the dispute resolution process under the Public Service Agreement 2024-2026 and referred the matter to the Joint Implementation Committee. The Union is awaiting a formal response from the Joint Implementation Committee.*

*The matter of grade nomenclature will form part of the broader discussion on the academic career – in the context of the 2017 collective agreement and the OECD review (2022) of technological university academic career structures, academic contracts and senior management and leadership structures in Irish technological universities.*

### 37 Dublin Colleges

Congress declares disquiet and unease at how the Technological Universities are developing and are being managed. Congress notes that this includes the following which is not necessarily an exhaustive list:

- often completely disregarding the Memorandum of Understanding (MOU) which was the cornerstone of the assignment of the TUs
- the mismanagement of university funds

- the inexplicable pausing of courses
- the increase in student numbers
- errors made in staff contracts
- the lack of proper resourcing of Human Resources
- the lack of clarity regarding a balance between teaching and learning
- the lack of explaining and developing the role of research
- the failure to fill academic and other posts
- the provision of completely inappropriate spaces for staff offices and canteen facilities in new buildings
- not always ensuring the health and safety of staff and students
- the drive away from the vocational ethos of education and towards a purely business model, and
- the appalling lack of consultation generally on all of the above issues.

TU Management on multiple sites refuse point blank to engage meaningfully with the TUI. Some University Executive Teams have completely isolated themselves from the academic staff and their chosen representatives. Therefore, Congress instructs the Executive Committee to seek urgent meetings with the TU leadership to negotiate an agreement on the resolution of these multiple concerns within an acceptable timeframe. If the TU Management refuses to meet, or there is no agreement within an acceptable timeframe, the TUI will ballot its members for industrial action up to and including strike action

*Issues of concern, including those set out in the motion, are brought where they arise to the local IR forum in the first instance. If a satisfactory resolution that accords with the Union's policy parameters is not secured at the local level, such issues can then, if and when appropriate, be brought as national issues to the Technological Higher Education Industrial Relations Forum for Academic Grades (THEIRFAG).*

*The nationally negotiated grievance procedure has also been used where appropriate to seek resolution of such issues.*

### 36 TUS Athlone / TU Dublin Tallaght (Amended by Limerick Colleges)

Congress instructs the Executive Committee that in negotiations regarding the rotation of academic management posts in IoTs/TUs, it will be TUI policy to

insist that the posts are filled by election and no further posts will be filled on a rotational basis until agreement is reached with the TUI on procedures for such elections.

*This TUI policy position informs the Union's engagement, both locally and nationally, with TUs, IoTs, their representative bodies and DFHERIS.*

### 40 MTU Cork

Congress notes that TUI members, along with other public servants, yielded significant benefits to the State under the Financial Emergency Measures in the Public Interest Act 2009. These were understood to be temporary measures. Noting the restoration of conditions for many of the public and civil service grades, Congress instructs the Executive Committee to demand:

- The restoration of evening delivery weighting from 1.25 to 1.5
- The reinstatement of leave lost related to church holidays (totalling 78 hours per annum) and
- The reinstatement of full examination script correction rates.

*As part of the current Public Service Agreement 2024-26, the Public Services Committee of the ICTU is demanding the final unwinding of the FEMPI legislation. DPER (the Department and the Minister) is delaying this agreed action.*

*(See Motion 14 above. To date the Official side has characterised the restorations sought as cost increasing. The only mechanism currently available to address cost increasing claims is through local bargaining and the union policy in this regard is to utilise the available monies for general pay increases.)*

### 35 IADT Dún Laoghaire (Amended by TU Dublin Tallaght/ IADT Dún Laoghaire)

Congress notes that it is not unreasonable for members in the two remaining IoTs to demand clarity and a clear timeframe on their integration into the TU Sector and a firm national commitment that their terms and conditions will be protected and will in the interim both align and develop alongside those of the newly established TUs. Thus, Congress instructs the Executive Committee to write to the Presidents of both IoTs and DFHERIS seeking confirmation on how and when the integration of IADT and DkIT into the TU sector will happen. It is unacceptable that members in

IADT and DkIT would be sacrificed and cut adrift by TUI, DFHERIS, individual Presidents in the IoT/TU sector, or any other parties. If such confirmation is not forthcoming, Congress further instructs the Executive Committee to initiate all necessary actions, up to and including balloting members on taking national industrial action, by December 2025. While acknowledging the legislative requirements of the TU Act, Congress further instructs the Executive Committee that no third level agreements affecting terms and conditions of employment and/or the creation of new academic grades for TUs only, excluding our colleagues in IADT and DkIT, are permitted while the mechanism to create a fully integrated technological sector remains unclear.

*In pursuance of TUI's policy of IADT and DkIT being core to the technological university (TU) sector, with terms and conditions aligned to the wider sector, issues relating to both institutes continue to be addressed through the Technological Higher Education Industrial Relations Forum for Academic Grades (THEIRFAG), including securing assurances that any new professor grades will apply to IADT and DkIT.*

*Following recent discussions regarding DkIT and the proposed partnership with Queen's University Belfast, DFHERIS outlined in writing that DkIT would retain its autonomy, HEA designation and funding, its role within the technological sector, and that staff pay, terms and conditions, and public service status would not be affected. Legislative amendments to the Technological Universities Act 2018 (and, possibly, related Acts) are anticipated, with a formal consultation process underway. TUI will consult with members, including those in IADT, once draft legislation is published.*

### 38 TU Dublin Tallaght

Congress instructs the Executive Committee that the legislative requirement on TUs to reach a target of 65% of academic staff having qualifications to PhD level is being dangerously mismanaged and may lead to lasting harm. Crude measures, such as requiring a PhD in order to be appointed to an academic post, will over time severely impact the practice-based, industry-informed education on which our sector has prided itself. Congress instructs the Executive Committee to engage nationally on this issue with all relevant parties with the Union's strategic priorities to be:

To negotiate a significant programme of support for existing academic staff pursuing PhD and PhD-equivalent qualifications.

- The protection of the ethos and identity of the sector.
- To promote and protect the sector's ability to attract highly qualified academic staff.
- The recognition of the equivalence of appropriate professional qualifications in fulfilling the legislative PhD requirement.

*This TUI policy position has informed engagement, both locally and nationally, with TUs, their representative bodies, and DFHERIS. A claim for doctoral equivalence has been referred to the Workplace Relations Commission.*

*The Union consistently and trenchantly defends the identity and ethos of the sector whenever and wherever it is threatened. This has been an intrinsic element of our approach to the emergence and establishment of TUs.*

*It should be noted that, in practical terms, progress on issues that are characterised as cost-increasing is heavily dependent on completion of the Local bargaining aspect of the current public service agreement.*

**16 Dublin Colleges**

Congress instructs the Executive Committee of the TUI to begin negotiations with the Department of Further and Higher Education, Research, Innovation and Science for a reduction in teaching hours from 18 (16) to 14 hours per week for all Assistant Lecturers (Lecturers) in the Institute of Technology/ TU sector.

*The only mechanism currently available to address cost increasing claims is local bargaining and the Union's policy in this regard is to utilise the available monies for general pay increases.*

*Therefore, engagement on the issue addressed in the motion would be an element of a more comprehensive engagement on the academic career that can and will occur only upon completion of the local bargaining aspect of the current public service agreement and in the context of the 2017 collective agreement and the OECD review (2022) of technological university academic career structures, academic contracts and senior management and leadership structures in Irish technological universities.*

**26 TUS Athlone / Limerick Colleges**

Congress instructs the Executive Committee to defend regional provision, location of existing campuses and the diversity of programmes on these campuses in all relevant fora as Technological Universities / Institutes of Technology are reviewing their course provision.

*TUI has vigorously and consistently promoted and defended the regional mission and regional equity, at local and national fora, through lobbying and in the media.*

**25 MTU Cork**

Congress instructs the TUI Executive Committee to secure a national online agreement to insist that:

- Online teaching remains voluntary
- Workload hours assigned to a lecturer for modules online should also be comparable to in-class contact hours and
- There is additional resourcing in the form of appropriate timetable alleviations.

*It was originally envisaged that the union would seek the negotiation of an agreement on online learning in exchange for a general pay increase for all third level members utilising the monies available under the local bargaining provisions of the Public Service Agreement 2024-2026.*

*However, following consultation with TUI members in the third level branches and at the CAC, there was a consensus that we seek the local bargaining pay increase for co-operation with the introduction of the new grade of professor in the technological sector.*

*As the claim for an agreement on online learning is cost increasing and as the only mechanism currently available to address cost increasing claims is local bargaining we do not have the scope to progress it in the context of the current pay agreement.*

*However, for the time being, where a relevant position paper in any (TU's) Memorandum of Understanding has a provision/agreement relating to online learning, this provision continues to apply.*

**8 Executive Committee**

Congress instructs the Executive Committee to demand that there is consultation, negotiation and agreement with the TUI on any new career structure in the third level sector.

*This remains core TUI policy. Engagement on and discussion of the academic career must have full regard to the 2017 collective agreement and the OECD review (2022) of technological university academic career structures, academic contracts and senior management and leadership structures in Irish technological universities.*

**19 TUS Athlone**

Congress condemns the use of specified purpose contracts for Assistant Lecturers and Lecturers where the specified purpose is spurious and non-specific. Such contracts undermine the rights of members and hollow out the Fixed Term Work Act. Congress instructs the Executive Committee that where such contracts are issued by an employer the union will move immediately to engage the industrial relations process, and where this is unsuccessful, ballot for industrial action within two weeks of the unsatisfactory industrial relations outcome.

*When the Union has been informed of any contract that is not an agreed contract or the offer of an inappropriate contract, it has engaged locally to resolve the issue. We have also received guarantees from DFHERIS that no new contracts for the grades represented by the Union will be imposed or can be agreed without our full involvement.*

**30 TUS Athlone / TU Dublin Tallaght**

Congress instructs the Executive Committee that the Union's position regarding local bargaining for third level be informed by significant consultation with members, cannot result in onerous additional workload and must not be directed towards an online learning agreement which would undermine existing agreements.

*See Motion 14 above. This is being done as a matter of policy and good practice. The Executive Committee and CSC has regularly and extensively discussed the matter and the CAC has been fully briefed, which enables Branch Officers/representative to keep members informed of developments. In addition, Area Representatives attend Branch meetings, elicit the views of branches and bring them directly to the Executive Committee.*

**50 ATU Galway-Mayo**

Congress instructs the Executive Committee to negotiate an acceptable student/staff/SL2 ratio to seek to attain a reasonable workload for SL2s.

*Engagement and discussions on this issue may form part of the more detailed discussion on the academic career that is envisaged in the context of the 2017 collective agreement and the 2022 OECD report*

*As the establishment of a ratio as set out in the motion may have a cost implication, it is to be noted that the only mechanism currently available to address cost increasing claims is local bargaining and that the Union policy in this regard is to utilise the available monies for general pay increases.*

## 12 Dublin Colleges (Amended by Dundalk IT)

Congress notes the lack of promotional opportunities available to academics within the TUs/IOTs and the absence of a robust, fit for purpose, academic career structure within the sector. 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 the traditional universities. In particular, we seek an increase in the percentage of positions at senior lecturer or higher.

*See Motions 14, 16, 25, 8 and 60 (above).*

*The envisaged comprehensive engagement on the academic career can and will occur only upon completion of the local bargaining aspect of the current public service agreement and must have full regard to the 2017 collective agreement and the OECD review (2022) of technological university academic career structures, academic contracts and senior management and leadership structures in Irish technological universities.*

## 39 TU Dublin Tallaght (Amended by TU Dublin Tallaght/ IADT Dún Laoghaire)

Congress instructs the Executive Committee to ballot third level members on the outcome of the WRC process which arose from the industrial action ballot of January 2024.

Congress condemns the Executive Committee for its failure to consult third-level Branches and members before and during the WRC process and for its agreement, without a shred of democratic legitimacy, to terms of reference for The Higher Education Industrial Relations Forum for Academic Grades (THEIRFAG) which undermine TUI's representation

and overturn terms of reference for national third-level IR forums which stood for decades and/or were approved in a national ballot of third-level TUI members. Congress instructs the Executive Committee that the terms of reference of THEIRFAG will be included in the national ballot on the outcome of the WRC process and that the Executive Committee will recommend a "No" vote in the ballot should the ballot proposal fail to restore the level of representation for TUI on THEIRFAG previously enshrined in the terms of reference of the IoT IR Forum and the National Negotiation Forum (NNF).

Congress condemns the actions of the official/management side for attacking TUI's representation on the forum and for their insistence on the overturning this item in the terms of reference of the NNF which their predecessors put to the TUI in May 2017 and were accepted by TUI members in good faith. Congress instructs the Executive Committee to communicate clearly to the official/management side that their attack on TUI's representation constitutes a disgraceful betrayal of the May 2017 Agreement and that the TUI will never again tolerate such an attack on the representation of our members at national third-level negotiations.

*The Union pressed its demand for appropriate representation to successful conclusion and secured agreement (of all the stakeholders) that the TUI has eight representatives on THEIRFAG, thus enabling all third level area representatives to attend. Revised terms of reference issued giving effect to this agreement.*

## Further Education and Training

### B I. Adult Education

## 62 Co. Kerry / Co. Kildare / Cork City / Dublin City

Congress demands the Executive Committee seeks travel and related allowances for Adult Educators that are assigned to multiple sites and forced to commute at their own expense between locations on behalf of their ETB employer.

*Agreement was reached at the new TUI/ETBI National Engagement Forum that travel expenses would be paid to all employees, as per the revenue rules.*

## 60 Dublin & Dún Laoghaire / Co. Kerry / Co. Kildare / Co. Louth / Dublin City

Congress demands that the Executive Committee seeks the immediate cessation of ongoing recruitment of additional teaching staff and outsourcing to agency workers for the delivery of courses when such courses can be offered and fulfilled by existing Adult Education Tutors thus counteracting continuous underemployment and disadvantaging staff in building their CID or potential to full employment status.

