



TEACHERS' UNION OF IRELAND / AONTAS MÚINTEOIRÍ ÉIREANN

news

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WORKING FOR YOU - BENEFITS OF TUI MEMBERSHIP

A Word from the President - Anthony Quinn

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Your Union: Why Every Educator Needs to Be in the TUI

In the demanding landscape of Irish education, the challenges are all too familiar: overcrowded classrooms, relentless bureaucracy, and a chronic pattern of government underinvestment, as starkly highlighted by the latest OECD indicators. Against this backdrop, the role of the Teachers' Union of Ireland (TUI) has never been more critical. For every educator—whether in a post-primary school, a further education college, or a higher education institution—the TUI is not just an organisation you belong to; it is your collective voice, your professional shield, and a vital support system designed to empower you throughout your career.

Tangible improvements in your life

The core strength of our Union lies in its proven ability to protect and enhance your working conditions.

Recent successes are not just abstract figures; they are tangible improvements in your life. We have campaigned vigorously to reverse recession-era cuts, resulting in a 70% increase in the starting salary for a second-level teacher since 2012, now standing at €46,448. We have secured the skipping of points on the salary scale, ensuring you earn more, quicker. These are victories won at the negotiating table, powered by the collective strength of our membership. When you stand with the TUI, you ensure this powerful advocacy continues to deliver for you.

Professionally, the TUI is your dedicated partner in growth and advocacy. From the recent successful rebalancing of Croke Park Hours—giving you more professional autonomy—to providing expert, confidential advice and representation in grievance or disciplinary procedures should you require them at any stage in your career, the TUI is your staunch defender in the workplace.

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Comprehensive package of benefits

However, in addition to such vitally important representation, you also have access to a comprehensive package of benefits that support you professionally, financially, and personally. As detailed in this edition of TUI News, we offer an extensive suite of services that many members may not be fully aware of, each designed to provide real, practical value.

Consider the direct financial and personal benefits. **New teachers and lecturers have their first year's subscription refunded**, making it effortless to access the Union's full protection from day one. The TUI Income Continuance Plan provides a critical safety net, replacing up to 75% of your salary if you're unable to work due to illness or injury. New members even get nine months free access. This plan also grants you and your family free GP access through the MyDoc service, a vital resource in today's healthcare climate, alongside major health screening programmes. Through our partnership with Cornmarket, members enjoy exclusive rates on car insurance and a dedicated health insurance comparison service, putting money back in your pocket. The TUI Credit Union, which understands the unique needs of educators, offers everything from savings and loans to a new Mastercard Debit Card, with favourable rates on car and home improvement loans. In a new development just finalised in recent days, we will also be launching a new partnership with EDUC mortgage providers to offer members an even greater array of options when seeking mortgage

provision.

Our annual training schedule, including advice on competency-based interviews for promotion, and specialised events like the Pre-Retirement Seminar, are tailored to support your career journey from start to finish. The TUI is relentlessly campaigning on the front lines of the issues that affect you daily. We are lobbying TDs on the recruitment and retention crisis, fighting for reduced pupil-teacher ratios, and demanding proper resourcing for Senior Cycle reform and the DEIS programme. We are demanding action on the third level funding deficit and also on the requirement for appropriate terms and conditions across the Further Education sector. Your membership amplifies this crucial voice.

Community and solidarity

Furthermore, the TUI fosters a sense of community and solidarity. The TUI Assistance Fund provides a lifeline to members in times of unforeseen hardship, while the Global Development Fund allows us to extend our solidarity to educational projects in underdeveloped countries.

In an era where the profession faces unprecedented pressures, going it alone is not an option. The TUI provides the collective power to secure better pay and conditions, the expert support to navigate workplace challenges, and the tangible benefits to enhance your well-being.

Do not wait until you face a crisis to seek the protection that collective action provides. If you are not yet a member, we urge you to join us. If you are already a



TUI PRESIDENT, ANTHONY QUINN

member, we encourage you to explore and avail of the full range of services you are entitled to. Strengthen your voice, secure your rights, and invest in your professional future.

**Together, we are stronger.
Join the TUI today.**

The added value of being a member of the TUI

The key role of the Teachers' Union of Ireland (TUI) is to protect and enhance the pay and conditions of service of our diverse membership, and we have had considerable recent successes in this regard.

