

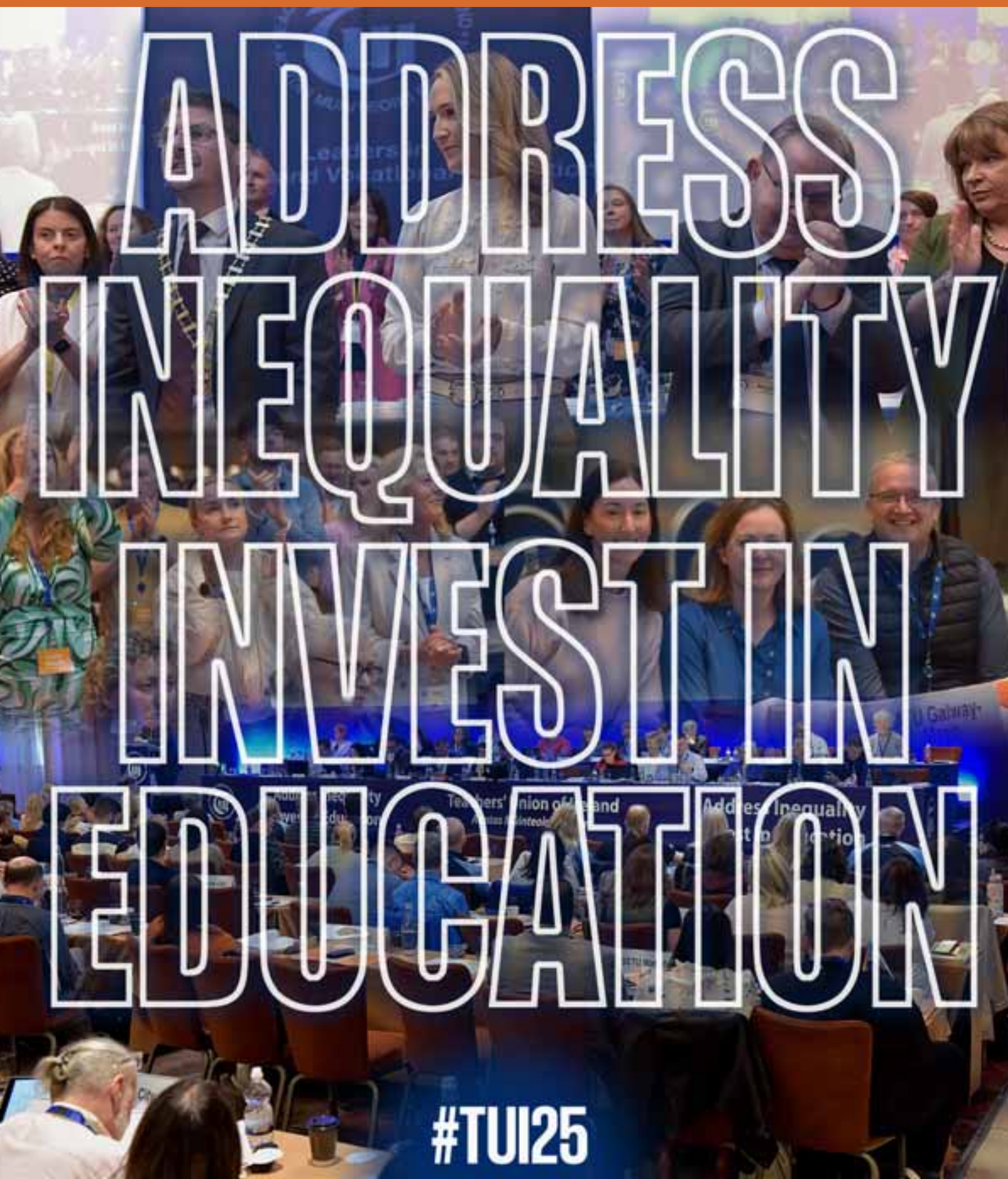


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#TUI25

A Word from the President - David Waters

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Dear colleagues,

Thank you for all your hard work as we get closer to the end of the academic year. This is a particularly hectic period for all sectors, and I wish you and your students well as we approach the end of term.

TUI Annual Congress

I would like to thank everyone involved in the organisation of TUI Annual Congress in Wexford. It was an incredible success this year and it only works because of members being willing to attend during the Easter Break.

The theme of Congress 2025 was 'Address Inequality, Invest in Education', and that message permeated much of the discussion and debate throughout the week. A wide variety of motions were passed which will set the agenda for the Union for the year ahead.

The TUI hosted two ministers, James Lawless TD (Minister for FHERIS) and Helen McEntee TD (Minister for Education and Youth), where a range of issues that are currently affecting our members were raised with them directly.

In terms of the findings of a survey of TUI members that were released before the conference, it is alarming that almost 80% of longer serving teachers do not believe that they could afford to become a teacher today. Depressingly, it is also unsurprising, given the housing emergency, the cost of living crisis and the significant cost of undertaking a two-year PME. Teaching must once again become affordable to all who want to pursue it as a career.

Second Level

Senior Cycle

No sooner had Annual Congress passed than TUI representatives were back in intensive negotiations on resourcing for Senior Cycle Redevelopment.

As you will be aware, members are currently being balloted on the acceptability or otherwise of these resulting proposals. Key items such as the increase in high trust, non-whole school Croke Park hours from 10-14 (of the 33), 1-year CIDs, 3% pay increase from local bargaining, reviews of the minimum 40% AAC in each subject, and more posts of

EDITORIAL

David Waters
President
president@tui.ie

Anthony Quinn
Vice President
vicepresident@tuimail.ie

Michael Gillespie
General Secretary
mgillespie@tui.ie

Annette Dolan
Deputy General Secretary
adolan@tui.ie

Colm Kelly
Assistant General Secretary
ckelly@tui.ie

Joanne Irwin
Assistant General Secretary
jirwin@tui.ie

John O'Reilly
Assistant General Secretary
joreilly@tui.ie

Anne Howard
Assistant General Secretary
ahoward@tui.ie

Ann Mulcahy
Assistant General Secretary
amulcahy@tui.ie

Eoin Griffin
Assistant General Secretary
egriffin@tui.ie

Liz Farrell
Assistant General Secretary
lfarrell@tui.ie

David Duffy
Education & Research Officer
dduffy@tui.ie

Patricia Keating
Administrative Officer
pkeating@tui.ie

Conor Griffin
Press & Information Officer
cgriffin@tui.ie

PRODUCTION

TUI News is published by the Teachers' Union of Ireland.
Aontas Múinteoirí Éireann,
73 Orwell Road, Rathgar,
Dublin 6, D06 YP89.

T: 01 - 492 2588

E: tui@tui.ie W: www.tui.ie

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responsibility for all schools are included in this proposal. The Executive Committee has recommended acceptance of the negotiated document.

In a second ballot, members will be asked if they agree to engage in a campaign of industrial action, up to and including strike action, should members reject the proposals. The Executive Committee also recommends a yes vote in this ballot as well.

A TUI News ballot special has issued to members, regional and online information meetings have been arranged, and further information, including the full document, can be found on the TUI website. Please make sure that your voice is heard and that completed ballot papers reach the auditors by 5pm on Thursday, 29th May.

Voluntary Secondary Schools

The 'up to' 10 hours issue with the Croke Park high trust, non-whole school hours, has been resolved and published. Although it should be noted that should the ballot on Senior Cycle be accepted by members then this will become 14 high trust teacher-led hours, and all full-time teachers are entitled to them. The agreement also clearly states, 'The hours will be pro-rata for part-time teachers.' This should avoid future misinterpretations by some management.

Further Education

FET College of the Future

Following the TUI ballot for Industrial Action in the ETB sector, talks with the ETBI have been ongoing. A National Engagement Forum has been established – which will be a vehicle for the TUI to resolve ongoing issues. A local engagement procedure is also thought to be near completion. The Department has recently written to all ETBs stating they cannot change terms and conditions, that reporting structures must remain as currently established and that two separate groups to examine how to implement the College of the Future effectively, which will involve the

TUI, have been established.

Youthreach

The hearing of the TUI's case to have the Youthreach calendar aligned to second level is scheduled in the WRC for the end of May. I am encouraged by Minister Lawless's comments in the Dáil that he wants this resolved before the start of the next academic year. This issue has lingered on for too long and hopefully the Department will be in a position to act on the Minister's Dáil statement and brings this matter to a resolution at this meeting in the WRC.

Third Level

Sectoral bargaining

I am delighted to state that after a laboriously long process that sectoral bargaining is now reaching a conclusion. The value of credits has been established, and members will now receive the well overdue sectoral bargaining payment. DFHERIS have informed us that this will be paid to everyone before the end of the academic year.