*A draft agreement relating to sequencing the assignment of available hours for adult educators is currently with DFHERIS for review.*

## 59 Co. Wexford

Congress instructs the Executive Committee to negotiate with all relevant bodies, the enhancement of the new Adult Educator Grade in line with other grades within education. This is with a view to improving and quickening the process for awarding a CID, creating a pathway to secure additional hours and augment CIDs and provide for a transparent and consultative process whereby the allocation of hours and the calendar year is known and issued in advance of any new academic year.

*The TUI's primary focus over the past year has been on securing the funding necessary for full and prompt implementation of the Agreement on Regularisation of Tutors Employed by ETBs in Adult, Community and Further Education settings, including the payment of arrears where applicable. Once the funding position has been secured, the Union will resume the challenge of improving on what has been achieved to date.*

## 69 Dublin & Dún Laoghaire / Co. Kerry / Co. Louth / Cork City

Congress directs the Executive Committee to initiate a ballot of Adult Education Tutors for industrial action, up to and including strike action, to request government to renegotiate a much-improved public service contract for Adult Education Tutors, with direct consultation with Adult Education Tutors at every stage of the negotiation.

*An Adult Educator contract was nationally agreed and was rolled out across ETBs in 2025/6. TUI held a meeting on 27th*

September 2025, in Tullamore, for adult educators to explain/discuss the contract in detail. The meeting was attended by approximately 150 members.

**B2. Conditions of Service – FET**

**87 Co. Cavan / Co. Clare / Co. Kerry / Co. Kildare / Co. Louth / Dublin City / Executive Committee**

Congress instructs the Executive Committee to consult with the relevant departments to pursue an enhancement in the terms and conditions of many grades in Further Education in line with teachers, specifically to seek:

- A reduction in the 4 year CID requirement for some FET grades to 2 years in line with teachers
- The application of the terms of CL59/2016 to grades other than teachers.

*The Union has made steady progress in this regard. For example, many leave provisions are now encompassed by the adult educator contract.*

*The TUI engaged with ETBI on a sequencing arrangement for adult educators and at the time of writing a proposal is with DFHERIS.*

*The reduction in the CID qualifying period has been raised by the Union at the national ETB IR Forum.*

**88 Co. Mayo**

Congress instructs the Executive Committee to negotiate with the relevant bodies to align the school calendar year in Youthreach with that of the post primary sector.

*TUI made a comprehensive submission over the summer months of 2025 and liaised with other relevant stakeholders ( e.g. the National Association of Youthreach Co-ordinators) to advocate for our position. At the time of writing, the Union is awaiting a Ministerial decision in relation to the report prepared for him on this matter.*

**91 Co. Longford / Co. Offaly / Co. Roscommon (Amended by Co Clare)**

Congress calls on the Executive Committee to seek an improvement of payments for locally devised assessments with relevant bodies in line with the State Exams Commission payments for levels 4-6. These rates have not been updated in many years, and the rates are only

applicable to a limited number of modules at level 4. Congress further instructs the Executive Committee to negotiate a broadening of these payments to include all level 4 QQI modules. Also, that Youthreach staff are paid for grading QQI Level 4 Components in line with all other FET staff.

*The issue of LDA payments has been raised with both ETBI and SOLAS. The Union has pointed to what appear to be divergent interpretations and a lack of clarity in relation to the methodology and rates that apply. We have also requested increases in the rates payable, in line with pay increases.*

**100 Co. Kerry / Executive Committee**

Congress instructs the Executive Committee to seek that the Teaching Hours Extension Scheme (CL66/2024) is extended to Teachers who work in settings other than post primary schools as per information note ESR ETB 0003/2023.

*TUI engaged with the Department of Education and Youth (DEY) and the relevant agencies to seek an extension of the Teaching Hours Extension Scheme, CL66/2024, to teachers working in Further Education and other non-post primary settings, in line with Information Note ESR ETB 0003/2023.*

*In our discussions, we emphasised the inequity created when teachers in different parts of the education system receive different access to a measure designed to support recruitment and retention. We made the case that Further Education also faces staffing pressures and that extending the scheme would support workforce stability across ETB provision.*

*The Department confirmed that it funds the scheme specifically as a targeted recruitment and retention measure within areas under its remit. It stated that it does not provide funding for education and training provision outside that remit. ETBs also confirmed they do not have additional resources to apply the measure in Further Education from existing budgets. We then raised the issue with the funding bodies responsible for Further Education. The response was that the scheme could not be supported because it is not provided for within core funding allocations from SOLAS or DFHERIS.*

*The rationale offered was also operational. The agencies stated that Further Education campuses do not experience the same level of substitution difficulty as post primary schools. They pointed to the presence of*

*staff on site who can cover work, and to a lower reliance on supervision and substitution arrangements than those that arise in second level settings. On that basis, they did not accept the case for extending the scheme beyond post primary provision at this time.*

**90 Co. Cork / Cork City**

Congress instructs the Executive Committee to engage and negotiate with all ETBs to demand that Youthreach staff are paid for grading QQI level 4 Components in line with all other FET staff.

*This has been raised with ETBI at the NEF and also been raised with SOLAS. ETBI has stated that ETBs require clear permission from SOLAS to make these payments*

**98 Co. Laois**

Congress instructs the Executive Committee to address the erosion of teachers' terms and conditions including posts of responsibility as a result of new FET models, encompassing apprenticeships and tertiary courses.

*The apprenticeship model as it stands has no impact on teachers' terms and conditions. The provision is funded through SOLAS. Where teachers are engaged in the delivery of apprenticeship programmes, their terms of employment are those of a teacher.*

*The TUI has engaged extensively with all relevant parties, including the DFHERIS and National Tertiary Office, on the pilot tertiary programmes to ensure that teachers' terms and conditions are not adversely affected and that there is no diminution of career progression opportunities.*

**102 Dublin City**

Congress instructs the Executive Committee to negotiate with ETBs that all centres that require full-time IT support staff have access to it.

*TUI raised this issue with the ETBI, which maintained that centres have access to the requisite support. It was agreed that if there are issues they should be addressed, in the first instance, at local joint consultation fora.*

**99 Co. Kildare / Dublin City**

Congress directs that the Executive Committee seeks to have the additional subject teacher training, currently funded by the Department of Education, extended and opened to FET staff to include Adult Education and Part Time Tutors, to meet teaching deficits in the educational sector.

*This matter was addressed by the Union to the Department of Education and Youth. In response, the Department has stated that SOLAS has a bigger budget for training than the Department and has advised that FET staff should utilise this funding stream. Application in this regard should be made to through the ETBs (which have access to this funding).*

### 97 Galway

Congress instructs the Executive Committee to demand the payment of arrears to those who worked in Further Education and did not receive incremental credit when they took up positions in Post Leaving Cert Colleges prior to the implementation of Circular Letter 0023/2023.

*It has not been possible to progress this matter during the past year. It is considered by the Official Side to constitute a cost increasing claim. The only mechanism currently available to address cost increasing claims is local bargaining and the Union policy in this regard is to utilise the available monies for general pay increases.*

### 95 Co. Westmeath

Congress calls on the Executive Committee to protect the work of teachers in the FET sector.

*This is dealt with at the TCC and its sub-committees. The Union has been vigilant in ensuring that the terms and conditions and the work of teachers in the FET sector are not adversely affected. The Union has in particular insisted that there can be no unilateral changes under the guise of the FET College of the Future (so-styled) and that any proposals must be brought to and are subject to the agreed national (negotiating) forum.*

### 94 Co. Kerry

Congress calls on the Executive Committee to note that it is against the spirit of this union that there is real or perceived difference in the role, status or remuneration of those who teach at different QQI levels.

*The agreed policies of the Union, as determined by Annual Congress, inform the work and activities of the Union in regard to this matter.*

### 101 Dublin & Dún Laoghaire

Congress instructs the Executive Committee to advocate for the formal recognition of qualifications for all educators, including teachers, part-time

staff, and tutors, across the Further Education and Training (FET) and Adult Education sectors. The absence of official teacher status has created a disconnect between the qualifications educators hold and the standards required for the role. Formal recognition would ensure that educators are aligned with industry standards, enhancing the quality of teaching and learning. Additionally, it would provide clear pathways for professional progression, job security, and improved recognition of the valuable contributions educators make within these sectors.

*The TUI holds the view, as it always has, that the work of all members delivering front line teaching should be valued appropriately. It has been the case that poor practices instigated by ETBs - in particular those related to the inappropriate use of tutors - have given rise to structural discrepancies that have proven difficult to resolve. The Union has taken every opportunity to improve terms and conditions of members incrementally, while maintaining fairness, equity and parity of esteem as our ultimate goal.*

*The FET and Adult Education sectors have a variety of qualification and other requirements depending on the programme or course. Pending a national resolution of over-arching issues, the Union responds and deals directly with ETBs where issues arise.*

### 86 Co. Clare

Congress instructs the Executive Committee to meet with relevant stakeholders to examine the criteria for, and reason why, there is a strong push to use semesterisation in Further Education and Training, that does not suit the subject topic and puts severe stress on our members delivering a full year course in three months and is a threat to the quality of the award.

*While noting that not all ETBs use semesterisation, the TUI has engaged locally where its use is proposed or where related problems arise.*

## Second Level

### CI. Posts of Responsibility

#### 103 Executive Committee (Amended by Dublin City)

Congress notes that tertiary students, traineeship students and students on programmes other than PLC and VTOS are not recognised in the calculation for Posts Of Responsibility (POR) purposes in Post Leaving Cert (PLC)

settings. Congress instructs the Executive Committee to negotiate that the allocation of Posts of Responsibility in this sector reflects the actual enrolment figures currently available for ETB Colleges and to address these issues with the relevant management bodies and at the relevant industrial relations fora.

*A school's or college's entitlement to posts of responsibility arises from a schedule generated by reference to the whole time equivalent (WTE) teacher allocation. The difficulty identified in this motion arises where some ETBs exclude categories of learners from the enrolment figures used to determine WTE allocation and, in turn, the posts of responsibility schedule. This approach reduces promotional opportunities and creates inequity between colleges with similar workload and learner numbers.*

*Some ETBs link this approach to proposals to implement a multi-campus FET College of the Future model without negotiation or agreement with the Union. The Union has raised this matter at the Teachers' Conciliation Council, with ETBI, and with other relevant bodies. The Union position is clear. Any proposal for a FET College of the Future must be the subject of national negotiation and agreement, including in respect of the number of posts of responsibility and their distribution across campuses and centres.*

*The Union is currently engaged in active committees with the Department of Further and Higher Education, Research, Innovation and Science on the College of the Future. The Department has advised ETBs not to progress any changes in grades or reporting structures pending the outcome of these negotiations. These negotiations will address promotional posts and related opportunities. TUI members should not cooperate with unilateral decisions or local changes that undermine the national negotiations. Members should record any proposals presented locally and refer them to the Union without delay.*

#### 105 Executive Committee

In light of the announcement by the Minister for Education that the Junior Cycle School Books Scheme is to be extended to senior cycle from September 2025, Congress calls on the Executive Committee to negotiate with the Department of Education to secure additional ex-quota posts of responsibility for the administration of this scheme.

*The matter of additional posts for this purpose was raised at the Junior Cycle Implementation Group and subsequently pursued at the Post Primary Implementation Group. The Department characterised it as cost increasing. The only mechanism currently available to address cost increasing claims is through the local bargaining provision of the public sector pay agreement 2024-26. TUI policy in this regard is to utilise the available monies for general round pay increases.*

**104 Co. Carlow / Co. Kildare**

Congress notes the lack of movement on the restoration of Posts of Responsibility. Congress requests the Executive Committee seek a meeting with the Department of Education immediately and negotiate not only a restoration of posts but additional posts.

*The Union has consistently demanded acceleration of the pace of restoration of Posts of responsibility (as provided for in the September 2016 collective agreement). Partial restoration measures implemented in both 2024 and 2025 were welcomed by the Union but characterised as inadequate to meet the hugely increased pressures on schools. The Posts of Responsibility which will be provided for under the Senior Cycle Redevelopment Implementation Support Measures include an additional Post of Responsibility at Assistant Principal 1 or Assistant Principal 2 level to support Senior Cycle Redevelopment implementation in every school that offers senior cycle. This is due to be implemented in 2026.*

*These posts are outside and in addition to a school's schedule of posts and involve time alleviation that will be returned to the school by way of an additional allocation of teaching hours. Other than the provision in respect of Programme Co-ordinators, this is the only cohort that will receive a negotiated timetable alleviation that is returned to the school. The TUI further negotiated a dedicated Post of Responsibility linked to Level 1 and Level 2 Learning Programmes.*

*The TUI has also sought an ICT related Post of Responsibility. The Department of Education and Youth has sought further engagement in relation to this particular request.*

*In public statements, particularly in relation to the recruitment and retention crisis, the TUI has regularly identified the restoration of posts as being a key measure in making the profession more attractive.*

**C2. Conditions of Service – Second Level**

**111 Co. Cork**

Congress notes that Assault Leave provisions have been made available for teachers and SNAs since 2017. Congress instructs the Executive Committee to begin renegotiation of this Circular to improve the leave available to teachers. No teacher should be left unpaid and unsupported due to the long term effects of an assault in the workplace.