For example, as a result of unilaterally imposed recessionary cutbacks, the starting salary for a new second level teacher on full hours in August 2012 had fallen to €27,814. By August 2025, after an era of vigorous, strategic campaigning by the union, this figure had risen to €46,448, an increase of 70%. In addition, three points are now skipped from the remainder of this salary scale to allow newer members to earn more money, quicker. In an act of solidarity during the campaign, all TUI members at second level decided not to take a general 1% increase in salary and instead directed the money to the restoration of the value of the HDip/PME allowance for colleagues employed since the abolition of the allowance.

In addition to such tangible benefits of the union's campaigns, TUI members also have access to a range of additional benefits and services that they may not be fully aware of, many of which put money back in their pockets.

A summary of some of the main benefits is set out here:

1. The first year of TUI membership is free

New members in their first year of teaching/lecturing have their first year's subscription refunded. The refund shall be made by way of a single payment in the month of December immediately following that first twelve-month period of membership.



2. A year's free GP access for new members and their families

As many will be only too aware, it is increasingly difficult in Ireland to access GP care. By ticking the box to activate Cornmarket's Rewards when joining TUI, new members get a year's free access to fully qualified GPs, by video or phone call through MyDoc. There is no charge for MyDoc, which offers prescriptions, sick certs and private referral.



3. Protecting your income & ongoing free GP access

The TUI Income Continuance Plan gives you a replacement income of up to 75% of your annual salary if you can't work due to illness or injury. The cost of this critically important insurance is just 1.59% of your gross salary, and signing up for the Plan also gives members another major benefit in the form of free access to GP services under the MyDoc scheme.

By ticking the box to activate Cornmarket's Rewards when joining the union, new TUI members get 9 months FREE access to the Income Continuance Plan.



4. Health screening programmes



TUI members of the Income Continuance Plan have had access to some major health screening, education and awareness programmes in recent years, including 'Pink and Blue Power', which rolled out a potentially life-saving breast and prostate health assessment and education campaign.

Separately, the 'MyHealthCheck' programme offered a free health assessment by a nurse or medical technician with a full subsequent report on their current health status with advice and recommendations from a doctor.

We look forward to bringing these programmes back to members of the TUI members of the Income Continuance Plan over the next few years!

The TUI in conjunction with Cornmarket also runs an ongoing Breast Health Awareness programme for members.

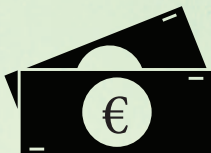
5. TUI Assistance Fund

TUI's Assistance Fund aids in-benefit members, serving and retired, who, through no fault of their own, find themselves unable to deal with serious issues, financial or otherwise. The fund has made a real and vital difference to the lives of many members and their families around the country.



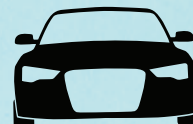
6. TUI Provident Fund

The purpose of the Provident Fund is to aid members (or their estate) to pay medical expenses as a result of illness or accident which result in hospitalisation. Members may obtain the benefit of €20 per day charged for hospitalisation subject to a maximum of €1,000 per calendar year. In addition, a Death in Service Benefit of €10,000 is paid from this fund to the next of kin of a member who dies in service to cover funeral expenses.



7. Significant savings on car and health insurance

Members enjoy exclusive rates and great value on teachers' car insurance through Cornmarket, while Cornmarket's health insurance comparison service takes the pain out of finding the right health cover. Check out the full range of discounts and rewards at www.cornmarket.ie/rewards/tui-rewards/



8. Membership of the TUI Credit Union

TUI members can join the TUI Credit Union, a financial organisation which more than any other understands our members and their various requirements, from savings and loans to everyday banking and more. Recent enhancements include a Mastercard Debit Card, contactless payments, Apple and Google play and exclusive members' draws with limited entry numbers for major prizes such as new cars and cash amounts.



9. TUI Training Schedule

As an added service, the union has in recent years provided an online training schedule to members over the course of the academic year. In addition to outlining key terms and conditions, advice and guidance on areas such as competency-based interviews (e.g. for API and APLI applications) are provided, which can greatly assist those members pursuing career progression options.