Cush Circular

This matter has been referred to the Labour Court. The TUI has sent in a detailed submission and the hearing is due to be held at the end of May.

Conclusion

To conclude, this was my last Congress as President, and this is my last editorial of the TUI News. I would firstly like to thank all those that helped me and the TUI during my tenure. It has been the honour of my life to be the President of the TUI, and I am forever grateful to have been entrusted with such a responsibility.

The Union is a collective and I am extremely proud of the work the TUI has done over the past two years. I have had the privilege of representing all



TUI PRESIDENT, DAVID WATERS

sectors and sincerely hope members can see the progress made during my time as President.

I would urge all members to always be aware that the Union is its members, not the bricks and mortar building of head office. Ten years ago, as a new entrant teacher, I became an activist over the scandal of pay discrimination, which saw those of us who started post 2011 earning far less than our longer-serving colleagues. The campaign was embraced by all members of the Union, regardless of whether they were personally affected, and resulted in all second level members sacrificing part of a 1% pay increase to bridge the pay gap in 2022.

The campaign and my own experiences as an elected representative have proved to me that TUI is a democratic organisation that is driven by the voice of all members. There are a huge number of challenges that we face in our professions on a daily basis. I would urge all new (and not so new!) members to become active, attend Branch meetings, voice your ideas, and help set the agenda for the Union.

‘Economic circumstances are no longer an excuse for paltry spending and pitiful investment’

TUI General Secretary Michael Gillespie addressed over 500 delegates and guests at TUI’s Annual Congress in Wexford. Some of the key messages are summarised below.

President, colleagues, fraternal delegates, and guests

Let us speak the truth plainly: the Irish education system continues to suffer from chronic and deliberate underfunding, a legacy of austerity prolonged by political indifference. Successive governments have failed, repeatedly, to invest in the future of this country. That future is built in our classrooms and lecture halls, and our members have been asked to do more with less, year after year.

Our economic circumstances are no longer an excuse for paltry spending and pitiful investment. There is no justification for the continued neglect of our education system.

Our place in the world

As we gather here for Congress in 2025, it is with a deep sense of awareness and duty, not only to our profession and our members, but to a world in crisis.

We are witnessing democratic backsliding on a scale not seen in decades. Nowhere is this more apparent than in the United States. The very idea of inclusive, publicly funded education is under threat. The Department of Education is being dismantled piece by piece by political forces that see equity and access not as virtues, but as obstacles.

And while democratic institutions crumble, the world’s children continue to bear the cost of war and power-hungry politics.

In Gaza, more than 14,000 children have been killed since October 2023. Thousands more are orphaned, displaced, or injured. Schools have been turned into shelters — and then into rubble. Every bomb dropped on a hospital or school is a grave violation of international law and a moral stain on our shared humanity.

In Ukraine, the war grinds on into its third devastating year. Over 6 million people have fled the country, and inside its borders, hundreds of schools have been damaged or destroyed. Children are learning in bomb shelters. Teachers are risking their lives to deliver education amid air raid sirens. The trauma of war has become the new curriculum in too many places.

These are not just headlines—they are the lived realities of students, educators, and families.

The TUI, on behalf of our members, refuses to stand idly by. We have taken tangible action in response to these humanitarian



TUI GENERAL SECRETARY MICHAEL GILLESPIE

catastrophes. We have made donations to reputable relief organisations, including UNICEF, the Red Cross, and Education International, to support frontline aid where it is most desperately needed.

We will continue to speak out, not only for ourselves, but for the voiceless, the displaced, and the forgotten.

Workload, work intensification, and the health crisis facing our profession

Let us now speak plainly. Excessive workload and work intensification are breaking our profession. Across every sector of education, our members repeatedly raise the alarm: there is an ever-increasing workload and never enough time. When time disappears, work intensification takes its place, and this spiral is unsustainable. And it is not just about paperwork. It is becoming a serious health and well-being crisis. Let us call it what it is: burnout.

We are being asked to carry out work that goes far beyond our contracted class contact time—hidden work, invisible labour, which may be deemed essential but unrecognised. From constant new bureaucratic demands to excessive administrative overload, we are accumulating a workload that is unfair, excessive, and quite frankly, unmanageable.

So, what must we do?

The TUI has already set out a vision last year: 20/20 for Post-Primary Education.

- No more than 20 contact hours a week.
- No more than 20 students per class.

This is not a dream. It is a necessary goal if we are to restore our health, our dignity, and our profession.

So, I say this to you, clearly and firmly we must take back our time. Protect your well-being.

Say no.
Say no—for your health.
Say no—for your family.

Say no—so that we can say yes to the parts of this job that actually matter. Let us stop burning out and start burning bright—together.

Recruitment and retention crisis

The TUI has consistently warned over recent years of a growing crisis in teacher recruitment and retention. Despite repeated proposals and practical solutions offered by the union, these have largely been ignored by the Department of Education and relevant government bodies.

A key example is the long-overdue circular on incremental credit for teachers returning from abroad. This is a simple but essential measure that would support Irish teachers who wish to come home. We are still waiting.

This crisis is no longer confined to second-

level education. As the student population grows and progresses into further and higher education, recruitment issues are escalating – particularly in the expanding apprenticeship sector.

Let us be clear: this is a crisis of the Government's own making. It is the inevitable result of repeated decisions to force the education system to do more with fewer resources.

The TUI has made numerous recommendations to alleviate the pressure. Other countries are offering better pay, conditions and even better weather. Why would our graduates stay here to face job insecurity, excessive workload, and low pay? They are not abandoning Ireland – Ireland is abandoning them.

The TUI has also called for specific additional posts to support the redevelopment of Senior Cycle, and discussions on these will continue after Easter.

We welcome the recent decision to allow teachers to gain permanent contracts one year earlier, following formal representations by the TUI. Make no mistake delegates, this was a TUI suggestion. It is one of a number of suggestions we brought to Government and while a positive move – it is not enough.

This is not sustainable. Our profession is being pushed beyond breaking point. Without bold, immediate action, the system will continue to deteriorate – and it is students who will pay the price.

Ballot of TUI members in ETBs

It all began with one member who simply said: "No. The distance I'm being asked to travel is unsustainable." That single act of resistance sparked a movement. One branch stood firmly behind the member. That branch sought the support of the other branches in that one ETB and the union supported their decision and took on their ETB, balloted for industrial action, and challenged the proposed breach of the transfer agreement.

This action encouraged other members across the country to examine their own situations. Concerns began surfacing from multiple ETBs, revealing a pattern of disregard for circular letters and collective agreements. What began as one member taking a stand evolved into a sector-wide reckoning.

The TUI, recognising the scale of the issue, moved to hold a national ballot. This resulted in a directive to all ETB members to uphold agreed terms and reject any additional duties or transfers that breached collective agreements or circular letters.

This collective stand led to a significant outcome: a newly agreed addendum to the 1999 Transfer Agreement, negotiated between TUI and ETBI and a new negotiating forum with ETBI to resolve issues.

Let us acknowledge and applaud the individual who had the courage to speak up, the branch that stood in solidarity, and the collective action that followed. Their stance has delivered lasting change.

Redeveloping Senior Cycle: A defining challenge

The accelerated redevelopment of the Senior Cycle is the most urgent and demanding challenge currently facing second-level education. Teachers are being asked to absorb sweeping changes to assessment models and methodologies—all while maintaining their existing teaching commitments. This is creating an unsustainable workload and stretching school structures to breaking point.

We have already tabled a substantial set of proposals in a comprehensive written submission, designed to centre the talks around what truly matters: what our members need and what our students deserve.

The message is simple: if the system is to change, the supports must change too. Anything less will fail.

Junior Cycle

In January 2024, the TUI submitted a proposal seeking changes to the current Junior Cycle grading structure. The existing 'Distinction' and 'Merit' system has been widely identified as problematic, raising concerns around fairness and its effect on student motivation. In response, the TUI has proposed a shift toward a more traditional, percentage-based grading model—one that offers greater clarity and a more equitable reflection of student achievement.

We welcome the Minister's announcement on the changes to the grading bands this morning.

TU Sector

The TUI remains resolutely committed to the establishment of a unified Technological University (TU) sector and Institute of Technology (IoT) framework, underpinned by parity in pay, conditions of service, and professional respect across all institutions. However, the inconsistent approaches adopted by individual TUs continue to undermine this critical objective.

The Department of Further and Higher Education, Research, Innovation and Science (DFHERIS), through the Department of Public Expenditure and Reform (DPER), has proposed regional pay variations and unjustified disparities between academic and administrative grades.

It is inequitable to permit regional discrepancies in pay and conditions within a single national higher education sector. Equally concerning is the devaluation of academic leadership roles compared to their administrative counterparts—particularly outside Dublin—despite the critical role

academic leaders play in ensuring quality, innovation, and student success.