*TUI is currently engaged with the Department of Education and Youth to review and renegotiate the 2017 Circular Letters which sets out leave entitlement following assault at work. It is intended that the terms and conditions of the Scheme will be further discussed with all Education Partners. However, citing the Public Service Pay Agreement 2024-2026, the Department has stated that no further cost increasing claims for improvements in pay and conditions (outside those advanced under the local bargaining provision) can be initiated or implemented during the period of this Agreement.*

**110 Co. Longford / Co. Offaly / Co. Roscommon / Co. Wexford / Executive Committee**

Congress notes that, sought and gained experience abroad, many members find they cannot avail or are not awarded incremental credit for their experience abroad. Congress calls on the TUI Executive Committee to seek to gain parity with our INTO colleagues in this regard in instances where they are awarded credit, but we are not.

*TUI has made this a key issue in the campaign to tackle recruitment and retention problems. Public representatives were lobbied in September 2025, Union press statements have been covered in the national media and individual TUI members who have returned to Ireland and have been denied incremental credit have been interviewed by the national media.*

*This issue was also raised at the UNESCO Teacher Supply in Ireland Strategic Planning Workshops. As a key stakeholder, TUI asserted that in encouraging teachers to return to Ireland, government needs to address the disparity between primary and post primary teachers' entitlement to incremental credit on return.*

**109 Executive Committee**

Acknowledging that in most schools the terms of Circular Letter 66/2024 (Teaching Hours Extension Scheme) are fairly applied, Congress nonetheless regards as unacceptable and an egregious abuse of authority:

- the unilateral decision of management in some schools not to utilise the resource provided by Circular Letter 66/2024
- the cynical and deliberate misinterpretation of this Circular by management in other schools
- the drift towards favouritism and cronyism in the approval and assignment of the available hours in yet other schools

Congress instructs the Executive Committee to pursue this matter directly with the Department of Education and at the Teachers' Conciliation Council with a view to securing a full, fair and transparent application of the Circular in all schools.

*The TUI requested and received a breakdown by sector (ETB, Voluntary Secondary and Community and Comprehensive sectors) on the use of the Teaching Hours Extension Scheme. That data showed that the scheme is being used broadly across all sectors. Any indication of misuse of the hours has been raised locally at joint consultation meetings.*

*Executive Committee members have undertaken to ensure that Branches are regularly informed about the operation of the scheme.*

**122 Co. Kerry**

Congress calls on the Executive Committee to negotiate with the Department of Education and the DFHERIS for the reinstatement of a one-year HDIP to replace the current two-year Professional Master of Education (PME) to contribute to resolving the teacher shortage in Post Primary schools.

*Public representatives were lobbied by the TUI in this regard in September 2025. The TUI also raised the issue with the Department of Education and Youth and with other relevant agencies, as well as highlighting it at Oireachtas committee hearings in 2025.*

*A succession of TUI press statements and subsequent high-profile national media interviews promoted the Union's position.*

*The TUI has also vigorously pursued the matter through Teaching Council channels. It*

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*has attempted to do so in partnership with fellow teacher unions but, regrettably, one of our sister unions, in December 2025, publicly announced its opposition to the suggestion.*

*TUI also presented the Union's proposal at the UNESCO Teacher Supply in Ireland Strategic Planning Workshops. TUI outlined the impediment that the two-year PME has created in terms of cost and time for those considering teaching as a career. We also highlighted that the two year PME has created a barrier to diversity in our profession and does little to encourage potential career changers to enter teaching.*

**I 15 Galway**

Congress instructs the Executive Committee to insist that Substitution is clearly indicated as either being S&S or part of the Teaching Hours Extension Scheme on the relevant school management platform, such as VSWare, when the Substitution is assigned. The introduction of the Teaching Hours Extension Scheme has meant that teachers are being asked to cover more classes, but do not know whether or not they are getting paid for these hours until months later.

*This matter has been raised with ETBI nationally. If substitution is not labelled correctly at school level, this must be raised at school level by way of lodging a grievance procedure.*

**I 12 Co. Offaly / Co. Roscommon / Co. Westmeath / Executive Committee**

Congress notes that negotiating a voluntary relocation scheme is current TUI policy and was supported by the Minister for Education in 2023. Congress calls on the Executive Committee to negotiate with the relevant bodies a voluntary relocation scheme and seek its implementation on a pilot basis in September 2025.

*This was raised with ETBI with a view of establishing a pilot scheme in the ETB sector. The concept is that the teacher must find a person to swap with and those persons must have the agreement of their respective employers. It was highlighted that it is envisaged that there will be minimal administration associated with this pilot. A discussion paper is to be drawn up for consultation with ETB Directors of Schools and HR Managers, with a view to establishing a pilot.*

**I 29 Co. Cork / Dublin & Dún Laoghaire / Cork City / Dublin City / Limerick City**

Congress demands the Executive Committee begins an immediate campaign to remove Croke Park hours.

*As part of the Senior Cycle Redevelopment Implementation Support Measures, negotiated by the TUI, the Croke Park Hours were rebalanced, as follows, 19 hours for whole-school commitments, with 14 for teacher-led activities, which are to be carried out on a non-whole school, high-trust basis.*

*Following the acceptance by TUI members of this agreement, Circular Letter 0068/2025 issued into the system and the TUI issued FAQs for members. The agreement applies for an initial 3 years, and the TUI continues to engage on the issues raised. The overall review of the Croke Park hours remains under discussion at the Teachers' Conciliation Council.*

**D – Investment in Education**

**I 33 Co. Clare**

With an added focus on ICT in schools and centres, use of digital technologies, and the associated cyber risks (unauthorised access, GDPR etc) that come with this, Congress instruct the Executive Committee to request the Department of Education provide ringfenced, annual funding for schools to invest in appropriate security measures to protect schools' data and mitigate against cyber risks in line with the 2023-2027 Data Strategy for the Department of Education.

*The TUI pursued this matter through all available fora and continues to do so. It featured prominently in discussions with the Department of Education and Youth particularly in the context of the redevelopment of Senior Cycle. A significant element of the collective agreement regarding Senior Cycle Redevelopment Implementation Support Measures is the Task force on AI (in education). The Union has demanded establishment of the task force without further delay.*

**I 39 Dublin & Dún Laoghaire**

Congress notes that a robust Digital Budget is essential for the operation of all educational institutions. Congress demands that the Executive Committee secures a realistic and ongoing financial commitment from the Department of

Education/DFHERIS to allow educational centres purchase and update their ICT equipment on an ongoing basis.

*See Motion I 33. The TUI pursued this matter through all available fora and continues to do so, particularly in the context of the redevelopment of Senior Cycle. The matter was also raised in the context specifically of the draft specification for Computer Science. The TUI is represented on the DEY digital strategy consultative group that addresses such issues.*

**I 40 ATU Galway-Mayo**

Congress instructs the Executive Committee to negotiate with the Higher Education Authority the provision of substantial capital funding to the technological university sector so that they can respond to the educational needs of students and staff. Alongside such state funding these universities must be given access to sources of finance appropriate to the funding of such substantial capital investment projects including loan finances and other such facilities.

*In press statements, in the relevant fora and through the ICTU, the TUI has stated the need for a significantly enhanced budget for the sector.*

**F – Social Justice & Solidarity**

**I 56 Executive Committee**

Noting the successful outcome of the national ETB ballot in November 2024, Congress instructs the Executive Committee to reaffirm the core principle that trade unions exist to protect and advance the collective interests of their members. By uniting workers and working on the basis of the collective, trade unions amplify power, ensuring fair wages, safe working conditions, and job security. Solidarity is essential to this mission, as it enables members to confront exploitation and inequality together, nationally. Through collective action, democratic governance, and a commitment to social justice, the TUI protects members from individual, or local, vulnerabilities and promotes broader economic and social equity. Upholding the collective strength of our membership, the cohesion of the collective and a unity of purpose for the TUI is vital for achieving lasting, meaningful change.

*The guiding principles of the TUI inform all of the activities of the union and set the parameters within which the TUI Executive Committee operates.*

### **158 Dublin Colleges**

Congress expresses disbelief and frustration at the slow pace of the Irish government's response to tackling the lack of affordable housing emergency which is having such a detrimental impact on the lives of teachers, lecturers, third level students, and many school children and their parents. The cost of accommodation is now so prohibitive for those either delivering or receiving education that it is seriously impacting the well-being of all involved as well as potentially harming academic standards. Congress instructs the Executive Committee to: write to the Irish government to express the urgency of making affordable accommodation available to all so that everyone involved in teaching and learning can work and study in a non-stressful environment

- reassert our call on the ICTU to be more assertive in the campaign for action on this issue including the proposal to have a referendum to put the right to housing in the Irish constitution
- have an official TUI presence on all protests that call for Government action on the lack of affordable accommodation emergency
- communicate in good time beforehand to all TUI branches that the TUI supports these protests

*The hugely negative effects of the housing crisis on students and educators has been outlined in various media interviews.*

*The significant impediment to recruitment and retention caused by the lack of affordable housing was raised in negotiations with the Department of Education and Youth at the UNESCO Teacher Supply in Ireland Strategic Planning Workshops. The Union continues to campaign, in concert with other unions through the structures of the ICTU, for a comprehensive, effective, humane, publicly funded response to the housing and homelessness crisis.*

### **163 Limerick City (Amended by Dublin Colleges)**

Congress:

- notes the on going genocide in Gaza and the illegal occupation of Palestinian territories as described by international bodies including the UN.

- notes the ongoing, escalating and widely documented campaign of bombing, starvation shooting and ethnic cleansing, exacted upon the Palestinian population (mostly women and children), by the Israeli defence forces and its backers, notably the US.
- commends our trade Union and its activists who have repeatedly pushed for government action on the illegal occupation of Palestinian territories and its impact on ordinary civilians including teachers and school children.
- notes with horror and anger that, at this point in time, Shannon airport continues to be used as a stopover for US military as they assist military operations overseas, including the Israeli assault on Gaza.
- calls on the Executive Committee to echo the sentiment of the wider public and show open solidarity with the thousands of protestors who have been documenting the use of Shannon Airport and the lack of munitions checks on planes
- calls on the Executive Committee to write openly to all relevant stakeholders including the ICTU, expressing solidarity with workers in the aerospace industry and their unions who refuse to participate in facilitating this immoral and unlawful arrangement, including the many workers at Shannon Airport who may want to protest their involvement in war overseas.

*TUI made ICTU aware of our Annual Congress resolution and the issues outlined were discussed at the Executive Council. It and related matters were raised in motions at the ICTU Biennial conference.*

## **G – Additional Educational Needs**

### **166 Galway / Co. Wexford / Conamara / Birr-Gallen**

Congress instructs the Executive Committee to negotiate with the Department of Education to insist that the role of SEN Co-ordinator (akin to a Programme Co-ordinator) is created as a Post of Responsibility with a substantial time remittance to reflect the requirement of the role, as per the needs of the school. The role of the Special Educational Needs Co-ordinator has become increasingly demanding. The role

also requires specific skills and knowledge and therefore should be outside the remit of general AP roles.

*The Senior Cycle Redevelopment Implementation Support Measures, negotiated by the TUI and accepted by TUI members in May of 2025, offers an SEN-related Post of Responsibility tied to L1 and L2 programmes. This Post of Responsibility will be granted to schools that offer Level 1 and Level 2 programmes for senior cycle.*

*Budget 2026 also provides funding for 860 additional special education teachers, working in special classes and special schools, as well as in mainstream settings, to support children with special needs. The TUI is engaging with all relevant parties to ascertain how these teachers will be assigned within the system. The TUI remains deeply committed to furthering the position proposed in the motion.*

*The TUI has consistently challenged the use of the term Special Needs Coordinator in DEY documentation in an un-resourced context, insisting that it should not be used until such time as the role is established on a properly resourced basis and appropriately remunerated.*

### **170 Co. Cork**

Congress notes that the current government has admitted waiting times for parents of children with additional needs to secure crucial assessments is unsatisfactory. During the recent election campaign, promises were made to increase the number of assessments available to schools. Congress instructs the Executive Committee to negotiate with the Department of Education to demand increased interventions and promises made are delivered on through the allocation of much needed assessments.

*TUI has forcefully asserted that it is not the legal obligation of teachers and schools to conduct Assessment of Needs for their students. In October 2025 the DEY published Circular 69/2025. This set out that schools are to assist the HSE in this process by providing the available information in the school. Schools are not expected to engage in additional testing or information gathering for this process. Teachers may recommend services which would benefit the student from a list of services. The Report of Education Needs completed by teachers will be used by the Assessment Officer as part of the HSE AON. The Circular states that Additional AON support hours will be allocated to those schools that receive a large volume of AON*

requests. The NCSE will continue to provide comprehensive guidance and support to schools to assist them in this process.

In December 2025 new legislation was introduced to tackle the delays in the AON process. This legislation is intended to lead to faster, more efficient assessment of needs reports. Eleven expert teams have been established, made up of psychologists, speech and language therapists and occupational therapists. Their focus is on the delivery of services to children rather than on form filling.

In 2025, a total of 13,186 requests for AON were received. This is a 23 per cent increase on the 2024 figure of 10,690. In 2025, 5,949 Assessments of Need were completed, a 43 per cent increase on the 2024 figure of 4,162. The HSE has said it is introducing a Single Point of Referral Access for all Children's Primary Care, Disability and CAMH Services, in which AON will be included.

**172 Limerick City**

Congress instructs the Executive Committee to negotiate proper supports be provided for PLC Colleges. There is an urgent need for SEN Teaching Support.

The necessity for the continuum of supports for students with additional educational needs across all of the educational journey has been highlighted by the TUI at the EU funded TSI Fostering Inclusive Quality Education project and in other relevant fora.

**167 Dublin City (Amended by Dundalk IT)**

Congress instructs the Executive Committee to liaise with the Department of Further and Higher Education, Research, Innovation and Science (DFHERIS) to facilitate the Further Education and Training (FET) and Higher Education (HE) sectors with clear guidelines, support, and training in Additional Educational Needs (AEN), similar to those in existence in post-primary schools.