10. Taxation Advice for TUI Members

TUI has partnered with Tax Return Pro to offer discounted tax return and advice services for members. You can register and start your return at www.TaxReturnPro.ie using the code "TUI" to claim your exclusive discount.



11. Helping Others through TUI

Each year, the TUI's Global Development Fund assists educational, developmental and trade union projects in underdeveloped countries as approved by the Executive Committee. Members can propose worthy projects around the world for consideration. In addition, the Executive Committee can decide to donate money to deserving national and international causes or campaigns if it deems it appropriate to do so.



New international indicators – same old story of Irish underinvestment

The latest OECD annual international indicators (**Education At A Glance 2025**) highlight the continuing failure by Government to invest appropriately in education.

The TUI criticised this chronic underinvestment, stating that a properly resourced education system would pay significant dividends for all in Irish society.

IRELAND ADRIFT FROM OECD COUNTERPARTS

Of the OECD countries listed, none spend a lower proportion of gross domestic product (GDP) on education than Ireland's. At second level, Ireland's spend is once again at the foot of the table, trailing unacceptably behind the OECD average.

At third level, the spend (0.6% excluding R&D) trails way behind the OECD average of 1%. This is a shameful legacy of a refusal at political level to address the sector's funding crisis in any meaningful way.

STARTING SALARY BELOW OECD AVERAGE

At second level, the report shows that the starting salary of Irish teachers is below the OECD average. However, this metric is based on the assumption that Irish teachers commence on 'full' jobs, which regrettably is not the case at second level. The findings of a TUI survey carried out earlier this year showed that just 26% of respondents employed since 2015 secured a contract of full hours upon initial appointment.

Now more than ever, schools must be provided with greater teaching allocations to allow more full-time, permanent jobs from initial appointment.

BENEFITS OF EDUCATION TO THE INDIVIDUAL & TO SOCIETY

The report shows a significant increase in self-reported general health and mental health status by individuals with each additional level of educational attainment. Unsurprisingly, it also highlights significantly increased employment rates with each level of educational attainment.

Again, this makes clear the hugely positive potential of education for the individual and also for the country's health system and economy.

THIRD LEVEL FUNDING CRISIS

At third level, the ratio of students to teaching staff in Ireland is 19:1, which is far above the OECD average of 15:1. A generation of students is losing out as a result and an era of underfunding is also adding significantly to the workload of academic staff.

Senior Cycle reform ‘must be sustainable, inclusive and properly resourced’

Speaking in relation to Senior Cycle redevelopment at the Oireachtas Committee on Education and Youth in October, TUI General Secretary Michael Gillespie said that the TUI will continue to demand reform that is sustainable, inclusive, and properly resourced, and that the union will insist that Senior Cycle redevelopment builds upon, rather than undermines, the trust and transparency that have long characterised the Irish education system.

He said that the success of the redevelopment programme will depend not on speed but on collaboration, preparation, and fairness — ensuring that every student, in every school, has an equal opportunity to succeed.



Best wishes to Liz Daly as she says goodbye to TUI after 43 years

Friday, 17th October marked Liz Daly's last day in TUI Head Office after a remarkable 43 years' service to the Union.

As countless members and colleagues past and present can attest to, Liz was a brilliant asset to the Union with a phenomenally detailed knowledge of so many aspects of its work.

She was a hugely popular friend and colleague who will be greatly missed around Head Office.

We wish her the very best as she commences her retirement!



DCU Union Day

Associate Official Anthony Dowling, President Anthony Quinn and Assistant General Secretary John O'Reilly attending the recent DCU Union Day on the St Patrick's Campus.



TUI in the media

Fairness for those teachers returning from abroad

In welcoming a facility which will make it easier for teachers who trained abroad to be recognised as qualified, TUI General Secretary Michael Gillespie once again drew attention in an RTE Drivetime interview on 16th October to the unfathomable position which sees the overwhelming majority of second level Irish teachers returning from Australia and Dubai being denied incremental credit for their service abroad, a clear deterrent to attracting such teachers back in the midst of a recruitment and retention crisis.

Budget 2026 – a missed opportunity

TUI member Anne-Marie Murphy featured on the front page of the Irish Times on 8th October in giving her reaction to the Budget 2026 measures, while Michael Gillespie discussed the Budget measures on Newstalk's Breakfast programme.