TUI members were balloted and returned a strong mandate for industrial action, exercised in the absence of a national pay agreement or industrial peace clause.

Following this, meaningful engagement took place through the Workplace Relations Commission (WRC), where notable progress has been made on key issues. Negotiations are ongoing, with the TUI firmly focused on safeguarding the integrity, equity, and sustainability of the TU sector at a national level.

The TUI welcomes the recent agreement with Dundalk Institute of Technology (DKIT), which provides important protections for members' terms and conditions and includes clear guarantees as the sector evolves. This agreement represents a significant step in safeguarding staff rights and establishing a model for other institutions as they transition within the TU sector.

Apprenticeships

The TUI remains firmly committed to apprenticeships as a high-quality, respected educational pathway. We consistently advocate for parity of esteem with other forms of further and higher education, ensuring apprenticeships are properly resourced, supported, and regulated.

Central to our approach is the campaign for sustainable funding through SOLAS and other agencies. This enables viable programmes, industry-relevant curricula, and appropriate investment in facilities. We continue to press for fair remuneration for educators and trainers.

Youthreach Recognition

There is a clear and growing understanding that Youthreach stands shoulder to shoulder with mainstream education in both its impact and importance.

Progress is happening. Recognition is building and the TUI will continue to fight to ensure that the respect, resources, and rights due to Youthreach staff are fully realised.

Thank you to Branch Officers and Activists

It is through your energy, your passion, and your belief in collective action that this Union continues to thrive at the grassroots. You do not just represent members—you empower them. You build solidarity. You keep the spirit of trade unionism alive in every school, college, and centre across the country.

Conclusion

The TUI is in a strong position—financially, operationally, and strategically. We face the future not with hesitation, but with confidence, resolve, and unity of purpose.

‘The TUI is always willing to help create a better education system that values both our members and our students’

Some extracts from the response of TUI President David Waters to the address of Minister for Further and Higher Education, Research, Innovation and Science, James Lawless, TD at TUI'S Annual Congress 2025.

Over the past year we have met your officials across a wide variety of fora, and while we didn't always agree with each other, both sides acted in good faith, and that must be acknowledged.

We, in the TUI, have many ambitions, and of course concerns about the Further and Higher Education sectors, and we look forward to working with you, as Minister, over the next five years.

Youthreach

Youthreach is far more than just an educational programme. Indeed, for many, it is a lifeline. Without it, very many young people—some of the most vulnerable in our society—would be lost to the education system entirely. Instead, because of Youthreach, they find support, structure, and a second chance. The impact is profound, not just for the learners themselves but also for their families and communities.

And yet, despite this, the reality on the ground tells a different story. Many Youthreach centres continue to operate in unacceptable work environments. Staff, dedicated and committed as they are, feel sidelined and treated as an afterthought within the wider education sector. They feel their concerns have been ignored time and time again.

Mid-term breaks see half the staff leave, yet Centres remain open and are somehow expected to function, as normal, to the same high standards we expect.

Minister, the evidence is very clear. Aligning Youthreach centres with the second-level school calendar would be a simple but significant step—one that would help prevent burnout, boost morale, and, most importantly, improve the educational experience for our students.

Adult Education

Minister, delayed responses and the need for action also characterise the treatment of our members in Adult Education. To put it simply, they deserve better.

Our members in Adult Education teach the most marginalised in our society. They dedicate their careers to empowering the most disenfranchised, those facing literacy challenges, individuals who are restarting their educational journey and those who



TUI PRESIDENT DAVID WATERS

have sought refuge in our country having fled conflict or oppression in their own.

Since the Adult Educator offer was first made, we have had three Ministers for Further and Higher Education. Let us make it under your time in office, that our Adult Educators are treated as the top-quality educationalists that they are, that they are respected for the quality service they provide. Minister, we need you to use your office to ensure that all ETBs (not just the good ones) implement properly the deal that we all signed up to.

FET College of the Future

Minister, one of the most notable problems we have seen in our sector is the create your own, do it yourself, whatever you're having, vision of the Further Education College of the Future.

It has become a completely nebulous and elusive concept, with such a wide variety of iterations, that the term is now for most people, utterly meaningless. Unfortunately, too many in the ETB sector, are so preoccupied with the optics of the FET College of the Future, that its viability or appropriateness never received sufficient attention.

Some decided to use the College of the Future as a smoke screen, resulting in members being relocated, the splitting of existing schools into multiple centres, the unilateral removal of programmes, the imposition of semesterisation with no regard for members' terms and conditions, unagreed changes to reporting structures, the arbitrary assignment of post duties across multiple centres, and an increase in members' already unsustainable workload. Minister, this was, and is, intolerable to the TUI.

ETB Ballot

It was these, and other similar actions by some ETBs, that, last November, forced the TUI to ballot our members in the ETB sector. Across ETBs, management at various levels sought to make unilateral changes that increased the workload of our members, altered established practices, and deviated from the terms of collective agreements.

This troubling trend characterised a complete disregard for meaningful consultation, established procedures, and nationally agreed terms and conditions. An overwhelming mandate was given by members, with 94% voting in favour of taking industrial action. We, in the TUI, always try to resolve matters locally, and it is a shame that members felt they had to take such dramatic

and decisive action against ETB employers and the ETBI for their concerns to be listened to.

Minister, let me be clear, the TUI will not countenance anyone trying to run riot through well established procedures which we, as a trade union, have fought long and hard to achieve.

SEN and AEN

Minister, there is a particular deficit in Further Education provision that needs your immediate attention. This is the lack of proper SEN and AEN supports in our FE Colleges. I have raised this myself with your Department several times, have heard it repeatedly mentioned of how urgent this matter is and yet the pace of progress seems to be non-existent.

Minister, there is a moral obligation on us as educators and on you as Minister, to aid the most vulnerable in our society. If we are to bridge the gap, be inclusive and make a positive educational experience ubiquitous for all students, then this is a necessity that cannot wait.

Apprenticeships

Minister, in the current economic climate, under the shadow of the tantrum politics of Trump and his tariffs and, especially in the context of a dire housing crisis there is a clear and acute need for skills and craftspeople. Our apprenticeship lecturers provide the country with graduates with those necessary skills to ensure that we can have a dynamic and thriving economy. We need to see what action your office is going to take to boost apprenticeships in Ireland, and how the Action Plan for Apprenticeships affects our members.

The movement to a single, integrated system that is industry-led, while worthy of consideration, has raised serious concerns within the TUI. The need for apprenticeship programmes to remain relevant is obvious and undeniable. However, the TUI is seeking assurances that the programmes remain educationally focused, rather than industry dependent.

Management Grades – Third Level

Minister, we in the TUI represent many grades across the sector. However, there is one grade in particular that we wish to see no more. In this very room, there are both Lecturers, and the ludicrously named 'Assistant' Lecturer. Let me assure you, Minister, they do not 'assist' – what they do is lecture. Minister this is an archaic terminology that bears no resemblance to reality. They do the exact same job as a lecturer, and we, the TUI, believe their position, and name, should reflect that, in a unified grade of Lecturer.

Minister, in January 2024, the TUI was forced to take industrial action owing to the unilateral imposition of new Technological University management grades. The TUI was not consulted in this decision which has resulted in regional disparity between the

TUs, as management grades in Dublin are bizarrely deemed superior to the rest of the country and paid more. This not only flies in the face of the notion of creating a sector, but also, is completely contrary to your own government's National Development Plan. TUI members justifiably expressed their outrage in a 92% yes vote, for industrial action.

As a result of this ballot there have been long and protracted talks in the WRC over the last year. This has led to significant progress in some areas and helped establish a better working relationship with your Department. However, the attempt to limit TUI representation at the newly designed forum will not be tolerated by the Union into the future.

Investment

Minister, there are also broader ongoing challenges in the TU sector that remain unaddressed, most notably funding. Today's students suffer larger class sizes and significantly curtailed access to essential facilities such as libraries and laboratories. They have also endured sharp cuts to tutorial and student support provision. Our exceptionally high student-lecturer ratio - 23:1 - is significantly above the OECD average of 17:1, and, as a result, lecturer workload has increased considerably.

If we are serious about achieving excellence, we must ensure that colleges have the necessary resources to provide the highest quality education. Ireland ranks at the bottom of the OECD countries for its investment in education. That is absolutely shameful, Minister. Students succeed when they receive the necessary attention they need, but without adequate support, many risk being left behind permanently.

DkIT and IADT

It is important to state, the current Tánaiste and former Minister for DFHERIS, Simon Harris, was determined in his support of these two institutions and met both TUI branches about the potential future of IADT and DkIT. The TUI expects the Tánaiste to stand by this clear commitment that their pursuit of university status would be supported and facilitated.