Congress recognises that the FET and HE sectors excel in providing high-quality education and training to all students, particularly those with additional educational needs. However, this vital work must be recognised and supported through proper funding and training in AEN for staff in the FET and HE sectors.

Congress calls on the Executive Committee to advocate for the necessary

resources and professional development opportunities in AEN for FET teachers and academic staff in the HE sector, ensuring that each sector continues to deliver inclusive, high-standard education to all learners.

As part of the TSI project on Fostering Inclusive Quality Education, TUI highlighted the lack of coordinated services for students as they journey beyond the post primary sector. The necessity to maintain supports for students throughout their educational is essential to ensure that best outcomes for our students. The issue has also been broached at the relevant sectoral fora.

**174 Dublin & Dún Laoghaire**

Congress instructs the Executive Committee to engage with the Department of Education to insist that meaningful in-service training takes place in school time in the area of AEN for all teachers in post-primary education as a matter of priority.

The TUI continues to demand meaningful Inservice in the area of AEN for all school personnel. At the TCC and other relevant fora, the Union has consistently held that compulsory Inservice must be provided for teachers during school time. This is the long standing position of TUI.

**171 Galway**

Congress instructs the Executive Committee to negotiate with the Department of Education and other relevant agencies to insist that a definitive coordination time is given for Autism Class Coordinators. Circular Letter 0014/2017 states that 'The extent of co-ordination time required to be used by schools will vary depending on school size, the number of students requiring additional teaching support, and the number of teachers providing this support', but an autism class has a maximum of six students so further clarification is essential.

TUI has asked the Department for greater clarification and guidelines on the numbers of hours to be set aside for SEN coordination. The current allocation is included with the overall SET allocation, giving schools the autonomy to plan, review monitor and coordinate provision for SEN students. Regrettably, exercise of this autonomy has resulted in many instances to an inadequate allocation towards SEN co-ordination.

**169 Dublin City**

Congress notes the critical importance of the educational component of the Assessment of Needs (AON) process in ensuring that every student is given the best opportunity to achieve their full potential. The educational input provided by teachers plays a pivotal role in shaping the appropriate supports and interventions necessary for students with disabilities or additional needs.

However, Congress also notes with concern that many, if not all, teachers are expected to complete the educational component of the AON when they are only required to assist the Assessment Officer. In the High Court judgement (Dawson judgement 12th January 2024) it was determined that when an Assessment Officer invokes the process and engages the NCSE, that it is indeed their legal responsibility to ensure that they 'nominate a person with appropriate expertise, to assist in the carrying out of an assessment of the child's educational needs, without regard to the cost of, or the capacity to provide, any service identified in the assessment as being appropriate to meet the needs of the applicant concerned'.

The NCSE always had a statutory responsibility under s.8(3) which is not to nominate a person "to carry out" an assessment of education needs on behalf of the HSE but to "assist in the carrying out of the assessment under this section in relation to the applicant".

The Assessment Officer must be trained to the standard required under Section 10 of the Disability Act, 2005. This section mandates that assessments are to be carried out in a manner that conforms to specific standards as determined by a body prescribed by regulations made by the Minister under Section 5 of the Act, 2004.

Congress believes that it is vitally important that teachers are informed that they are only required to assist in the process. As per the Dawson judgment:

'The Assessment Officer should treat the assistance of the person nominated pursuant to s. 8(3) with respect but it is not an expert opinion which the assessment officer can or should simply transcribe. It is assistance for the Assessment Officer to carry out the assessment'.

Congress instructs the Executive Committee to:

1. Inform all TUI members that they are only required to assist the Assessment Officer to complete the educational component of the AON. This is in line with their professional responsibility to act within their scope of competence and the legal obligations outlined by the Act.

*'It is not necessary for the NCSE to have the power to compel a person whom they choose to nominate. A teacher might legitimately decline to provide the assistance that the Assessment Officer requires or might indicate an ability to provide some but not all of it. Counsel for the NCSE acknowledged that if school personnel refused to complete an assessment of education needs; they could not be compelled to do so' (Dawson judgement S.26).*

Congress further instructs the Executive Committee to:

2. Seek legal advice as to the compliance of CL 25/2024 with the High Court Judgement (Dawson judgement s.26) and ballot members for industrial action should it transpire that members are not compelled to participate in the AON process.

By taking this action, it shows that this Union and its members want the educational component of AON to be delivered to the highest possible standard, as intended by legislation.

*The AON is a statutory process under the Disability Act 2005, and the HSE Assessment Officer remains responsible for the AON assessment report. Schools and teachers feed into that process through a Report of Education Needs that goes back to the NCSE and then to the HSE. Teacher input is assistance, not a transfer of legal responsibility. Department circulars describe the nominated teacher or nominated person role as assisting the HSE Assessment Officer by completing the Report of Education Needs. This structure aligns with the High Court finding, as summarised in secondary reporting, that the Assessment Officer must still evaluate the material and cannot treat it as something to simply copy into the AON report. The education component is resource-blind at assessment stage. Section 8(5) requires the assessment to be carried out without regard to cost or capacity to provide services. Circular guidance states that teachers can recommend education services*

*that are not available in the child or young person's school and that they do not need to consider cost when identifying needs and appropriate services. Standards and training duties sit with the HSE assessment system Section 10 places the duty on the HSE to ensure the assessment conforms to prescribed standards. HIQA published standards for the AON process under that framework. The AON does not bind schools to deliver what the assessment identifies. Even where the AON identifies education services as appropriate, the Disability Act service statement for a child must not include education services. That legal separation explains why an AON can recommend supports that a school is not legally obliged to deliver merely because they appear in the AON documentation. Schools have cooperation duties, but circulars also accept limits in real cases. The guidance also recognises legitimate circumstances where a teacher or a school may not be in a position to complete, or may only be able to part complete, and it sets out examples and an engagement pathway with NCSE and the Department. This is the clear guidance that TUI has issued to members; that their function is to assist the Assessment Officer by providing educational information and professional judgement, not to act as the Assessment Officer or to "own" the AON report. The circular text supports that description of the role and confirms that the Assessment Officer must make a professional judgement using all available information. Members can give information grounded in their direct knowledge, records, and professional observation. We advise members to avoid presenting their input as a diagnosis, a therapy plan, or a commitment that the school will provide a service.*

*Circular guidance explicitly states that schools have cooperation duties and that nominated persons should complete the report, subject to limited exceptions. If the TUI tells members they can always refuse with no consequence, it risks contradicting the Department and the legal position and exposing members and the union to avoidable disputes. TUI cannot imply that the AON creates an enforceable duty on the school to deliver the recommended education services*

*The Disability Act framework separates the resource-blind assessment from the education service delivery system, and it excludes education services from the service statement for a child. Congress can highlight this reality, but it cannot claim the AON recommendation binds the school. The TUI cannot insist that only non-teachers can provide the educational*

*assistance. Court reporting and Department circulars state that teachers have appropriate expertise and are suitably qualified to be nominated to assist. TUI can argue for better resourcing and specialist input, but it cannot frame teacher nomination as automatically unlawful. The TUI cannot commit to industrial action on the assumption that no teacher can be compelled to a basic report. TUI have focussed on workload, allocation, governance, and protections where legitimate inability exists, rather than a blanket non-participation stance. The circulars already build an exceptions pathway that the union can use as a protective mechanism while legal advice clarifies the outer boundary.*

## H - Workload & Professional issues

### 177 Dublin & Dún Laoghaire / Executive Committee / Tipperary NR / Birr-Gallen (Amended by Dundalk IT)

This Congress notes with grave concern the unsustainable workload and work intensification faced by members. The ever-increasing demands on members' time, combined with hidden and additional work beyond class contact hours, have created an environment that threatens the health, well-being, and professional capacity of our members.

Congress further recognises:

- The lack of recognition for the hidden and additional workload that members undertake.
- The detrimental effects of excessive bureaucratic and administrative demands, which amount to unnecessary "empty work", from various sources.
- The critical need to protect members' personal time and prevent burnout, which undermines both personal well-being and professional effectiveness.

Congress calls for the adoption of the following:

- 20/20 Vision for Post-Primary Education: A maximum of 20 class contact hours per week, with no more than 20 students per class.
- Consideration of and agree actions arising from the 'Review of lecturing in Institutes of Technology/Technological Universities Report' (2020)
- The Executive Committee to make these objectives and policies a priority

- in all relevant negotiations with stakeholders, including the Department of Education, and/or, the Department of Further and Higher Education, Research, Innovation and Science to alleviate members' workload and work intensification.
- A firm commitment from the TUI to develop and implement policies that support members in reclaiming their personal time, resisting unnecessary demands, and ensuring sustainable working conditions.

Congress instructs the Executive Committee to actively pursue these objectives. By achieving these goals, the TUI will safeguard the health and well-being of its members, ensuring a sustainable teaching profession and a quality education system.

*The motion is the basis on which the TUI sought and secured the inclusion of a dedicated section on workload in the Senior Cycle Reform Implementation Support Measures. That section provides for the establishment of a workload working group to identify the approach and mitigating measures needed to address the concerns expressed by teachers. The Working Group will examine, in particular, the increased demands that various initiatives have on teacher (including principal teacher) workload and on school organisation and culture.*

*In several high-profile media interviews, Union representatives identified unsustainable workload as a key driver in educators leaving their positions for other employments where they feel better appreciated.*

### **185 Executive Committee**

Congress abhors the increasing evidence of autocratic leadership in education institutions across the sectors and the associated tendency by school/centre/institutional management to degrade the quality and value of staff meetings.

Therefore, pursuant to the principles and requirements promulgated by Motion 135, adopted by Annual Congress 2024, Congress directs the Executive Committee to use all available means - including, if and where necessary, industrial action, as mandated by ballot/s of relevant members - to have staff meetings conducted in line with the principles of democratic collegiality as set out in the Guidelines for the Conduct of Staff Meetings published by the Union.

*The TUI has prepared and submitted for agreement Guidelines for the Conduct of Staff Meeting. These guidelines will issue as soon as is practicable, preferably but not necessarily as a document agreed with the management bodies. The guidelines encompass recommendations set out in the relevant motions.*

### **183 Co. Longford / Co. Offaly / Co. Roscommon / Co. Wexford / Executive Committee**

While acknowledging and respecting the statutory functions of the Inspectorate as set out in the Education Act 1998, Congress is gravely concerned about the creeping bureaucratisation of inspection practices as they are experienced by school and centre personnel.

In particular, Congress

- believes that the addition of several additional strands to the various inspection modalities over recent years is in breach of the May 2016 Department of Education/TUI collective agreement.
- is concerned about the nebulous nature of some of those additional strands, noting in particular the recently announced "wellbeing" strand
- regards the conduct of inspections in May as unacceptable, organisationally disruptive and injurious to the interests of students

Congress therefore instructs the Executive Committee, preferably though not necessarily in tandem with our sister union, immediately and robustly to engage with the Inspectorate with a view to resolving these issues.

*TUI has engaged directly and consistently with the Inspectorate to address the practical and industrial relations concerns arising from the expansion and timing of inspection practices.*

*We met with the Chief Inspector and Deputy Chief Inspectors with responsibility for post primary inspections. We also held bilateral meetings with the Chief Inspector focused specifically on the inspection model and how it operates in schools and centres.*

*In these engagements, the Union raised the disruptive impact of inspections scheduled at peak pressure points in the school year. These included inspections close to Christmas, when schools are managing multiple demands and significant whole-school activities. The Union also raised inspections*

*scheduled around "mock" examinations, and we strongly challenged the scheduling of inspections for the last two weeks of May (which is one of the most organisationally challenging periods in post-primary schools) as not serving the best interests of students.*

*The Inspectorate acknowledged these concerns. Following TUI's representations, there has been some streamlining of inspection processes and clearer instructions to schools on what is actually required.*

*We also condemned the growth in documentation demands. In response, the Inspectorate stated that schools are generating too much paperwork and providing excessive and unnecessary supporting documentation to inspectors. They indicated that only basic evidence of planning and support is required.*

*Throughout these discussions, the Inspectorate also reiterated that inspection is intended to operate as an advisory service as well as an evaluative one, and that inspectors should support schools within the inspection models.*

### **186 Dublin & Dún Laoghaire**

Congress acknowledges the increasing role of artificial intelligence (AI) in education and the need for teachers, adult educators, and education professionals to be equipped with the knowledge, skills, and resources necessary to integrate AI into their teaching practices. In order to ensure educators can guide their students in using AI tools responsibly, effectively, and ethically, Congress instructs the Executive Committee to:

- Advocate for Professional Development: Work towards the development and delivery of comprehensive professional development programmes that will equip educators with both the technical knowledge and pedagogical skills needed to use AI technologies effectively in the classroom.
- Establish Ongoing Support Systems: Push for the creation of ongoing support mechanisms, such as workshops, mentoring, and accessible resources, to help educators stay informed of AI advancements and how they can be applied in education.
- Integrate AI into Educator Training Programmes: Collaborate with relevant education bodies to integrate AI literacy and its applications into educator training programmes, ensuring that teachers can guide

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students in using AI tools to enhance learning ethically and effectively.

- Promote Ethical AI Use: Advocate for training on the ethical use of AI, helping educators teach students about the potential biases and limitations of AI tools and how to use them responsibly to promote fairness, equity, and inclusivity.
- Enhance Digital Literacy: Ensure that AI training for educators is part of a broader digital literacy strategy, empowering educators to foster critical thinking and responsible digital citizenship among students when engaging with AI technologies.

Congress commits to supporting educators in their journey to embrace AI, ensuring they have the resources and training necessary to support students in unlocking the potential of AI while navigating its challenges in a thoughtful, ethical, and responsible manner.