Previously in the same newspaper, Anne-Marie had called for a reduction in the pupil/teacher ratio, more special needs supports and measures to tackle recruitment and retention crisis.

The evening of the Budget 2026

announcement, TUI President Anthony Quinn expressed the Union's disappointment with the absence of budgetary measures to tackle the recruitment and retention crisis on RTE's Drivetime programme.

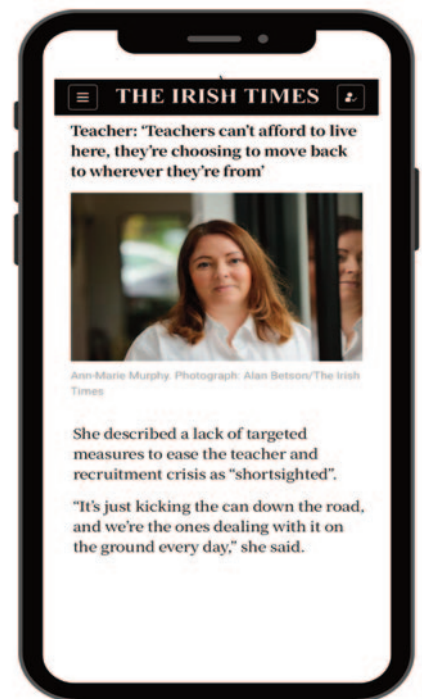
Education funding

TUI General Secretary Michael Gillespie discussed the effects of tensions between Government departments on education funding and the effects of teacher shortages on Newstalk's Pat Kenny Show on 1st October.

TUI's lobbying of TDs on teacher shortages

TUI President Anthony Quinn discussed the briefing document on recruitment and retention crisis sent by the Union to TDs on Today FM's Last Word programme on 17th September.

TUI General Secretary Michael Gillespie outlined the link between unsustainable workload and teacher retention problems on Midlands 103, while the Irish Independent featured details of TUI's briefing document on the crisis on 17th September.

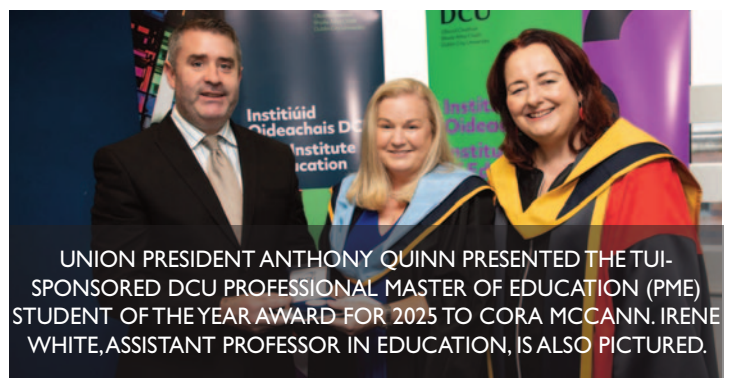


'A generation of students is losing out' due to inadequate funding

TUI's position that 'a generation of students is losing out' as a result of inadequate funding was covered by the Irish Times on publication of the latest OECD international education indicators on 9th September. TUI said that the data on salary scales was misleading because of the length of time it is taking many to secure full-time, permanent work.



TUI VICE PRESIDENT LAURA CONHEADY PRESENTED AN AWARD IN MEMORY OF FORMER TUI PRESIDENT BERNIE RUANE AT MIC THURLES TO CIARA BROUDER FOR ACADEMIC EXCELLENCE IN EDUCATION E-PORTFOLIO (BACHELOR OF ARTS IN EDUCATION, GAEILGE AND BUSINESS STUDIES)



UNION PRESIDENT ANTHONY QUINN PRESENTED THE TUI-SPONSORED DCU PROFESSIONAL MASTER OF EDUCATION (PME) STUDENT OF THE YEAR AWARD FOR 2025 TO CORA MCCANN. IRENE WHITE, ASSISTANT PROFESSOR IN EDUCATION, IS ALSO PICTURED.