As President of the TUI, I also urge you and your department to reaffirm your commitment to ensuring that financial, or other, constraints will not stand in the way of either DkIT or IADT, and that every possible measure will be taken to assist these institutions to achieve the status that was promised, and to help them remain the key regional focal points that they are.

Housing

The government should be under no illusions, the housing crisis is not inevitable or undefeatable. It is man-made. It was created by policy. As President of the TUI, I find it reprehensible, that over the last decade there seemed to be far more concern around profit margins than the livelihoods of our own people. Students, families, and teachers alike,

are all suffering from this crisis. The inability or unwillingness of politicians to tackle this problem is without doubt the greatest scandal and stain on this country, and the intergenerational damage caused will have catastrophic social consequences for decades to come.

Wider/International Issues

Minister, in a wider context, we are also witnessing terrifying developments across the world, in particular, the devastation in Gaza. As a Union we have been vociferous in our support for humanitarian aid and a lasting peace based on a two-state solution. We have clearly stated on numerous occasions our abhorrence at the violence perpetrated by Hamas and the Israeli Defence Forces. Israel's extreme right-wing government is clearly trying to dehumanise Palestinians and denigrate a whole people. The sadistic, disgusting suggestions of a Gaza Riveria need to be condemned in the strongest possible terms. This is a homeland, not the plaything of narcissistic billionaires.

I know you will join us in our condemnation of these acts, but on behalf of the TUI, I want you to do more, I am asking that you and your government colleagues honour your election commitment and pass the Occupied Territories Bill.

This shift to the right is sadly not just a problem for the Middle East. From Italy to Hungary, to Russia to America, the more powerful the far right becomes, the more lies that are spread, and the more we abandon the values of integrity and decency. It is both an attack on education and our way of life. The rise of the far right risks the destruction of everything we hold dear. However, we will not be intimidated.

At its core, education is about critical thinking, diversity of ideas, and the pursuit of truth. It empowers individuals to question, to understand different perspectives, and to envision a more just future. History has shown us that far-right movements fear this kind of education. They thrive on conformity, intolerance, and the suppression of dissent.

This corrosive drift to the far right must be brought to a halt and only by working together, Minister, in a fully funded, and properly resourced education system will we have the tools to stop it.

Conclusion

You now have the time to make the requisite changes and put your stamp and legacy on this Department. The TUI is always willing to help create a better education system that values both our members and our students. Even our recent ballots, both in ETBs and at Third Level, were about the viability of the respective sectors. We identify as both educationalists and trade unionists and take great pride in where we work.

‘Imagine what our education system could achieve if we resourced it properly’

Some of the key points that TUI President David Waters delivered across a range of important issues in his response to Minister for Education and Youth, Helen McEntee TD.

Senior Cycle resources

Minister, if Senior Cycle Redevelopment is to succeed there must be a commitment to more resources, both capital and current, so that science labs can be upgraded, and the necessary equipment to implement all aspects of Senior Cycle is readily available. Presently, some schools are far better resourced than others, resulting in a huge discrepancy between lab and sports facilities from one school to another. Senior Cycle Redevelopment should be viewed as an opportunity to create a more egalitarian education system, to level the playing field. The reality is, you can introduce all the changes and redevelopment you want, but if students are still walking into the same outdated laboratories, with the same shortage of materials, with the same underdeveloped resources, this will not be a success.

Artificial Intelligence

Minister, just before you took office, the SEC published guidelines that allow students to use AI providing they reference it. This is one of the most staggeringly naïve decisions I have ever seen. AI is ever evolving, and if it offers a sliver of advantage to students, they will use it. There is no comparison, to researching something and then referencing your research, to artificially generating your whole answer which you have played no active role in creating. We cannot compromise the academic integrity of the Leaving Cert, and it will be completely torn asunder if AI is allowed run rampant through the education system. Minister, you might as well give every student the 40% now.

We have reports of third level institutions moving back to assessing students solely on examinations, due to concerns about assessment integrity, due to AI. AI has a role to play but that role must be carefully defined and regulated. Therefore, the TUI has asked you to establish a dedicated taskforce involving the Department, the Unions, the SEC and the NCCA to develop robust protocols around the ethical use of AI and to monitor AI's development in education into the future.



TUI PRESIDENT DAVID WATERS AFTER HIS RESPONSE TO MINISTER HELEN MCENTEE

Additional Assessment Components (AAC)

We also have a serious concern around the insistence that a minimum of 40% must be allocated to Additional Assessment Components. This exacerbates the AI problem and has the potential to increase inequality in our education system. Those with the cultural capital and financial support at home will make hay with the high percentage value of an AAC; advantage will be heaped on advantage and the marginalised will be distanced even further.

Minister, a review of the 40% model and a subject time audit to see if it is even possible to cover the course in the context of a 40% AAC is absolutely vital, if teacher trust in the redevelopment process is to be ensured.

Pupil Teacher Ratio

Minister, no matter how well-intentioned the plans, the reality is unavoidable. Our class sizes are too large, and teachers' workload is too demanding. Expecting them to implement significant curricular changes, with new methodologies and resources, while maintaining the high standards we pride ourselves on, is simply

unrealistic under current conditions. Particularly, in DEIS schools where resources at home for students are not as readily available. A reduction in the Pupil Teacher Ratio for Senior Cycle could have a profoundly beneficial effect on the future prospects of countless students.

There was a time when the primary job of a teacher was teaching. We were allowed to focus on the classroom, engage with our students, and create those moments of inspiration and joy that make this job so rewarding.

But over the years, new demands have crept in, with ever more bureaucracy which is making the job just too hard.

No to bureaucracy, no to increased workload, no to measuring intangibles, no to overbearing inspections, no to managerial diktat, no to authoritarian management, no to the forever "on", 24/7 culture, no to new initiatives without resources, no to anything without consultation and agreement with the TUI.

Recruitment and Retention

Second level teachers typically secure their

first paid employment at age 25/26. However, only 26% of teachers start on full hours. To put it another way, three quarters of all teachers start with part-time work, often on low hours. Minister, this is a national disgrace, a betrayal of those we encourage into the profession. Moreover, only 11% start on permanent contracts which means that, in addition to being part-time, nine in ten teachers have no credit-worthiness, cannot secure mortgages, and have to defer key life decisions for as long as they remain in financial limbo. What a welcome to the profession!

I welcome your decision to accept, and implement, the written proposal made by the TUI, that a teacher should become eligible for a CID following one year of fixed term service. However, it is ironic you have chosen to delay this initiative by one year, meaning many current members will not benefit from it. That being said, our incisive and deliverable solutions to the recruitment and retention crisis have been ignored for long enough, so this is a positive, impactful step forward, and I applaud this measure.

PME

The absurdity of the 2-year PME needs to stop. It was introduced based on widely discredited data and only serves to reduce the attractiveness of the profession. The direct and opportunity costs of doing the 2-year PME are prohibitively high and the professional benefit highly questionable.

The 2-year PME completely prices out anyone who might want to return to education or embark on a career change. Saving up to do a one-year course might be possible for some, but two years is an absolute impossibility for most. A recent TUI survey found that 78% of teachers feel they couldn't afford to enter the profession if they were starting their career today.

Our research demonstrates that 20% of schools have had to drop subjects due to the lack of availability of teachers. This is nothing short of catastrophic for students. Reducing the PME programme to one year would release approximately 1,400 teachers into the system which would offer real support to schools, particular in this era of radical reform in Senior Cycle.

Incremental Credit

Minister, we have approximately 4,500 Irish teachers working abroad, in places like Dubai and Australia. Yet we are doing nothing to bring them home. Ireland cannot compete with the lifestyle in some of these countries. However, while we may not be able to offer tax free salaries or free accommodation, we could at least make sure someone is not impoverished on their return. It is ludicrous that someone with 5 to 10 years teaching experience must start

on point 1 of the salary scale. Quite rightly, Primary school teachers receive incremental credit for their work abroad. Absurdly, second level teachers do not. Why not Minister?

Special Education

Waiting times for assessments are reported to be endless. Everyone in this room knows how important early intervention is. These crucial assessments will dictate the access to resources and supports for students and are pivotal for their progression through school. Minister, a lot of promises were made during the last election campaign. If you are to achieve anything in your term of office, make sure the most vulnerable in our society receive a full educational experience with all the resources needed, and that they are not treated just as an add on to the education sector.

Minister, parents shouldn't have to feel thankful that they got their child assessed, or a place in school. This is a fundamental right, and it needs to start being thought of that way.