*In 2023 the TUI published a policy on the use of artificial intelligence in education. Throughout 2025 the TUI continued to engage in discussions with relevant government departments regarding the advantages and disadvantages of artificial intelligence. The TUI also ensured that a task force on AI in education was part of the Senior Cycle Implementation Support Measures agreement. In autumn 2025 the TUI submitted draft terms of reference for that group to the DEY for its consideration.*

**I – Rules**

**191 Co. Donegal / Co. Longford / Co. Offaly / Co. Roscommon / Co. Westmeath / MTU Cork / TU Dublin Tallaght**

Congress calls on the Executive Committee to replace Rule 13 with the following:

Congress shall consist of:

- The Executive Committee
- Two delegates from each Branch of which the full members in-benefit do not exceed eighty and one delegate for each fraction of forty, as per the following table:

Members	Delegates	Members	Delegates
Up to 80	2	161-200	5
81-120	3	201-240	6
121-160	4	241-280	7

and so on.

The Rule Book has been amended accordingly.

**190 MTU Cork / Executive Committee / Limerick Colleges / MTU Kerry**

Amend Rule 43 as follows:

With effect from 1 July 2025 replace the sections:

- Area 15 Third Level Colleges - Dublin (excluding City), Louth, Monaghan, Cavan, Meath, Kildare, Offaly, Laois, Wicklow, Carlow, Kilkenny, Wexford
- Area 16 Third Level Colleges - Dublin City.
- Area 17 Third Level Colleges - Cork, Tipperary and Waterford
- Area 18 Third Level Colleges - Donegal, Sligo, Leitrim, Longford, Roscommon, Westmeath
- Area 19 Third Level Colleges - Kerry, Limerick, Clare, Galway, Mayo

With the following:

- Area 15 Third Level Colleges – Louth, Monaghan, Cavan, Meath, Kildare, Offaly, Laois, Wicklow, Carlow, Kilkenny, Wexford, Waterford
- Area 16 Third Level Colleges – Dublin
- Area 17 Third Level Colleges – Cork, Kerry
- Area 18 Third Level Colleges - Donegal, Sligo, Leitrim, Mayo, Galway
- Area 19 Third Level Colleges – Limerick, Tipperary, Clare, Longford, Westmeath and Roscommon

The Area Representatives, as at 1 July 2025 in Areas 15 – 19 will continue to hold office until the expiry of their respective terms.

The Rule Book has been amended accordingly.

**J – Equality**

**197 Co. Kerry**

Our student body is diverse, and the multicultural classroom is now the norm in most of our workplaces. Congress instructs the Executive Committee to develop anti-racism training, a policy and practices to facilitate joint action, between teachers and management, to combat racism, including institutional racism in our schools and colleges, in order to give our members a more coherent understanding, one which meets the needs of our diverse student body, and to

avoid institutional racism and unintended exclusion and discrimination, especially in the face of far-right influences.

*As part of the TUI Wednesday evening online training programme for members, the 2025/26 schedule included anti-racism training (in January 2026) delivered by an expert in the area.*

**L – Conditions of Service – General & Cross Sectoral**

**223 Co. Clare / Co. Donegal / Galway / Co. Limerick / Co. Westmeath / Cork City / Tipperary NR**

Congress notes the appalling delays in securing a common organisational design for ETBs. Over a decade after their establishment there remains a dearth of progress on a fit-for-purpose organisational structure. This has meant, inter alia, significant increases in responsibilities for many FET grades with increasing inconsistencies in the balance of pay and responsibilities for many of the grades represented by the TUI. This is particularly evident in relation to the AEO grade, which shares the tier of management and level of responsibility with staff employed as APOs. Congress instructs the Executive Committee to use all available IR mechanisms to secure a pay scale at least commensurate with the APO scale for the AEO grade.

*In relation to Organisational Design, in 2025 a number of fora were established to progress work on the Organisational Design of Education and Training Boards (ETBs): namely, the FET Consultative Framework Group, the Competency Framework Group and the Staffing Structures Group. It was agreed that any industrial relations or terms and conditions issues arising from this work would be addressed through the IR appropriate fora, the Teachers' Conciliation Council and the ETB Industrial Relations Forum, whichever is appropriate. The FET Consultative Framework Group met in March and August 2025 and received an update on the development of the national blueprint for the FET College of the Future (so styled), while the Competency Framework Group met in May and September and agreed to divide its work into two strands; Administrative Grades and FET Grades. The Staffing Structures Group did not meet in 2025, although draft terms of reference were circulated, which remain to be agreed.*

*Recalibration of pay scales and/or relativities are considered to constitute cost increasing*

claims and the local bargaining process of the PSA is currently the only available mechanism for pursuing such claims. TUI policy for the FET sector (as for the other sectors) is to seek a 1% increase for all grades under the local bargaining element of the current agreement.

### 226 MTU Cork

Congress notes the increased use of occupational health service providers, such as Medmark. The increase in their use has led to delays in members getting appointments by the same, said service. This has led to members being certified by their medical professional to be fit for work but delayed from returning depending on the outcome of a consultation with a medical professional nominated by the occupational health service provider. This leads to additional sick leave being recorded against the teacher/lecturer. Congress instructs the Executive Committee to engage with the relevant stakeholders to ensure that these additional days are not counted when calculating sick leave.

*Circular Letter 13/2024 sets out (in the section dealing with Critical Illness Provisions) that there will be no financial loss if the teacher has not been able to return to work because there is a delay in the employer referring him/her to the OHS, or a delay in being seen by the OHS. In such circumstances, pay will be restored and the leave record will be recorded appropriately by the Paymaster.*

*Medmark has stated that it prioritises those who are seeking appointments to be certified fit to return to work. Suitable non-complex cases may be referred to a Senior Occupational Health Nurse (OHN) for assessment.*

### 235 Co. Kildare / Co. Longford / Co. Louth / Co. Meath / Co. Offaly / Co. Roscommon / Co. Westmeath

Congress instructs the Executive Committee to negotiate with the Department of Education to alter parental leave to include the option of taking parental leave one or two days per week.

*This matter has been raised with the Official side (which has, to date, contended that what is being sought would be disruptive of school organisation). The Union continues to seek progress and during consultations with the Department of Education and Youth on addressing the teacher supply crisis, the*

*benefit of allowing greater flexibility in how parental leave is taken was highlighted as one strand of a potential solution.*

### 227 Co. Westmeath

Congress calls on the Executive Committee to work with other Public Service Unions to negotiate an enhancement of the sick leave entitlements.

*This matter has been raised through the ICTU.*

## M – Senior Cycle

### Rule 22 - Motion of Consequence Senior Cycle Redevelopment Executive Committee

Congress notes the decision of the Minister for Education on 8th April 2025 to proceed with the phasing in of the Accelerated Senior Cycle Redevelopment (SCR) by allowing all of Tranche 1 subjects to proceed, despite reasonable calls from the TUI and the ASTI for a pause to allow for proper consultation, planning, and resourcing.

Given these circumstances, Congress welcomes the intensive talks that commenced on 10th April 2025 and supports the Executive Committee's decision to mandate TUI negotiators to participate fully, proactively, and constructively in these negotiations which are focussed on issues such as:

- Adequate time and resources for planning and delivery.
- Comprehensive CPD for all affected teachers.
- Staffing and timetabling implications.
- Infrastructure and assessment support.

Congress instructs the Executive Committee that any document or proposal arising from these talks will be put to a ballot of affected members.

However, Congress instructs that in the event that these intensive talks fail to deliver an acceptable outcome that can be put to ballot, the TUI, in conjunction with the ASTI (where possible) will utilise all mechanisms available to the Union, up to and including a ballot for Industrial action, to defend professional standards and protect student outcomes.

Congress asserts that the TUI's position remains principled, student-centred, and rooted in the defence of quality public education.

In May 2025, following intensive discussions between union representatives and the Department of Education, a document, Senior Cycle Redevelopment Implementation Support Measures, was published by the Department. TUI's second level members voted by a margin of 73% to 27% to accept the negotiated implementation measures for Senior Cycle redevelopment.

*The Union's Executive Committee had recommended acceptance, on the basis that the measures were the best that could be achieved through negotiation.*

*The TUI has made clear at all times that the ballot was on the acceptability of the implementation measures and not the actual curriculum, which the Minister has the power to prescribe under the Education Act and over which other stakeholders have no veto.*

*The measures agreed include:*

- *Payment of the 3% pay increase due under the Local Bargaining provision of the Public Service Agreement 2024-2026 for co-operation with Senior Cycle and the related productivity associated with this significant reform*
- *A rebalancing of the 'Croke Park' hours, which increases to 14 (from 10) the non-whole-school hours, to allow for teacher-led activities related to Senior Cycle*
- *A shorter qualifying period of one year for teachers to attain permanency by way of a contract of indefinite duration (CID)*
- *An additional dedicated post of responsibility for Senior Cycle purposes in schools*
- *An additional dedicated post of responsibility for schools offering Senior Cycle Level 1 and Level 2 Learning programmes*
- *Resourcing for additional allocations to schools in certain circumstances and resourcing for science laboratories*
- *Establishment of a task force on Artificial Intelligence*
- *A commitment to further, structured engagement around workload*
- *A commitment to considering the timing of the implementation of individual subjects.*

### 253 Co. Clare / Co. Cork (X3) / Co. Donegal / Cork City / Executive Committee

Given the huge disparities in resources that exist between schools and other second-level state funded institutions, the TUI demands that the Department

of Education immediately defer the implementation of all new Leaving Certificate curriculum specifications, including the proposed Additional Assessment Components for science and practical subjects, until such time as all schools, and other second level state funded institutions offering these subjects are provided with equivalent and equitable resources.

These resources include but are not limited to:

- Adequate consumables and materials for practical and experimental work
- Essential equipment upgrades for practical and science-based subjects
- Sufficient IT infrastructure, including devices and software necessary for new assessments
- High-speed and reliable internet connectivity to support equitable delivery

*See Rule 22 Motion (above)*

*It is also important to note that, as advised by the Union, implementation of the finalised specifications for tranche 2 English and Accounting have been delayed by at least one year in order to address some outstanding implementation issues. In addition, the Union has closely monitored the level of system and school preparedness in respect of those subjects specifications yet to be implemented.*

**255 Dublin C & C / Executive Committee**

Congress notes with grave concern the unwise, precipitate and unilateral approach in regard to the use of AI in additional assessment components. In order to protect and maintain the quality and integrity of assessments for state certified examinations and drawing upon the policy in relation to the appropriate use of AI in education settings and contexts set out in motions 157, 158 and 159 from Annual Congress 2024, Congress instructs the Executive Committee to demand that the NCCA stand down its proposed approach in relation to AACs

- to oppose by any means available and necessary any attempt by the NCCA or other agencies or bodies to implement that ill-judged approach
- to insist upon immediate and meaningful engagement by the NCCA and/or any other relevant agency/body with the Union in respect of

the potential implications, impacts and appropriate use of artificial intelligence (including Generative AI) in examination/assessment contexts.

*In 2023 the TUI published a policy on the use of artificial intelligence in education. Throughout 2025 the TUI continued to engage in discussions with relevant government departments regarding the potential benefits, risks and challenges associated with deployment of AI-enabled technologies in education. The TUI also ensured that a Task Force on AI in education was included as a key part of the Senior Cycle Implementation Support Measures agreement. In autumn 2025 the TUI submitted draft terms of reference for that taskforce to the DEY for its consideration.*

**265 Co. Wexford / Dublin C & C / Executive Committee**

Congress strongly condemns the imposition of a “one size fits all” approach to Senior Cycle Redevelopment, which fails to account for the diverse needs of students and schools. Congress instructs the Executive Committee to urgently engage with the Department of Education, National Council for Curriculum and Assessment (NCCA), and State Examinations Commission (SEC) to demand an immediate review and reversal of the decision to mandate a minimum of 40% for AACs and a single terminal exam for all subjects. Congress insists on a more flexible, equitable framework that prioritises student well-being, educational diversity, and fairness in assessment.

*See Rule 22 Motion (above).*

*In relation to some subjects, the TUI has sought an allocation of greater than 40% for an AAC, due to the nature of the individual subject. In modern foreign languages and Irish, for example, the TUI has succeeded in ensuring that the specifications will, as is currently the case, continue to have significant oral and aural AAC components. This is also the case in existing and envisaged subject specifications in the T4, Art and Home Economics fields. The over-riding issue for the TUI is that a 40% across the board approach would not be appropriate in all cases.*

*However, the Ministerial insistence on a “minimum 40%” remains and is set out in the SCRISM.*

**256 Co. Cork**

Congress instructs the Executive Committee to negotiate with the

Department of Education and the State Examinations Commission to demand that the scheduling of Additional Assessment Components does not result in an unbearable burden for Senior Cycle students. Constant assessment will result in more stress for students rather than alleviating it.

*At the time of writing the TUI continues to be in discussions with the DEY and SEC regarding the scheduling of AACs, with the purpose of securing agreement that assessment components will be scheduled in a manner that is manageable and fair for students and schools and will avoid the creation of log-jams and/or the intensification of stress. Those discussions are also due to address issues relating to timetabling of Junior Cycle CBAs/ATs etc., as they also contribute to the risk of over-load.*

**N – Organisation**

**289 Co. Meath**

Congress instructs the Executive Committee to explore the feasibility of implementing electronic balloting (e-balloting) for all future ballots, including but not limited to ballots on collective agreements and industrial action. This exploration should include an assessment of the legal, logistical, and financial implications of such a system, with a report to be presented to the Annual Congress of 2026.