CONGRATULATIONS TO GABRIELA ANTKOWIAK, WINNER OF THE TUI AWARD FOR ACHIEVEMENTS IN MATHS EDUCATION AND CAOIMHE WOODS, WINNER OF THE TUI AWARD FOR ACHIEVEMENTS IN COMPUTER SCIENCE EDUCATION AT MAYNOOTH UNIVERSITY. THE AWARDS WERE PRESENTED BY TUI PRESIDENT ANTHONY QUINN AND VICE PRESIDENT LAURA CONHEADY



SUPPORTING TEACHERS SUPPORTING YOU – WELCOME TO YOUR CU NEWS FEATURE



As a new academic year begins, TUI Credit Union continues its mission to support teachers, educators, and their families - both inside and outside the classroom.

This marks the first edition of our new Credit Union News Feature, a regular series designed to bring you the latest updates on financial wellbeing, savings, and member supports - all tailored to the education community.

Financial Wellbeing for Teachers

At TUI Credit Union, we understand the financial challenges that come with modern teaching - from rising living costs to family expenses and future planning. That's why we've developed our Financial Wellbeing Service, designed to help members make confident financial decisions at every stage of life.

Our team provides free workplace visits to schools and colleges across Ireland, offering practical guidance on savings, loans, and long-term financial planning. *Personal service from your trusted credit union that understands teachers.*

Orchards for Schools

This month marks the first delivery of apple trees as part of TUI Credit Union's new Orchard Initiative.

Fifty schools across the country have each received three apple

trees to create their own small orchard promoting sustainability, biodiversity, and hands-on learning for students.

We're proud to help schools grow something lasting both in their gardens and in their communities. This initiative forms part of TUI Credit Union's ongoing ESG commitment to support environmental stewardship and student wellbeing.

Student Scholarships 2025

We were delighted with the fantastic response to this year's Scholarship Programme, receiving over 150 applications from students across the country.

This year, we offered five scholarships worth a total of €10,000, supporting our members as they continue their educational journeys.

The winners will be announced on Friday 17 October, so stay tuned to our website and social media channels for the results!

Instant Payment Have Arrived

We're delighted to announce that TUI Credit Union members can now send and receive euro payments in under 10 seconds, anytime, day or night.

No more waiting for business hours, weekends, or bank holidays, your money moves when you need it to!

This is a major milestone for Credit Unions across Ireland, and we're proud to be part of it.



James McGrath principal Catlepollard Community College, being presented with a commemorative plaque from our Director Geraldine Noonan.



Invite us to your staffroom today
to book a Financial Wellbeing visit
or learn more about our supports.



Visit: www.tuicu.ie

Call: (01) 426 6060



WHATEVER YOUR PLANS

– WE'VE GOT THE LOAN TO MATCH

BORROW UP TO €125,000

Whether you're upgrading your car, planning home improvements, or investing in education, TUI Credit Union is here to help you move forward confidently.



CAR LOANS

from **6.55%** (6.75% APR)
– no deposit required



EDUCATION LOANS

– invest in your future
or your family's



HOME IMPROVEMENT LOANS

– upgrade your home, your way



With no early repayment penalties and **free loan protection insurance** (T&Cs apply), our loans are designed to fit your lifestyle - flexible, fair, and fast.

Terms & conditions apply. Loans are subject to approval. The TUI Credit Union Ltd is regulated by the Central Bank of Ireland.

Visit: www.tuicu.ie | **Call:** 01 426 6060



Important dates to Annual Congress 2026

29th September 2025

Nomination forms for annual elections issued

18th December 2025 (R)

Last date for receipt of motions online from Branches, Executive Committee and Security Fund Committee for submission to Standing Orders Committee

Please note deadline is 5.00p.m. on 18th December 2025

8th January 2026

Last date for receipt of nominations for positions of Vice-President, Standing Orders Committee Areas 13 and 19, Assistance Fund Areas 1-5 and 15-19. Security Fund Committee 3 Vacancies and Area Representatives for the following areas:

Area:

- 1 Wicklow, Kildare, Laois, and Carlow
- 3 Cavan, Monaghan, Louth and Meath
- 5 Tipp NR, Clare & Limerick City
- 7 Kerry and Co. Limerick
- 9 Cork City & Co. Cork
- 11 Galway City, Co. Galway, Mayo
- 13 C&C Schools in Counties: Cavan, Dublin, Kildare, Louth, Meath, Monaghan and Wicklow
- 15 Third Level Colleges – Louth, Monaghan, Cavan, Meath, Kildare, Offaly, Laois, Wicklow, Carlow, Kilkenny, Wexford and Waterford
- 17 Third Level Colleges – Cork and Kerry
- 19 Third Level Colleges – Limerick, Tipperary, Clare, Longford, Westmeath and Roscommon