Pension Equality

In 2013, new entrants into the public service, including teachers, were burdened with an eviscerated pension regime, compared to their colleagues. The new career averaging pension scheme affects teachers very acutely as teachers have the longest pay scale in the public sector and have limited promotional opportunities.

Minister, the TUI solved pay inequality. You and your colleagues in government must solve pension inequality. The speed to which you tackle this crisis will be testament to your commitment to the sector.

Housing

I ask you, Minister, what is a teacher who started their career in 2013 to do when they retire if they don't own their own home? How does your government expect them to live? Where does your government expect them to live? Will they be simply cut adrift once they retire.

Minister, I have said it before, and I will say it again, and continue to say it, until radical change starts happening in this country, the housing crisis is a national disgrace, it is the misbegotten product of policy that excessively relies on, and rewards, the private sector, and it is destroying the livelihoods of our members and the hopes and aspirations of our students.

Gaza

Minister, across the globe we are witnessing a frightening trend, a resurgence of far-right movements fuelled by fear, misinformation, and divisive rhetoric. This chilling shift can be seen in many countries, including Israel, where the Netanyahu government has long abandoned any civility or moral compass as

evidenced by the continued murderous bombing of Gaza. The once held hope for a ceasefire and peace within the region, has been callously dismantled by IDF bombs with no regard for civilian casualties.

I know you will join Congress, Minister, in condemning the brutality of these attacks. However, I would want you to do more. I want you and your cabinet colleagues, to take decisive and clear action that confirms that Ireland remains on the side of the oppressed and the downtrodden. To emphasise that we are not just a vessel of empty words on the international stage, but a country who embraces the bravery of our own past and openly stands in defiance of tyranny.

On behalf of Congress, I want you to honour your election commitment, and pass the Occupied Territories Bill.

Conclusion

In conclusion, Minister, you are at the beginning of your tenure as the Minister for Education and Youth. This is a rare opportunity, as you now lead a department and system, that consistently overachieves. However, imagine what our system could achieve if we resourced it properly.

- Imagine if we invested the 7% GDP that Finland invests in education.
- Imagine if every school had proper IT infrastructure.
- Imagine if every school had an appropriate, sustainable building
- Imagine if no school had buckets in the corridor collecting rainwater.
- Imagine if every student got the necessary supports to ensure they had an enriched educational experience.
- Imagine if background or class was no longer an inhibiting factor in educational attainment.
- Imagine if equity and equality were the core principle in every decision within the department.
- Imagine if every school had the necessary resources to implement all of the Department's grand plans.
- Imagine if every teacher started on full hours and could afford to live locally to their school.
- Imagine a system with less bureaucracy, giving teachers the time to teach.
- Imagine a system that valued and respected the voice and opinion of teachers.

Minister, this is not some wild, far-flung fantasy; this is possible, but you do need to fund it.

If you are as committed as we are to ensuring we build this future for our education system, then I have no doubt, and am fully confident, we will achieve great things together.

TUI IN THE

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

Key points from Irish Times opinion editorial by TUI President David Waters:

Investment in education

Shamefully, the latest OECD indicators show that of the countries listed, none spend a lower proportion of gross domestic product (GDP) on education than Ireland. It is the TUI's strong contention that students from disadvantaged backgrounds suffer the most as a result of this inadequate resourcing, so the continuing failure to properly invest inevitably widens inequalities in our society.

Unsustainable, unmanageable workload and the 'Croke Park' hours

Unsustainable workload, particularly that of a bureaucratic nature, is driving educators from the profession. The so-called 'Croke Park' hours continue to frustrate teachers, causing huge resentment in schools across the country. They are viewed as a relic of austerity, and their usage and value must be properly assessed.

At third level, the unacceptably high student-lecturer ratio which spirals above the OECD average must be addressed. It results in an ever-increasing and unmanageable workload for academic staff with less individual attention for students. In addition, laboratories and IT equipment must be upgraded significantly.

Artificial intelligence

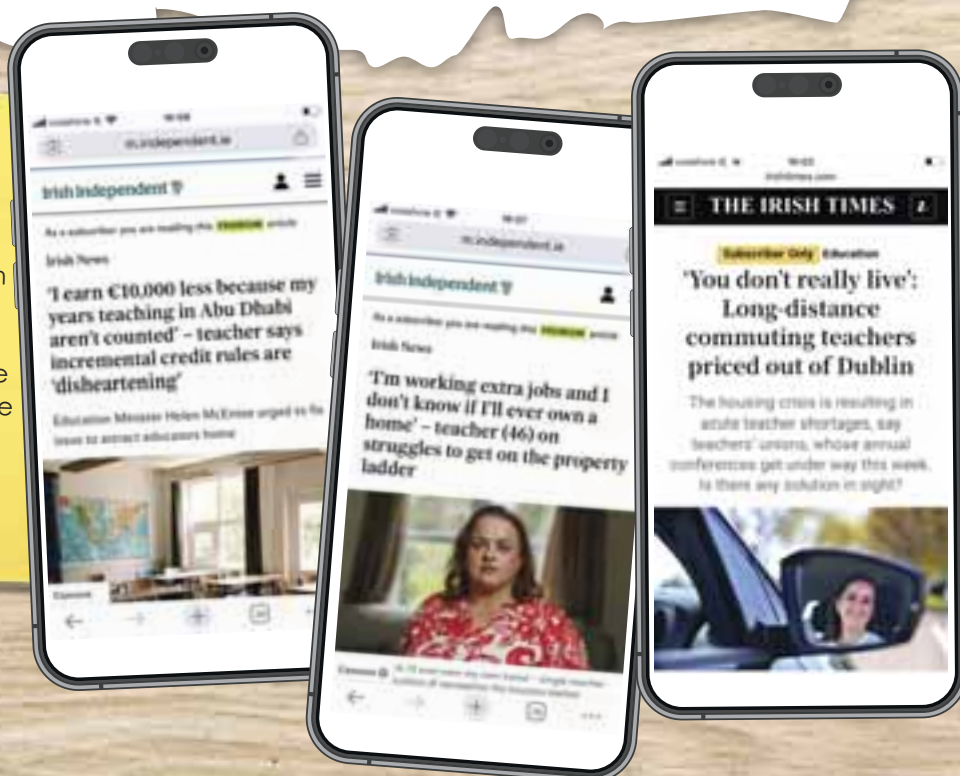
Across all sectors, we need to see more urgency from the Department of Education and the Department of Further and Higher Education in providing comprehensive guidelines and professional development on the appropriate (and inappropriate) usage of artificial intelligence. Being reactive here is not an option, particularly in relation to the area of student assessment, including for senior cycle.

Irish Times, 22nd April 2025

THE IRISH TIMES

Case Studies

In the national media, TUI members including Aideen Clarke and Rachel Shanahan shared their experiences of commuting long distances due to the housing crisis, while Stephen McGrath outlined the financial impact for returning teachers of the continuing failure to recognise overseas teaching service.



MEDIA

Education infrastructure another casualty of Gaza war, TUI conference hears

A motion condemning "the continuing genocide perpetrated by Israel against the Palestinian people" and calling on the Government to impose sanctions was carried by delegates on the final day of the Teachers' Union of Ireland conference in Wexford.

The event was addressed by Palestinian sisters Tamar and Marah Famaz Nijim who asked delegates "to keep standing for Palestine, and talking about it, because every word counts".

Irish Times, 24/4/25 **THE IRISH TIMES**

Almost 80pc of veteran teachers warn they could not afford to enter the profession today

Almost 80pc of veteran teachers believe they could not afford to enter the profession today because of income, contract, cost of living and workload issues. The stark finding came in a survey of over 1,000 education professionals by the TUI. President David Waters warned that the findings of the study are "alarming" for the sector which has been in crisis over teacher recruitment and retention, burn-out amongst staff due to stress and workload issues and mounting concern over the impact of senior cycle changes and the advent of Artificial Intelligence.

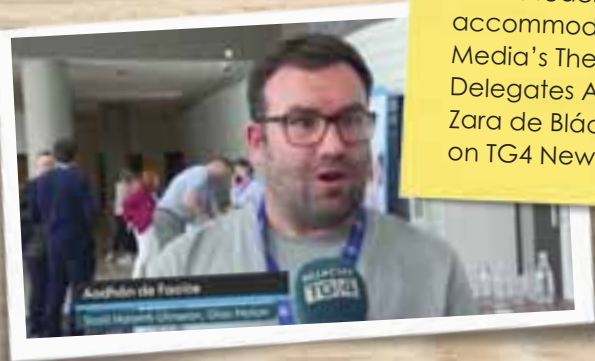
Irish Independent 21/4/25

Irish Independent 



Congress on TV

TUI President David Waters featured on RTE and Virgin Media news bulletins on key Congress issues, while General Secretary Michael Gillespie was interviewed about teacher supply and the accommodation crisis on Virgin Media's The Tonight Show. Delegates Aodhán de Faoite and Zara de Bláca were interviewed on TG4 News.