*This matter was discussed at the Union’s Organisation and Training Sub-Committee where it was noted that e-balloting has already operated satisfactorily, at a limited scale, within the Third-Level sector. It was also noted, however, that, for compliance with legal requirements, the Union must ensure that ballots are secure and that the Union’s new MRM system, when fully embedded, will help in this regard as it will enhance functionality in relation to e-balloting and other online interactions. Full embedding of the system, however, will take some time - to allow for any unforeseen issues to be resolved and also to allow members time to engage with the portal and update their details.*

**270 TUS Athlone / TU Dublin Tallaght (Amended by IADT Dún Laoghaire/ TU Dublin Tallaght)**

Congress instructs the Executive Committee that it had no mandate to negotiate a reduction in the number of third level Area Representatives attending

national industrial relations negotiation forum meetings. Congress instructs the Executive Committee that all third level Area Representatives should be invited to attend all future meetings of the Technological Higher Education Industrial Relations Forum for Academic Grades. Congress further instructs that there is dedicated representation of third level on the Executive Committee for a very good reason and that third level Executive Committee members attend all meetings at national level for discussion and negotiation of third level issues.

*See motion 39 (above). The representation sought by the motion has been secured and revised THEIRFAG terms of reference have issued to reflect this.*

### 273 ATU Sligo

Congress instructs the Executive Committee to review the mechanism for refunding subscriptions for Branch Committee members. Many branches have created additional roles such as Vice-Chair or Vice-Secretary and branches may wish to recognise the contributions of volunteers in these support roles by proposing a refund of their annual subscription at the Annual General Meeting of the Branch.

*As advised to Branch Treasurers at the 2025 Branch Treasurer Training, Branches can refund the actual amount of subscription paid to Branch Officers, as follows:*

- *Branches with under 200 in-benefit members on 30th September of the current year; a refund of the actual subscription rate paid to the TUI for up to four officers (as named in Rule: Chairperson, Secretary, Treasurer and Equality Officer).*
- *Branches with between 201 and 500 in-benefit members on 30th September of the current year; a refund of the actual subscription rate paid to the TUI for up to four officers (as named in Rule: Chairperson, Secretary, Treasurer and Equality Officer). In addition, the branch can refund the subscription rate of up to one additional officer.*
- *Branches with between 501 and 800 in-benefit members on 30th September of the current year; a refund of the actual subscription rate paid to the TUI for up to four officers (as named in Rule: Chairperson, Secretary, Treasurer and Equality Officer). In addition, the branch can refund the subscription rate of up to two additional officers.*

- *Branches with between 801 and 1000 in-benefit members on 30th September of the current year; a refund of the actual subscription rate paid to the TUI for up to four officers (as named in Rule: Chairperson, Secretary, Treasurer and Equality Officer). In addition, the branch can refund the subscription of up to four additional officers.*
- *Branches with over 1,000 in-benefit members on 30th September of the current year; a refund of the actual subscription rate paid to the TUI for up to four officers (as named in Rule: Chairperson, Secretary, Treasurer and Equality Officer). In addition, the branch can refund the subscription of up to six additional officers.*

### 272 Co. Cork

Congress notes a rise in the number of instances of students' aggressive behaviour towards teachers. Congress instructs the Executive Committee to arrange for a survey to be conducted by the TUI to determine the level of this aggression and teachers' experience with the diminishing respect shown towards teachers by students and their parents.

*The Executive Committee approved the survey, which then issued to members in November of 2025. Over 500 members completed the survey, the findings of which present a stark and consistent message from members.*

- *Aggression and disrespect towards teachers have become increasingly common, more severe and more normalised. While most students and parents are respectful, the behaviour of a persistent minority is having a serious and disproportionate impact on teachers' safety, well-being, and ability to remain in the profession.*
- *Members reported extremely serious incidents, including sustained verbal abuse, intimidation and physical violence, overwhelmingly from students but with significant incidents involving parents and members of the public. Teachers described being shouted at, threatened, surrounded, pushed, struck, spat at and injured.*
- *Some incidents resulted in long-term physical injury and psychological trauma.*
- *Misogynistic, gendered and homophobic abuse featured. Female teachers were disproportionately targeted for abuse.*
- *In some cases, harassment continued online and/or beyond the school gates.*

- *Aggression and disrespect from parents emerged as a significant theme. Members described shouting, swearing, threats and personal attacks during phone calls, in emails and at parent-teacher meetings. Many reported parents refusing to accept responsibility for their child's behaviour, escalating complaints, undermining teachers' professional judgement, and emboldening student aggression.*
- *Across all responses, members consistently identified weak or inconsistent management responses as a critical issue. Serious incidents are often inappropriately and inaccurately reframed by management as classroom management issues. Sanctions are inconsistently applied, and teachers are left feeling blamed, scrutinised and/or unsupported.*
- *Large class sizes, insufficient SNA and specialist supports, inadequate access to mental health services and the implementation of inclusion without resources were repeatedly identified as key contributing factors.*
- *The cumulative impact on members is severe. Many stated openly that they are considering leaving their school, reducing hours, taking career breaks, or leaving teaching entirely. Burnout, fear, hyper-vigilance and loss of confidence were common themes. Members were clear that training of itself is not enough without enforceable boundaries, proper resourcing and genuine duty of care from employers.*
- *The survey results will underpin policy direction and will be further discussed with members.*

## O – Pay Matters

### 312 Co. Offaly / Co. Roscommon / Co. Westmeath

Congress calls on the Executive Committee to negotiate with relevant bodies for a long service increment to be applied to the grades of Adult Literacy Organiser, Community Education Facilitator and Adult Education Guidance Coordinators and Adult Education Guidance counsellors. Currently a 15 point scale is in place, with some people in those grades in excess of 20 years.

*This is considered a cost increasing claim. The only mechanism currently available to address cost increasing claims is the local bargaining provision of the public sector pay agreement 2024-26. TUI policy in this regard is to utilise the available monies for*

*general round pay increases for all grades represented by the Union.*

**309 Dublin Colleges**

Congress instructs the Executive Committee to seek that all further public sector pay agreements will protect members from rising inflation. The Executive Committee will not recommend any pay agreement which does not protect members in this way but will recommend rejection of any agreement that does not compensate members for inflation.

*It is established Union policy to seek pay increases that, in real terms, are greater than the rate of inflation. This will inform the Union's approach to any forthcoming/future pay negotiations.*

**302 Co. Laois /  
Co. Offaly /  
Co. Roscommon**

Congress calls on the Executive Committee to demand that the Secure Unit Allowance be extended to all teachers working in closed, medium, and high security prisons in the Republic of Ireland. This allowance is available to others in other settings under the auspices of the Department of Justice. These teachers in these settings work in exceptional environments where they spend their working day under constant security. They have to adhere to security measures on an ongoing basis such as prevention and management of violence. Furthermore, they must complete Garda Vetting and Prison Security Clearance on a regular basis in order to enter their workplace.

*This allowance is currently paid only to primary teacher in settlement of a claim lodged by the INTO under the sectoral bargaining provision of the Building Momentum national pay agreement. Under that agreement TUI used the sectoral bargaining provision to resolve the "new entrant" pay issue.*

*Under the Current PRS 2024-26, a claim for payment of this allowance is considered a cost increasing claim. The only mechanism currently available to address cost increasing claims is the local bargaining provision of the public sector pay agreement 2024-26. TUI policy in this regard is to utilise the available monies for general round pay increases for all grades represented by the Union.*

**307 Co. Carlow  
(Amended by Dublin City)**

Congress instructs the Executive Committee to negotiate a return of the Masters qualification allowance. Where a teacher receives a higher grade in a later teaching Diploma this should supersede the previous Higher Diploma and be paid at the higher pay point. Congress agrees the restoration of allowances is not to take place under Local Bargaining of the Public Sector Agreement 2024-2026. The restoration of allowances requires additional investment in education from Government.

*The Union's policy is to utilise monies available under the local bargaining provision of the public sector pay agreement 2024-26 for general round pay increases for all grades represented by the Union.*

*Separately, the Union has argued that austerity measures (of which the Government decision in 2012 to cease the payment of a range of allowances is one) must be reversed and that the cost of reversal must be borne by the exchequer through Budgetary adjustments, not by employees.*

**306 Co. Kildare  
(Amended by Dublin City)**

Given the crisis in recruitment and retention, Congress notes the withdrawal of the Special Education Diploma Allowance has contributed to the lack of qualified teachers, Congress instructs the Executive Committee immediately to seek their reintroduction. Congress agrees the restoration of allowances is not to take place under Local Bargaining of the Public Sector Agreement 2024-2026. The restoration of allowances requires additional investment in education from Government.

*TUI provided a briefing document for elected representatives titled Tackling the Teacher Recruitment and Retention Crisis in Second Level Schools. In this document it clearly stated that the reinstatement of allowances payable for SEN qualification, (abolished in 2012) would help in the recruitment and retention of teachers in these areas.*

*In press statements, media interviews and in lobbying material issued to public representatives, the TUI has made clear that the cessation of allowances for new beneficiaries has had a profoundly adverse effect on the attractiveness of the teaching profession and that serving teachers will continue to leave the profession unless allowances cut (by government decision) in 2012 are reinstated.*

*The UNESCO Teacher Supply in Ireland Strategic Planning project highlighted that there is a significant recruitment and retention challenge in Special schools and special classes. At this forum, TUI lobbied for the restoration of the allowance and stated that the failure to reinstate the SEN qualification allowance for those working in this area is a significant impediment to recruitment and retention in these settings.*

**301 Co. Carlow /  
Co. Cork /  
Co. Kildare**

Given the crisis in recruitment and retention, Congress notes the withdrawal of Teaching Through Irish allowance has contributed to a lack of qualified teachers. It is well known that the supply of teachers at second level is critically low, leaving curricular gaps unfilled in many schools. This challenge is most acutely experienced in Gaelcholáistí and Coláistí Gaeltachta. TUI Congress demands that the Department of Education reinstates the following Teacher Allowances as more Allowances were removed from Gaeltacht schools than any other type of school:

- Teaching through Irish
- Teaching in a Gaeltacht School
- Teaching in an Island School

The removal of the allowances goes against the 20-Year Strategy for the Irish Language 2010-2030 and has removed any incentive for teachers with a good level of Irish to teach in all-Irish schools. Congress instructs the Executive Committee immediately to seek their reintroduction through any future collective bargaining that is to take place.

*See Motion 306*

*In press statements, media interviews and in lobbying material issued to public representatives, the TUI has made clear that the cessation of allowances for new beneficiaries has had a profoundly adverse effect on the attractiveness of the teaching profession and that serving teachers will continue to leave the profession unless allowances cut (by government decision) in 2012 are reinstated. In all relevant fora, the Union has highlighted the especially acute nature of the problem in Gaelcholáistí and Coláistí Gaeltachta.*

**311 Birr-Gallen**

Congress calls on the TUI Executive Committee to campaign for the restoration of the original date for the awarding of incremental credit to teachers. The 6 months pause imposed

under austerity era measures remain as a permanent pay cut to TUI members.

*This is an issue that has wide application and that is best addressed by the public sector unions acting in concert through the ICTU. The ICTU has sought that all remaining impacts and facets of FEMPI legislation and of austerity cuts be eliminated.*

### 308 Co. Waterford / Tipperary SR

Congress highlights the SEC's unfair treatment of practical examiners in the state examinations. Even though these examiners perform invaluable work to maintain the integrity and excellence of the state examinations, they are not treated equitably. They do not receive the Recruitment Incentive Payment, as all other written examiners do. Congress instructs the Executive Committee to negotiate with the SEC to seek that all examiners receive the Recruitment Retention Payment. This will ensure that all examiners are treated with parity of esteem.

*As part of the annual discussion with the SEC regarding payments to contract staff, the TUI addressed this issue in November 2025. Although discussion has not concluded, there is little incentive for the SEC to concede as there is currently no shortage of examiners willing to carry out the work at the current pay rates.*

### 317 Tipperary NR / Tipperary SR

The present ETB/ACCS selection board fee structure, which dates back to the cuts of 2009, does not reflect or compensate for the workload undertaken by board members for the interviewing for new teaching positions and promotions posts in post-primary schools. The fee paid before 2009 was halved in the financial emergency and has not been restored or reviewed in line with pay agreements or inflation. The present fee structure is causing TUIRMA nominees to opt out of participating on these boards.

Congress instructs the Executive Committee to negotiate with the relevant authorities for a realistic and substantial increase in the current fee structures for this work.

*The TUI has raised the issue with all relevant stakeholders and at the Teachers' Conciliation Council. While there has been no measurable progress so far, the Union will continue to seek that the payments*

*are increased to reflect the workload and responsibility involved.*

## EMERGENCY MOTIONS

### EMERGENCY MOTION NO. 2

Congress condemns the proposed removal of practical assessment in Leaving Certificate Engineering as a deeply regressive and illogical step in Senior Cycle redevelopment. It is unacceptable that a subject rooted in hands-on-skills and problem-solving would see a reduction in practical assessment at a time when Senior Cycle reforms claim to prioritise meaningful, skills-based evaluation.

Congress further notes that while subjects such as English and Construction Studies are seeing expanded skill-based assessments-including an oral exam and a practical skills component, Engineering is being stripped of its essential practical dimension. This decision disregards the needs of students, undermines the subject's integrity, and devalues the highly sought-after technical skills that employers and industries depend on.

Congress demands immediate action to reverse this decision and instructs the Executive Committee to strongly oppose the removal of practical assessment in Engineering. The Executive must engage decisively with the Department of Education and the NCCA to ensure that a robust practical skills assessment, along with a distinct project component, is retained. Anything less is an unacceptable attack on the future of practical, technical education in Ireland.

Dublin & Dún Laoghaire  
Co. Kerry  
Limerick City Schools  
Co. Mayo  
ATU Sligo  
Co. Offaly  
Cork City  
Co. Donegal  
SETU Waterford  
Co. Limerick  
Co. Carlow  
Co. Sligo  
Conamara  
Dublin City  
Co. Westmeath  
Co. Louth  
Boyne C&C  
Birr-Gallen  
Co. Carlow  
ATU St. Angela's

Co. Meath  
Co. Leitrim  
Co. Clare  
Co. Roscommon  
Co. Waterford

*Regrettably, despite extensive and sustained efforts by the TUI, including all the Union's subject representatives, it was not possible to convince a majority of the relevant development group that a stand-alone, skills-based assessment should continue in Engineering. The TUI continued to fight the case, even after the specification was concluded, but we have not succeeded in securing a change of approach. We remain strongly of the view that removal of the practical assessment component in Engineering is regressive and owes nothing to valid educational considerations.*

### EMERGENCY MOTION NO. 5

Congress instructs the Executive to work with ICTU to insist there is no return to austerity in the event of global economic disruption. Unilateral pay cuts or increases in workload must be red line issues, and preparation for industrial action across the public sector should be planned for in the event that the Government indicate a return to austerity measures.

DkIT  
Waterford City  
ATU Sligo  
IADT Dun Laoghaire  
SETU Carlow-Wexford  
Co. Monaghan  
Dublin Colleges  
Co. Longford  
Dublin City

*The TUI has been vigilant in this regard, noting the inclination in recent months of some government ministers and private sector spokespersons to suggest curtailment of investment in public services.*

### EMERGENCY MOTION NO. 6

Congress notes the following from the recently published Programme for Government and instructs that the Executive takes appropriate action to achieve adherence by TU (IoT) management to insist "that where a higher education institution operates across multiple campuses in a region, that there is balanced senior management representation based across the campuses"

From Programme for Govt 2025 p. 71

MTU Kerry  
 ATU Galway-Mayo  
 ATU Donegal  
 Limerick Colleges  
 ATU St. Angela's  
 ATU Sligo  
 TUS Athlone  
 MTU Cork  
 IADT Dún Laoghaire  
 SETU Waterford  
 Dublin & Dún Laoghaire

*The Union advocates for balanced senior management representation across all regions and campuses covered by TUs.*

*This issue has been raised in the respective local TU IR Fora during the year.*

**EMERGENCY MOTION NO. 7**

Congress notes with alarm the findings of a recent Dublin City University study showing that 86% of teachers in Ireland are experiencing moderate to high burnout, with 28% rating their mental health as poor or very poor, and 42% considering leaving the profession.

Congress further notes:

- 83% of teachers report receiving no training or support in managing mental health challenges associated with the profession.
- Burnout is being driven by systematic and organisational issues, including excessive workload, unrealistic demands, and insufficient institutional support.
- The World Health Organisation recognises burnout as a serious occupational hazard that results from unmanaged workplace stress, with long-term physical and emotional consequences.
- Therefore, Congress calls for:
  - The formation of a working group, led by TUI in conjunction with the other teacher unions and relevant stakeholders – to develop a strategic response to the burnout crisis.
  - A full review of teacher workload with recommendations to eliminate unnecessary administrative and non-teaching tasks.
  - Employer-funded CPD focused on teacher mental health and well-being to be introduced without delay.

- Lobby the Department of Education to establish a teacher well-being fund, providing mental health services, peer support networks and access to confidential counselling. Currently Spectrum Life will not provide one to one, in-person counselling to any client they deem needs more than the six they offer.
- That these findings be presented to the Department of Education and relevant bodies to push for urgent structural reform and investment in teacher welfare.

Failure to act will deepen the current staffing crisis, will lead to further disillusionment and irreversible damage to the quality and sustainability of our education system. Furthermore, failure to take decisive action on this issue constitutes a dereliction of duty by educational authorities.

Dublin City  
 TU Dublin Tallaght  
 Co. Leitrim  
 Co. Kildare  
 Galway  
 Co. Meath  
 Co. Limerick  
 Dublin & Dún Laoghaire

*Unsustainable workload has been consistently identified in TUI press statements, media interviews and in lobbying material to public representatives as a key factor in teacher and lecturer retention problems. The SCRISM agreement recognises workload challenges at post-primary level and provides for a working group to address them.*

*TUI's policy is that the anticipated shift in demographics should be used to generate a dividend for public education and teachers/lecturers in terms of reduced class sizes and workload - the Union's 20:20 vision for post-primary education (no more than 20 in a class and 20 hours contact time) and a significant re-balancing of the key strands of lecturers' working time to achieve alleviation of workload. The Union's aim, using this methodology, is to reduce workload and stress and thereby make the profession sustainable.*

**RESOLUTIONS REFERRED**

**20 ATU Sligo**

Congress is concerned about the lack of proper health and safety measures in the TU sector, including insufficient safety representatives or liaison persons and inadequate resources for developing risk assessments and Standard Operating

Procedures (SOPs) for labs and practical teaching environments. Congress believes management must allocate appropriate resources to ensure the safety of staff and students. Every faculty on every campus should have a designated safety representative or liaison person to oversee risk assessments and safety procedures.

Congress directs the Executive Committee to negotiate with the management side to :

- Insist there is at least one safety representative or liaison person in every faculty on every campus, with responsibility for developing risk assessments and standard operating procedures.
- Demand that the number of safety representatives or liaison persons is proportionate to the number of staff and students to provide adequate support.
- Implement health and safety management systems that are accessible to all staff and students.
- Provide health and safety training at least once per semester for staff and students to raise awareness of safety practices and legal requirements.
- Allocate sufficient resources to improve and maintain health and safety standards across all institutions

*At TCC the TUI has raised the issue of time off and proper training for the elected Safety Representative in post-primary schools. This*





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OF GALWAY



**Oide**



An Roinn Oideachais  
agus Óige  
Department of Education  
and Youth

is sought with a view to facilitating discharge of the duties of Safety Rep and creating adequate space for the training that is required to be effective in the role. The Union will be making similar demands in respect of the Further Education and Higher Education sectors.

**93 Co. Cavan / Co. Kerry / Dublin City**

Congress demands the Executive Committee ballot relevant members on an immediate withdrawal of cooperation in relation to QQI assessments across ETBs pending the uniform application for all staff of the previously agreed payments for QQI assessments and submissions across the entire FET sector, irrespective of levels, departments, programmes or funding streams.

*The TUI has been engaged with SOLAS, throughout 2025, on the application of full LDA payments (Level 5 and the limited Level 4) to members delivering on part-time programmes. Further updates in this regard are available in the Annual Report.*

**144 Co. Cork / Co. Kildare / Co. Laois / Co. Longford / Co. Offaly / Co. Roscommon /**

**Co. Westmeath / Co. Wexford / Executive Committee / Tipperary SR**

Congress calls on the Executive Committee to begin an immediate campaign, in conjunction with all public sector unions, to highlight the deplorable pension for those who entered the profession on the career averaging pension scheme. Congress further calls on the Executive Committee to work with other public service unions to work together, where possible, to seek parity with those on pre 2013 pensions.

*TUI, ASTI and the INTO have convened meetings on pension issues and share a common goal and purpose on this matter. These meetings, we hope, will be a regular part of the collaboration between our three unions. We have also agreed to bring the issue to the Public Services Committee (PSC) of ICTU with a view to highlighting its importance to members. However, as we strive to build and lobby for a national inter-union approach on the issue, it is important to note that a number of public service unions do not currently share our view.*

**215 Cork City**

Congress instructs the Executive Committee to publish the Union's policy on online learning, distance learning and blended learning as directed by TUI Congress 2023. This task to be completed within 6 months from the end of TUI Congress 2025.

The current position is that the Union has not negotiated or agreed an updated online policy with the Official side in respect of any sector in which the Union has members, beyond what was agreed as emergency remote teaching/ learning in the context of the COVID pandemic. That time-limited arrangement was not, and cannot be represented or characterised as, an agreed blended or online policy.

Therefore documents circulated by individual employer or management bodies (that purport to set out an agreed online teaching/learning arrangement) are not nationally agreed or appropriate for implementation.

Where a Memorandum of Understanding (for a TU) contains an agreed provision in regard to online learning (etc.), that provision remains in effect.



# TUI welcomes apprenticeship report's recommendations

The TUI attended the Joint Committee on Further and Higher Education, Research, Innovation and Science's launch of its report on apprenticeships on 25<sup>th</sup> February. The report was published following extensive submissions and hearings from stakeholders, including those made by the TUI.

The report is to be commended for its astute observations and clear recommendations. These recommendations cover quality and standards, employer participation, inclusion and diversity, awareness and attractiveness, and system oversight.

The TUI delegation noted that many of the recommendations set out in our submission were adopted and identified by the Committee as action points. Most notably, the Committee recommended the introduction of a minimum wage floor and the provision of grants and supports

to promote inclusion and diversity, particularly for students who may not have the social capital to undertake an apprenticeship.

The Committee also endorsed the TUI's position that parity of esteem should be evidenced in any and all promotional material. In addition, it adopted our repeated call for the introduction of a centralised application system, making the process of engagement more accessible and ultimately as familiar as the CAO system.

Pre-apprenticeship pathways and the recognition of prior learning were also identified as important areas to build upon. As the TUI has already implemented initiatives in these areas and has members actively involved in both areas, we can assist further as this work progresses.

The recommendations also include reforms to guidance counselling

provision, including ring fenced guidance counselling hours and increased training opportunities for guidance counsellors. The Committee praised the work currently being carried out by guidance counsellors, while acknowledging that more must be done to provide the time and resources required.

The Committee recommended that apprenticeships should be removed from the remit of SOLAS and placed under the remit of the higher education institutions, and that collaboration between the National Apprenticeship Office, SOLAS and ETBs be strengthened.

The TUI was proud to represent our members across the sector and looks forward to continued engagement as the recommendations are progressed.

## TUI Golf Society seeks new members!

The TUI Golf Society was founded 25 years ago by former Assistant General Secretary Declan Glynn, Tommy Glynn, Don Ryan, Denis Magner, Tom Buckley and Kieran Walsh.

It has been a while since we communicated with you through the TUI News.

Last year we celebrated our 25th anniversary, and that first year we undertook our first outing abroad to Vilamoura. It was a great event but it was also challenging because we had 85 golfers on the trip. This meant that some of the group finished playing in the dark! Our membership has decreased over the years to a much more manageable 30 to 40 people now travelling.

Most of the current membership are retired members.

We have three or four outings a year, two one-day, one midweek away and our trip abroad.

Last year we had an outing in Tullamore in April, we then had 2 days in Ballykisteon in Limerick Junction, where on the 21st of August we played the Captain's Prizes. The

men's event was won by Kieran Walsh and the ladies was won by Ann Marie Craddock.

On day two we had a scramble. We were extremely well looked after, so much so that we are returning there again this year.

We finished the year with a great trip to Cambrills in Spain. We played four rounds of golf, went swimming, went on walks, relaxed, had lovely food and had some great sing songs at night.

Our plans for this year:

- On Wednesday, 13th of May at 11.30am we play Tullamore Golf Club
- On the 20th and 21st of August we return to Ballykisteon
- From the 5th to the 12th of October we go to Cambrills

The age profile of the Golf Society has risen over the years so it would be great to recruit some new young members. Also, there are some retired members who are not aware of the Golf Society and would like to join. Members' partners are also welcome to join and guests are also welcome to our outings.

For further information you can contact the following:

Denis Magner (Treasurer) 087 9811777 or denismagner2@gmail.com

Kieran Walsh (Captain) walshkieran74@hotmail.com

Tom Buckley (Membership Secretary) 086 3773709.





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# SETU Waterford TUI Branch supports local University of Sanctuary students

The SETU Waterford Branch of the TUI donated gift vouchers to ten University of Sanctuary students studying on the Waterford campuses ahead of the Christmas period.

The University of Sanctuary initiative recognises and supports students from asylum-seeking, refugee, and other forced-migration backgrounds, offering a welcoming, inclusive environment where education can continue despite upheaval or hardship. These students often navigate enormous personal and financial challenges while building new lives and pursuing their studies in Ireland.

In a message of thanks to the Branch, SETU's Vice President for Equality, Diversity & Inclusion (EDI) Dr Allison Kenneally expressed deep appreciation on behalf of the Sanctuary Scholars. Most of the recipients spent the Christmas period far from their families and communities in Afghanistan, Palestine, El Salvador, Somalia, Botswana, Nigeria, and Zimbabwe with many of them facing difficult circumstances both at home and in their new lives here.

The SETU Waterford TUI Branch extends its thanks to the 507 branch members whose generosity helped brighten the season for these students and

strengthened the spirit of compassion at the heart of the University of Sanctuary programme.



Dr Cara Daly SETU Waterford TUI Branch Secretary and Dr Allison Kenneally, Vice President for Equality, Diversity & Inclusion

## Youthreach Calendar Alignment

The National Association of Youthreach Coordinators (NAYC) has proposed aligning the Youthreach operational year with the mainstream post-primary school calendar. This change aims to create a more sustainable, learner-centred and staff-supportive programme. Below is a summary of the submission papers NAYC sent to ETBI and DFHERIS in 2025:

### Why Change Is Needed:

Youthreach currently operates a 225-day year, significantly longer than the mainstream 166-day academic year. Rising absenteeism and increased demand on Youthreach services are placing strain on both staff and resources.

### Impact on Learners:

A shorter, structured calendar would improve emotional and social support,

reflect learners' real-life responsibilities such as seasonal work or caregiving, and increase engagement during peak learning periods.

### Value for Money & Operations:

Data from the 2024 NAYC Summer Programme Review shows low attendance during summer months despite high operational costs. Aligning the calendar would reduce the need for budgeting, and allow further investment in learner supports and digital infrastructure.

### Staff Wellbeing & Retention:

Youthreach staff experience high levels of stress, burnout and heavy workloads. A shorter calendar would support morale, reduce attrition and protect programme quality.