Affordability of Teaching

On RTE's Drivetime programme, TUI President David Waters outlined the findings of a new TUI survey which shows that 78% of longer-serving teachers do not believe that they could afford to become teachers today, while just 26% of recent entrants received a contract of full hours. He said that the Professional Master in Education (PME) should be halved to a year to make the profession more affordable

RTE Drivetime 21/4/25

RTE

Senior Cycle Reform

TUI General Secretary Michael discussed teacher shortages and Senior Cycle reform on Newstalk's Breakfast programme (22nd April) and serious concerns around teacher burnout on Today FM's Last Word (23rd April).

Newstalk 22/4/25
Today FM 23/4/24

newSTALK
TODAY fm

'Deliberate underfunding' has hurt Ireland's education system, teachers' Congress told

Ireland's education systems have suffered from "chronic and deliberate underfunding", a teachers' union has been told.

In his opening address at the TUI Annual Congress in Wexford, the union's general secretary Michael Gillespie told members that the underfunding in question amounts to "a legacy of austerity prolonged by political indifference".

"Our economic circumstances are no longer an excuse for paltry spending and pitiful investment. There is no excuse for the continued neglect of our education system," Mr Gillespie said.

Irish Examiner 22/4/25

Irish Examiner



TUI to ballot for industrial action if Leaving Cert reform talks 'fail to deliver acceptable outcome'

An emergency joint motion brought before the union's annual conference in Co Wexford today passed unanimously. A similar motion was passed by the Association of Secondary Teachers in Ireland (ASTI) on Tuesday.

The TUI said Education Minister Helen McEntee decided to proceed with the phasing in of the accelerated senior cycle redevelopment, "despite reasonable calls from the TUI and the ASTI for a pause to allow for proper consultation, planning and resourcing".

Irish Independent 23/4/25

Irish Independent

Executive Committee recommends acceptance of negotiated Senior Cycle document

At the time of going to print, the TUI was balloting relevant members on the acceptability or otherwise of the negotiated document 'Senior Cycle Redevelopment Implementation Support Measures'.

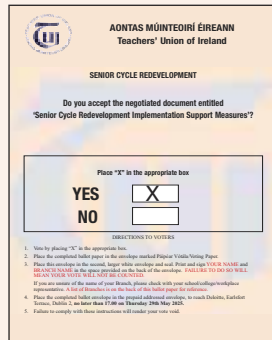
Members are being balloted on both the acceptability or otherwise of the negotiated document and also on whether or not they agree to engage in industrial action, up to and including strike action, as directed by the Executive Committee, in the event that the document is not accepted.

The Union believes that these proposals are the best that that could be achieved through negotiation and that they have the potential to allay concerns expressed by teachers in terms of both workload and the resources required by schools and teachers to implement Senior Cycle redevelopment.

A TUI News ballot special was posted to members in advance of the ballot.

Ballot No. 1:

Do you accept the negotiated document entitled Senior Cycle Redevelopment Implementation Support Measures?



AONTAS MÚNTEOIRÍ ÉIREANN
Teachers' Union of Ireland

SENIOR CYCLE REDEVELOPMENT

Do you accept the negotiated document entitled 'Senior Cycle Redevelopment Implementation Support Measures'?

Place 'X' in the appropriate box

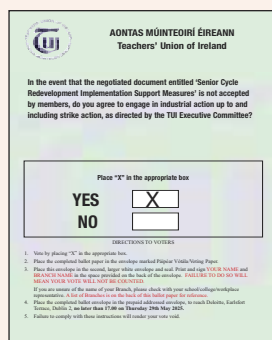
YES	<input checked="" type="checkbox"/>
NO	<input type="checkbox"/>

DIRECTIONS TO VOTERS

- Vote by placing 'X' in the appropriate box.
- Place the completed ballot paper in the envelope marked 'Paper Voting Paper'.
- Place the envelope in the sealed, large white envelope and seal. Fill out page 'YES TO VOTE' and 'NO TO VOTE' in the space provided on the back of the envelope. FILL IN YES TO VOTE OR NO TO VOTE.
- If you are unsure of the name of your branch, please check with your school/college/headteacher representative. List of branches on the back of this ballot paper for reference.
- Place the completed ballot envelope in the sealed additional envelope. In school/college, list school/college name. In the case of a school, list the school name. In the case of a college, list the college name. In the case of a school/college, list the school/college name.
- Envelopes to be completed and returned to the TUI Executive Committee by Thursday 29th May 2025.

Ballot No. 2:

In the event that the negotiated document entitled Senior Cycle Redevelopment Implementation Support Measures is not accepted by members, do you agree to engage in industrial action up to and including strike action, as directed by the TUI Executive Committee?



AONTAS MÚNTEOIRÍ ÉIREANN
Teachers' Union of Ireland

In the event that the negotiated document entitled 'Senior Cycle Redevelopment Implementation Support Measures' is not accepted by members, do you agree to engage in industrial action up to and including strike action, as directed by the TUI Executive Committee?

Place 'X' in the appropriate box

YES	<input checked="" type="checkbox"/>
NO	<input type="checkbox"/>

DIRECTIONS TO VOTERS

- Vote by placing 'X' in the appropriate box.
- Place the completed ballot paper in the envelope marked 'Paper Voting Paper'.
- Place the envelope in the sealed, large white envelope and seal. Fill out page 'YES TO VOTE' and 'NO TO VOTE' in the space provided on the back of the envelope. FILL IN YES TO VOTE OR NO TO VOTE.
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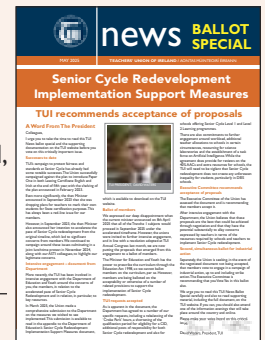
What the TUI Executive Committee is recommending?

Ballot No.1: The union's Executive Committee recommends that you **VOTE "YES"** to accept the negotiated document.

Ballot No.2: The union's Executive Committee also recommends that you **VOTE "YES"** to agree to industrial action up to and including strike action, in the event of the negotiated document not being accepted.

When must completed ballot papers be returned by?

Completed ballot papers must be returned, in the envelopes provided, to the union's auditors, Deloitte, by 5.00pm on Thursday, 29th May 2025.



Laura Conheady elected incoming Vice-President of the TUI

In a national ballot of members in February and March, Laura Conheady was elected as incoming Vice-President of the TUI. Laura will take up her role on 1st July.

Originally from Clooney in Co Clare, Laura is a Construction Studies and Graphics teacher in Carlow Institute, teaching both Second Level and PLC students. Laura has served as Area 1 representative on the Executive Committee since February 2022 and has also served as Chair of the Union's Further Education Committee, as a member of the Finance Sub-Committee and as liaison with both the AEOA and AONTAS.

She described her election to the role as 'a great honour' and said that she looks forward to taking on the role and amplifying the democratic voice of the Union's membership on the issues of most importance.



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Representative Example

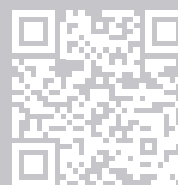
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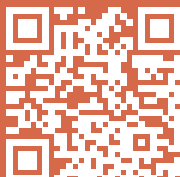
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TUI SURVEY 2025

FOUR IN FIVE LONGER-SERVING TEACHERS DO NOT BELIEVE THEY COULD AFFORD TO ENTER PROFESSION TODAY



The findings of a new survey of over 1,000 TUI members outline a range of concerns around the teacher supply crisis, the affordability of the profession for new and recent entrants and unsustainable workload.

Serious concerns have also been expressed around the capacity of schools to successfully implement Senior Cycle redevelopment due to a lack of appropriate facilities and the threats posed by Artificial Intelligence (AI) to fairness in assessments.

The Union is calling for a significant increase in education funding and targeted measures to ensure that the profession remains attractive.

Survey of 1,038 TUI members in the Post-Primary and Further Education Training sectors was carried out online between 21st March and 11th April. Some questions were only applicable to certain cohorts, such as those employed before or after 1st January 2015.

SENIOR CYCLE & FACILITIES

50% disagreed or strongly disagreed that their school has the required facilities and resources - including laboratories - suitable for providing revised specifications for Biology, Physics and Chemistry from 2025/26.

41% disagreed or strongly disagreed that their school/centre has facilities that are suited to modern teaching and learning methodologies.

56% disagreed or strongly disagreed that their school/centre has modern facilities that fully facilitate student work on additional assessment components (AACs) project work as part of Senior Cycle Assessment within their subject area(s).

69% agreed or strongly agreed that their CAO system and resulting 'points race' needs to be overhauled for the benefit of students.

'CROKE PARK' HOURS

74% do not believe that the so-called 'Croke Park' hours are of value to school communities.



HOUSING/ ACCOMMODATION ISSUES

30% are aware of colleagues who have ceased employment at their school/centre due to the accommodation crisis.

76% believe that the housing/accommodation crisis has had an adverse effect on the lives of any students in their school/centre.

ARTIFICIAL INTELLIGENCE (AI)

93% agree or strongly agreed that the Department of Education/DFHERIS need to provide continuing professional development (CPD) to teachers in relation to Artificial Intelligence (AI).

95% agree or strongly agree that the Department of Education needs to provide more information guidelines on the usage of AI in education.

85% agree or strongly agree that AI poses a threat to equity and fairness in education, particularly in relation to assessments.

In terms of Senior Cycle project work or FET portfolios, 86% agree or strongly agree that it will be difficult to differentiate between what is a student's own work and what has been generated by AI.

AEN SUPPORTS

67% do not believe that their school has the required supports to assist all students in the school with special educational needs



POSTS OF RESPONSIBILITY

64% do not believe there are enough Assistant Principal I and Assistant Principal II posts in their school to match the educational and pastoral needs of the school community.

77% of those who hold a post of responsibility have considered resigning from it due to excessive workload.

90% believe that the range of challenges that young people face has increased in the last five years.

Of those who do not currently hold a post of responsibility, 48% agreed or strongly agreed that if there were more Assistant Principal positions available in their school, they would be more likely to remain in the profession because of the potential for further career progression.

BUREAUCRATIC WORKLOAD AND EXTRACURRICULAR ACTIVITIES

89% agree or strongly agree that bureaucratic duties/paperwork regularly deflect from their core role of teaching.

91% agree or strongly disagree that bureaucratic duties that deflect from teaching have increased since they commenced their career.

62% disagreed or strongly disagreed that bureaucratic duties/paperwork are ultimately of benefit to teaching and learning in schools.

51% are involved in extracurricular activities in their school – outside of timetabled hours – such as sports, drama, music debating etc. Of these, 43% spend less than two hours per week, 39% spend between two and four hours per week, while 18% spend over 4 hours per week.



RECRUITMENT/ RETENTION & ATTRACTIVENESS OF TEACHING PROFESSION

Of those who entered the profession since 1st January 2015:

- 11% were offered a permanent position upon appointment
- 26% received a contract of full hours upon initial appointment
- 34% would consider leaving Ireland to teach in another country for a period of time

78% Of those who entered the profession before 1st January 2015 do not believe that they could afford to become a teacher today, given cost-of-living issues, the likelihood of starting on a contract of low hours and the accommodation crisis.

ANNUAL CONGRESS 2025 REPORT

A. Third Level A1 – Apprenticeships

**1 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.

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.

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'.

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 assignation 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.

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.

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.



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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

B. Further Education and Training

B1. 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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

102 Dublin City

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

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 up to FET staff to include Adult Education and Part Time Tutors, to meet teaching deficits in the educational sector.

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.

95 Co. Westmeath

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

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.

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.

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.

C. Second Level

C.I. Posts of Responsibility

I03 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.

I05 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.

I04 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.

C2. Conditions of Service –

Second Level

I 11 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.

I 10 Co. Longford / Co. Offaly / Co. Roscommon / Co. Wexford / Executive Committee

Congress notes that, having 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.

I 09 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.

I 22 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.

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.

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.

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.

(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.

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.

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.

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

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



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.

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

163 Limerick City (Amended by Dubin Colleges)

Congress:

- notes the ongoing 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.

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.

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.

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.

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.

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.

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 proving this support', but an autism class has a maximum of six students so further clarification is essential.

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.

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.

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.

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.





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 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.

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
Up to 80	2
81-120	3
121-160	4
161-200	5
201-240	6
241-280	7
and so on.	

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.

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.





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.

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.

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.

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.

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 I 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.

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

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.

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.

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.

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.

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.

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.

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.

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.

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

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.

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.

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.

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.

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.

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.

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.

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. Donegal Dublin City

ATU St. Angela's Co. Kerry

SETU Waterford

Co. Westmeath Co. Meath

Limerick City Schools

Co. Limerick Co. Louth

Co. Leitrim Co. Mayo

Co. Carlow Boyne C&C

Co. Clare ATU Sligo

Co. Sligo Birr-Gallen

Co. Roscommon

Co. Offaly Conamara

Co. Carlow Co. Waterford

Cork City

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

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

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:

1. 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.
2. A full review of teacher workload with recommendations to eliminate unnecessary administrative and non-teaching tasks.
3. Employer-funded CPD focused on teacher mental health and well-being to be introduced without delay.
4. Lobby the Department of Education to establish a teacher wellbeing 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.
5. 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

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

Referred

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.

Referred

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.

Referred

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.

Referred





TUI Retired Members' Association

RETIRING SOON?

TO SECURE YOUR WELFARE AND
WELLBEING IN RETIREMENT STAY
INVOLVED IN PROTECTING IT

Joining is simple - visit the RMA Website:

www.rmatui.ie

and fill out the online application form
or contact Majella O'Neill, Membership Officer,
at rmamember@tuimail.ie or 087 7634710

MEMBERSHIP ONLY COSTS €25 p.a. and YOUR FIRST YEAR IS FREE



RMA News

The Retired Members' Association of the TUI marked another year of representation on behalf of its members at the Annual General Meeting held in the Shamrock Lodge Hotel on Thursday, 15th May (a full report will be issue in the next TUI News).

The income position for the financial year 2024/25, regarding members' subscriptions, is very solid. Prudently, the management committee has moved funds into TUI Credit Union fixed-term deposit accounts to avail of better interest rates.

The membership of the RMA continues to grow year-on-year, with an additional 50+ members involved this year. We also encourage you, our current members, to make contact with recently retired former colleagues and invite them to participate in maintaining contact with TUI through active membership of RMA. Recent retirees can sign up online through our website, rmatui.ie, or by contacting rmamember@tuimail.ie. Alternatively, you can request an application form from our Membership Officer, Majella O'Neill on 087 7634710.

The social activities are ongoing and well-attended thanks to the good work of our Social and Cultural Officer, Mary Lane Heneghan. Fifty-six members from all four corners of the country enjoyed a three-day Spring Break in the Ardilaun Hotel Galway with Connemara and South Galway tours. Autumn Break is a planned trip to Lake Garda, Italy, from 16th to 20th Oct 2025, visiting Venice and Verona, which is attracting many members. Further details of the trip are available on the RMA website. The Spring Break 2026 to Derry is currently being organised.

Reports/notices from the Branches

Area 1 Mick Daly.

Discussion points at the most recent meeting included retired members participating in interview panels, the amalgamation of RMA TUI and RSTA and the salary and pension link.

Area 3 Brigid Sheridan

Meeting Venue: Meetings at the Meadow View Hotel, Cavan.

Navan Branch: Meetings held in the Teachers' Centre, Navan.

Area 4 Mary Walsh

Meeting Venue: Teachers' Club, Kilkenny. Activities include visiting SETU Labs to explore work on dietary supplements. A visit to 'Cartoon Saloon', Kilkenny, is

planned, followed by lunch.

Area 6 Noel Spittle

Branches include Tipp North, Limerick City, and Clare.

Recent meeting held at The South County Hotel, Limerick.

Area 8 Geraldine O'Daly

Mayo Branch:

The Branch was recently reactivated. The meeting venue is the Ivory Towers, Castlebar.

Outgoing treasurer Gerry King handed over to Padraig McNeely

Galway Branch (Mary Lane Heneghan):

Meetings are held approximately four times a year at Menlo Park Hotel. Guest speakers typically attend. Meetings are well attended.

Area 9 Joe Carolan

Sligo Leitrim Branch:

The meeting venue is the Atlantic Technological University, Sligo. An HSE presentation on "slips and falls" and their impact on seniors was provided

Area 14 Tom Fennell

The meeting venue is the Teachers' Club, Parnell Square.

Presentation given on Assisted Decision Making.

Social events included trips to Glasnevin Cemetery and Leinster House. RSTA members also participated in joint outings

All members of RMA are encouraged to join their local branch colleagues at regular meetings for a chat and to join in social and cultural activities. The contact details of your local branch can be found on the RMA TUI website.

Payment of pension for RMA members who were ETB and C&C employees will be transferred from the NSSO (National Shared Services Office) to ESBS (Education Shared Business Services.) The

first payment is due on 6th June. ESBS will contact all those retirees and ask them to provide an updated email address. ESBS will then send a personal access number to the individual, which can be used to access the new online portal. In any event, the pension payment will continue uninterrupted. The payment for former college employees will remain with the NSSO for now.