### Programme Quality:

The current extended calendar limits time for planning, curriculum development and participation in national FET reforms. A reduced year allows more intentional and higher-quality programme delivery.

### Equity & National Consistency:

Calendar practices vary widely between ETBs. A unified national calendar would ensure fairness, consistency and improved collaboration across centres.

# RMA News

## The Retired Members' Association of the TUI

(RMATUI) remains a vibrant national organisation dedicated to safeguarding the interests and promoting the welfare of retired members of the **Teachers' Union of Ireland (TUI)**.

The Association continues to represent retired colleagues at national level and works to secure the services and entitlements to which members are entitled. Through its ongoing engagement and advocacy, RMATUI ensures that the voices of retired members remain heard and respected.

A core function of the RMA is to inform and assist members — as well as their spouses or next of kin — on matters relating to pensions, lump sums, rights and other entitlements. The Association also provides opportunities for members to maintain an active interest in the affairs of the TUI, consistent with RMA guidelines, ensuring that retirement does not mean disengagement.

Members are warmly encouraged to reconnect with former workplace colleagues by joining their local branch. Information about branches and activities is available on the RMATUI website at [www.rmatui.ie](http://www.rmatui.ie).

## A Rich Programme of Activities

Across the country, local branches continue to organise an engaging programme of social, cultural and educational events designed to foster connection, enjoyment and lifelong learning.

All retired TUI members are welcome to become involved and share in the benefits of membership through their local branch.



**Join the RMA today!**

## Officer Board

Area	Area Representative	Contact details
<b>1: Kildare, Carlow, Laois, Wicklow</b>	Mick Daly	086 407 5203 mickdaly200@gmail.com
<b>2: Roscommon, Longford, Westmeath, Offaly</b>	Ray Coyle	
<b>3: Cavan, Monaghan, Louth, Meath</b>	Brigid Sheridan,	brigidsheridan1@eircom.net
<b>4: Wexford, Waterford, East Tipperary, Kilkenny</b>	Mary Walsh	087 228 1565 middlequarter1956@gmail.com
<b>5: Kerry.</b>	Pat Lawlor	lawlorp5@eircom.net
<b>6: Limerick Clare, West Tipperary</b>	Noel Spittle,	086 375 5609 spittlenoel@gmail.com
<b>7: Cork</b>	Pat O'Riordan	086 372 3809 oriordan.pat@gmail.com
<b>8: Galway, Mayo</b>	Geraldine O'Daly	085 145 2095 gerodaly@gmail.com
<b>9: Sligo, Leitrim</b>	Joe Carolan	087 284 6747 joefcarolan71@gmail.com
<b>10: Donegal</b>	Seamus Ó Fearraigh	086 124 4305 seamusoferraigh1@gmail.com
<b>11: City of Dublin ETB</b>	Kevin O'Farrell	087 983 4008 kmofarrell@gmail.com
<b>12: Dublin &amp; Dun Laoghaire ETB</b>	Joan Sheahan,	087 239 6781 jmsheahan@eircom.net
<b>13: Dublin C &amp; C Schools</b>	Daithí Mac an Aircinn	085 104 6184 rmatuicaguscar@gmail.com
<b>14: Dublin Colleges – Third Level</b>	Tom Fennell	087 997 1412 rmatuitudublinar@gmail.com

Chairperson: Michael Mc Nulty; Secretary: Seamus Lahart; Treasurer: Tim O' Meara; Membership: Majella O Neill; Social & Cultural: Mary Lane Heneghan; Data & Website: Mark Jordan	Website <a href="https://www.rmatui.ie/">https://www.rmatui.ie/</a>
<b>Branch Officers</b>	<b>Meeting Point/s</b>
<p style="text-align: center;"><b>Carlow</b> C. L Kavanagh, S. Mick Daly</p> <p style="text-align: center;"><b>Wicklow</b> C Ann Weafer, S Mary Hayes, T. Gearoid Donncha, V.C Jim Murphy</p> <p style="text-align: center;"><b>Kildare</b> F Mc Donncha</p>	Dolman Hotel Carlow  Parkview Hotel Newtownmountkennedy
<p style="text-align: center;">C David Fitzelle, S Sean O' Clúid, T Sean O' Clúid</p>	Creggan Hotel Athlone
<p style="text-align: center;"><b>Cavan</b> C Joe McGrath, S Bernie Bannon, T Frank Gilleece</p> <p style="text-align: center;"><b>Louth</b> C Liam Kieran, S Mary Kerr, T Mary Kerr</p> <p style="text-align: center;"><b>Meath</b> C Martin Hoye, S Dan Keane</p>	Meadowview Restaurant Windsor Bar & Restaurant Dundalk Teachers' Centre Navan
<p style="text-align: center;">C Eileen Moyles, S. Majella O Neill, T. Andy Mc Donald</p>	Kilkenny Teachers' Centre
<p style="text-align: center;">C Pat O Dwyer, S Pat Lawlor, T. George Dennis &amp; Joe Motherway</p>	Teachers' Centre Tralee
<p style="text-align: center;">C Cait Leyne, S. Mary Hackett, T. John O Donoghue, S&amp;C Joan Aherne</p>	South Court Hotel Raheen
<p style="text-align: center;">C. Maura Fitzgibbon, S. Noel Connor, T. Tom Keohane, S&amp;C. Grainne Carroll</p>	Talbot Hotel, Ballinacollig
<p style="text-align: center;"><b>Galway</b> C. Martin Raftery, S. Mary L Heneghan, T. Paddy Grealish, S&amp;C. Johnny Carroll</p> <p style="text-align: center;"><b>Mayo</b> C. M Mc Namara, S. Pat Higgins, T. Gerry King</p>	Menlo Park Hotel, Galway & Teachers' Centre Castlebar
<p style="text-align: center;">C. Michael Casserly, S. Theresa Egan, T. Seamus Kilgannon</p>	Southern Hotel in Sligo
<p style="text-align: center;">C. Vincent Breslin, S. S O Fearraigh, T. Anne Roulstone</p>	Jacksons Hotel Ballybofey
<p style="text-align: center;">C. Kevin O Farrell S. Eamon Kerrigan T. Eamon Kerrigan</p>	Teachers' Club, Parnell Square

C = Chair S = Secretary T = Treasurer

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**Congratulations to:**  
**Vol 48 No 3 winner**  
**Malachy Costello,**  
**Education Unit,**  
**Castlerea Prison**

# Crossword

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

Only one entry per member.  
 Photocopies can be submitted.

Name \_\_\_\_\_

Workplace \_\_\_\_\_

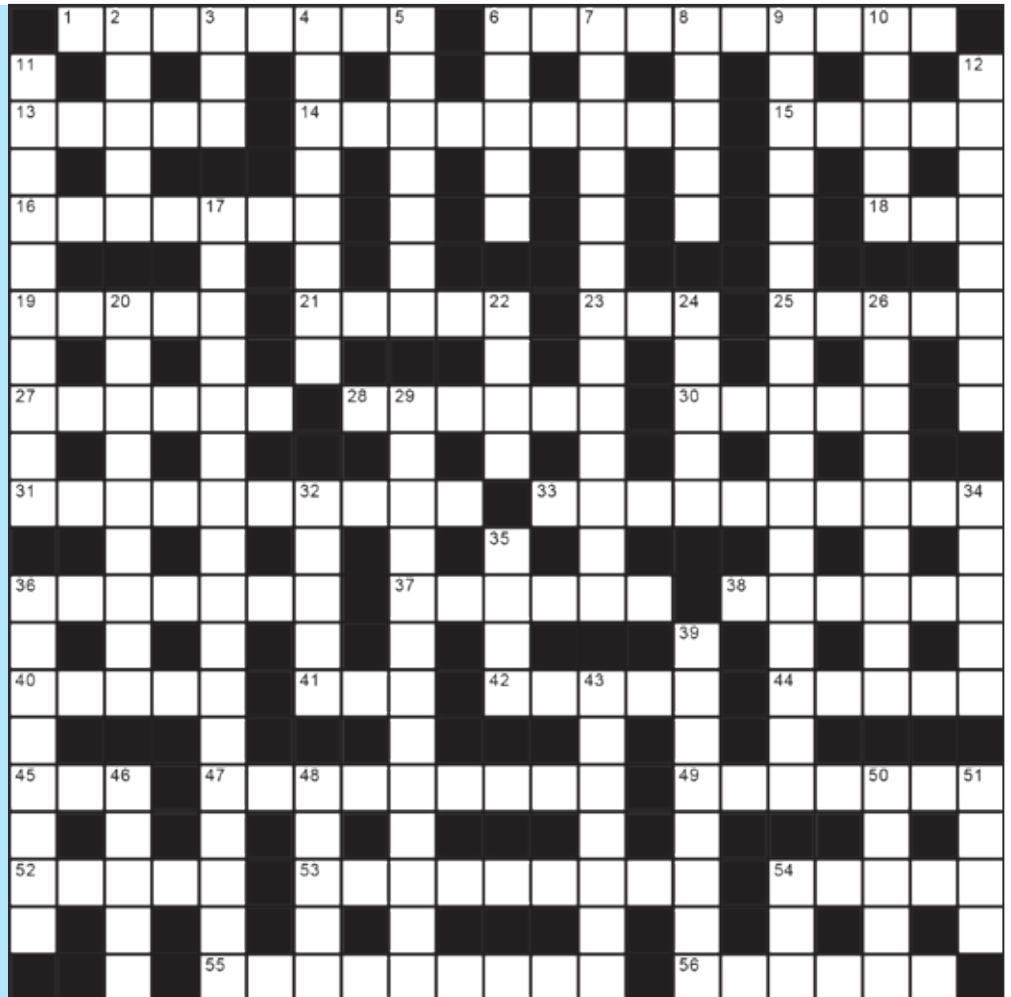
Address \_\_\_\_\_

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

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

Send entries to  
 TUI Crossword March/April 2026  
 TUI, 73 Orwell Rd, Rathgar,  
 Dublin 6, D06 YP89.

Closing date for entries:  
 Friday, 1st May 2026



- Across**
- 1 Given official approval to act (8)
  - 6 A long-term economic state characterized by unemployment, low prices and low levels of trade and investment (10)
  - 13 Correct, fix, improve or make right something that is wrong (5)
  - 14 Exaggerated or obsessive enthusiasm for or preoccupation with one thing. (9)
  - 15 Of comparatively little physical weight or density (5)
  - 16 Incite, move, or persuade to some act of lawlessness or insubordination (7)
  - 18 A relatively small amount of money given for services rendered (as by a waiter) (3)
  - 19 Shine brightly, like a star or a light (5)
  - 21 A person's appearance or manner, especially as an indication of their character or mood (5)
  - 23 A strong emotion; a feeling that is oriented toward some real or supposed grievance (3)
  - 25 Insectivorous terrestrial lizard typically with immovable eyelids (5)
  - 27 (informal) An angry dispute (4-2)
  - 28 A crackling or hissing noise caused by electrical interference (6)
  - 30 Prefix meaning 'four' or 'having four parts' (5)
  - 31 An uncle of your father or mother (5-5)
  - 33 Body part essential for life (5,5)
  - 36 A cigar with both ends cut flat (7)
  - 37 A temporary suspension of operation (6)
  - 38 A legal entity that develops, registers, and sells securities to raise capital (6)
  - 40 Any art that invokes supernatural powers (5)
  - 41 Take in solid food (3)
  - 42 Excessively quick (5)
  - 44 Happen afterwards as a consequence (5)
  - 45 Female sheep (3)
  - 47 Take into custody (9)
  - 49 Funeral rite (7)
  - 52 Go upward with gradual or continuous progress (5)
  - 53 Lacking a scent (9)
  - 54 The 8th letter of the Greek alphabet (5)
  - 55 New ----- - a post punk musical and fashion subculture of the late 70s and early 80s (9)
  - 56 Cause to be firmly attached (6)
- Down**
- 2 An ----- Husband, 1895 play by Oscar Wilde (5)
  - 3 --- of Days - 1999 Arnold Schwarzenegger film (3)
  - 4 Referring to an unspecified or unknown point in time in either the future or the past (8)
  - 5 A small area off of a kitchen that is used for dining (7)
  - 6 1941 Disney film about a flying elephant (5)
  - 7 Miserly (5-8)
  - 8 The muse of lyric and love poetry (5)
  - 9 The quality of being overly convinced of one's own moral superiority (4-13)
  - 10 Expresses an emotional, practical, or other reason for doing something (5)
  - 11 Colloquial term for Dachshund (7,3)
  - 12 The main valve used to turn off the cold-water supply to a building (8)
  - 17 An enclosed space, within a heat engine, in which the fuel is mixed and reacted with air or other oxidizing agent in a controlled manner (10,7)
  - 20 Chocolate treat enjoyed during a springtime religious festival (6,3)
  - 22 To satisfy (4)
  - 24 More than is needed, desired, or required (5)
  - 26 A continuous, loud, resonant, and often metallic noise or uproar (9)
  - 29 Pretenders single first released in 1980 (4,2,3,4)
  - 32 Crystalline salt (KNO<sub>3</sub>), used especially as a fertilizer and explosive (5)
  - 34 One skilled in caring for the sick (5)
  - 35 An irritating cutaneous sensation (4)
  - 36 Exchange of goods, services, or valuables between businesses, individuals, or nations (8)
  - 39 A sketchy summary of the main points of an argument or theory (8)
  - 43 Sorrow, Misery, Despair, Melancholy (7)
  - 46 ----- on Main Street - 1972 Rolling Stones album (5)
  - 48 A preface or preamble to a book or speech (5)
  - 50 ----- Eye - a reality TV show in which 'The Fab Five' help improve someone's life situation (5)
  - 51 Chinese currency (4)
  - 54 Involuntary muscle movement or vocalisation (3)