The Chairman of the RMA was given an opportunity to address this year's Annual Congress in Wexford. He gave a brief outline of the work of the RMA in the last year, and he stressed the need to continue to grow the membership of the association. He asked all TUI delegations present to support the RMA by actively recruiting their colleagues, highlighting the work of the RMA in their respective Schools, Colleges and Centres, and encouraging them to join the Association on their retirement.

The TUI annual Easter Congress discussed one motion on pension issues, which called for a joint action with other public service unions to highlight the deplorable pension for those on the post-2013 pension and to seek parity with pre-2013 colleagues. The motion was referred to the Executive.

The RMA wishes the outgoing TUI President David Waters best wishes and congratulations on an excellent term of office in representing TUI members at all levels.

The next meeting of the management committee will be held in TUI Head Office on 2nd October.

Enjoy the summer break!

RMA GROUP AT KYLEMORE ABBEY



Sponsored by



Congratulations to:
Vol 47 No 4 winner
Bridget Geagan, Delvin
Youthreach, Co Westmeath

Crossword

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

Only one entry per member.
 Photocopies can be submitted.

Name _____

Workplace _____

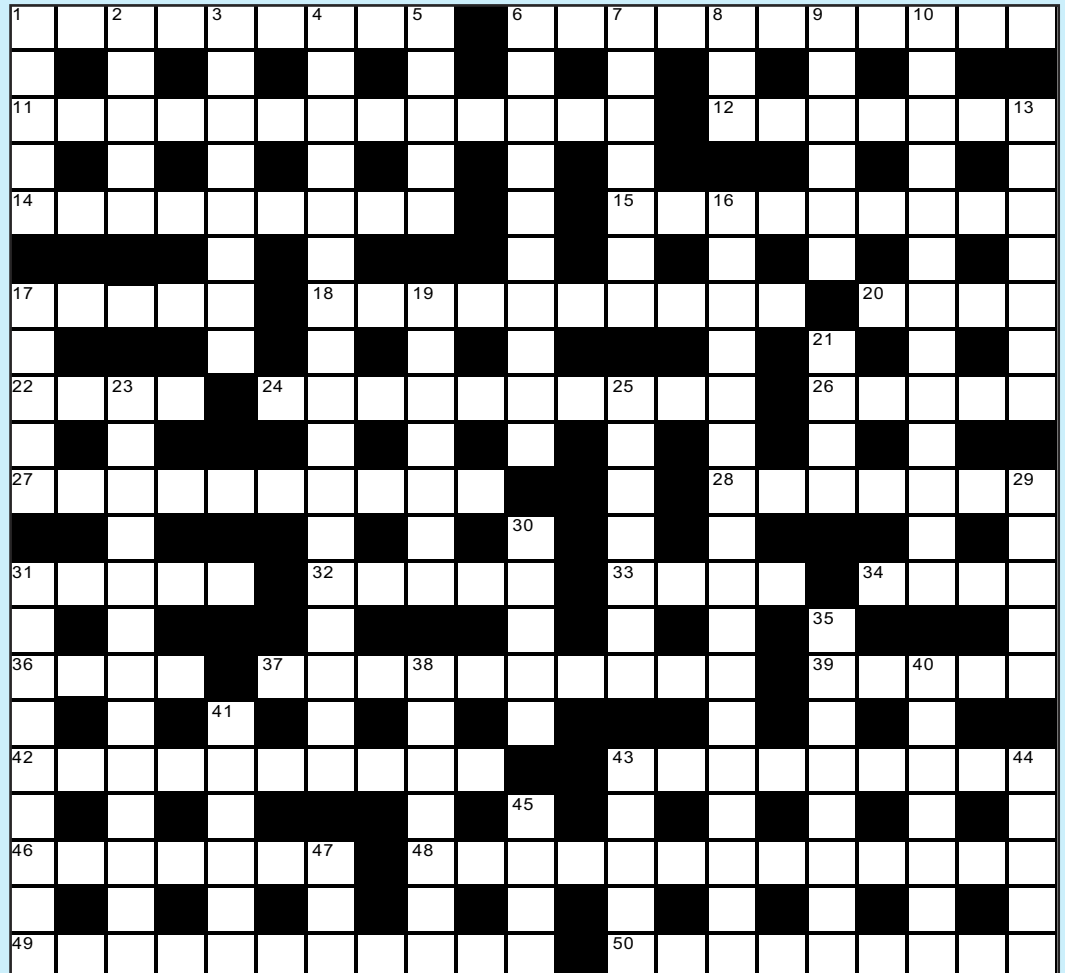
Address _____

Contact number _____

TUI Branch _____

Send entries to
 TUI Crossword May 2025
 TUI, 73 Orwell Rd, Rathgar,
 Dublin 6, D06 YP89.

Closing date for entries:
 Thursday, 31st July 2025



ACROSS

- 1 ----- Man, 1992 scifi movie starring Pierce Brosnan (9)
- 6 (Informal) become very angry (2,9)
- 11 Those who oppose involvement in the affairs of other countries (13)
- 12 Any of numerous tropical herbs having fluted funnel-shaped flowers (7)
- 14 A pin in the form of a clasp (6,3)
- 15 Climbing (9)
- 17 An animal, plant, or natural object serving among certain tribal or traditional peoples as the emblem of a clan or family (5)
- 18 Confirm again (10)
- 20 A slender double-reed instrument (4)
- 22 The 9th letter of the Greek alphabet (4)
- 24 A short piece of instrumental music composed for performance between acts of a drama or opera (10)
- 26 As follows (2,3)
- 27 A tack for attaching papers to a bulletin board or drawing board (7,3)
- 28 Observing but not participating (7)
- 31 A visitor to whom hospitality is extended (5)
- 32 (slang) Flee; take to one's heels; cut and run (3,2)
- 33 Arrangements of objects or people side by side in lines (4)
- 34 A cruel wicked and inhuman person; in folklore a man-eating giant (4)
- 36 ---- 1998 Japanese horror film (4)
- 37 Clay-based non-vitreous ceramic fired at relatively low temperatures (10)
- 39 Wipe to make clean or soak up liquid (3,2)

- 42 ----- Now; 1979 film starring Martin Sheen (10)

- 43 An aeroplane with an external propeller that is driven by a turbojet engine (9)
- 46 Insanely irresponsible (7)
- 48 Not to be doubted or questioned; irrefragable (13)
- 49 A term from the early/mid 20th century for film or theatre stars adored by their fans (7,4)
- 50 A colourless flammable gas used chiefly in welding and in organic synthesis (9)

DOWN

- 1 Secret or private places, especially used for nefarious activities (5)
- 2 English writer and one of the most influential 20th century modernist authors. (5)
- 3 2022 crime fiction novel by Scottish comedian Frankie Boyle (8)
- 4 A circular, hemispherical, elliptical or ellipsoidal enclosure, often beneath a dome or a vault, in which whispers can be heard clearly in other parts of the gallery (10,7)
- 5 A sentence in which two or more independent clauses are joined without proper punctuation or conjunctions (3-2)
- 6 Practice or art of choosing, cooking and eating good food (10)
- 7 A variety of long-grain, aromatic rice originating from India and Pakistan. (7)
- 8 Movement once around a course (3)
- 9 Have in mind as a purpose (6)
- 10 Type of bowling in which a bowler rolls a bowling ball

down a wood or Target sport in which heavy balls are rolled toward pins positioned in an equilateral triangle (6,7)

- 13 Enlarge or increase (7)
- 16 A marriage relationship created by agreement and cohabitation rather than by ceremony (6-3,8)
- 17 A set of three similar things considered as a unit (5)
- 19 ----- Gum - sitcom written by Michaela Coel based on her 2012 play (7)
- 21 A celestial body of hot gases that radiates energy derived from thermonuclear reactions in the interior (4)
- 23 A member of a group who seeks to further and protect workers rights (5,8)
- 25 A rectangular tiered temple or terraced mound erected by the ancient Assyrians and Babylonians (7)
- 29 Phrase said to make a horse go faster (3,2)
- 30 The capital raised by a corporation through the issue of shares entitling holders to an ownership interest (5)
- 31 Chemical element used as a semiconductor in transistors and various other electronic devices. (9)
- 35 With no problems or difficulties (8)
- 38 Fill for a short time with sound and echoes (7)
- 40 A short moral story (often with animal characters) (7)
- 41 Make fat or plump eg animals for market (6)
- 43 Form of Indian semi-classical vocal music (5)
- 44 A separate part of a whole (5)
- 45 A cashbox with an adding machine to register transactions; used in shops to add up the bill (4)
- 47 A stimulus that provides information about what to do (3)