Please note that nominations will close at 2.30p.m. on 8th January 2026

3rd February 2026 (R)

Preliminary Agenda will issue to Branches

5th February 2026

Issue of ballot papers for elections

17th February 2026 (R)

Last date for receipt of:

- . amendments to Preliminary Agenda
- . order of priority for motions in each section
- . names of delegates to Congress

6th March 2026

Last date for receipt of annual election ballot papers

17th March 2026 (R)

Issue Annual Report - Final Agenda, General Secretary's Report, Annual Accounts

31st March 2026 (R)

Last date for receipt of questions on the Annual Report and Annual Accounts

7th April 2026 (R) CONGRESS OPENS

Note:

Rule 13 (ii) which reads as follows determines the number of delegates:

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

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

and so on".

Rule 14 In-benefit members for the purpose of arriving at the number of delegates to the Annual Congress are fully paid-up members for the month of December whose subscriptions have been received by the General Secretary on or before the last Friday in February, i.e. Friday, 27th February 2026.

Delegates to Annual Congress shall be elected by their Branches at the Annual General Meeting or at a properly convened Branch Meeting where the item appears on the Agenda.

17th April 2026

Last date for receipt of nominations for the position of President

27th April 2026

Issue ballot papers for election of President

18th May 2026

Last date for receipt of ballot papers for Presidential election

(R) Under Rule

Annual Congress 2026

7th – 9th April

Annual Congress 2026 will take place at the
Kilkenny Convention Centre, Lyrath, Co Kilkenny





Croke Park Hours

TUI's Frequently Asked Questions



1. What has changed in relation to Croke Park Hours?

The Senior Cycle Redevelopment Agreement (the Agreement), accepted by TUI following a ballot in May 2025, contains a package of measures designed to support the implementation of the Senior Cycle Redevelopment programme in schools and the related curriculum development, assessment and teacher professional learning processes.

One such measure is the reconfiguration, on an interim basis - pending a review currently being undertaken under the auspices of the Teachers' Conciliation Council (TCC) - of the operation of the whole school component of the Croke Park Hours arrangements as applicable to teachers in the Post Primary sector.

2. What does this mean for TUI members?

As the TUI has accepted the Senior Cycle Redevelopment Agreement there will, for members of the TUI, be a rebalancing of the 33 Croke Park school hours, for members of the TUI, by allocating:

- 19 (of the overall total of 33) hours for whole-school commitments (e.g. school planning days, open night, etc.) as provided for in Circular 0025/2011 and
- 14 hours for teacher led activities to be conducted on a non-whole school, high trust basis.

This involves an increase of 4 (i.e. from 10 to 14) in the hours for teacher-led activities and a corresponding reduction of 4 (i.e. from 23 to 19) in the hours for whole-school commitments.

3. Can school management refuse to allow/allocate 14 hours for teacher-led activities?

No. Under the collective agreement, 14 hours must be allocated to members of the TUI.

4. When does this rebalancing take effect?

It takes effect, retrospectively, from the start of the 2025/26 school year, and school management must fully comply with it.

5. Does this development apply to all teachers?

No. It does, however, apply to all relevant TUI members.

As the ASTI did not accept the Senior Cycle support measures, the existing configurations of the Croke Hours shall continue to apply to members of the ASTI i.e. CL45/2016 and CL48/2017 will continue to apply to those teachers.

However, as the support measures have been accepted by members of the TUI, teachers who are members of the TUI are entitled to the benefits.

6. How will school management know if these new measures (i.e. 14 hours for teacher-led activities) apply to me?

Each teacher employed in a school was requested to return a completed declaration as set out in CL68/2025 to their school principal by 7th October 2025.

Where no declaration is received by that date, the pre-existing arrangements in respect of Croke Park Hours (as set out in CL45/2016 and 48/2017) shall

apply to that teacher.

Where a teacher opts to cease their membership of either the ASTI or the TUI; or where a teacher not currently a union member joins either Union; all such changes of status will require the completion of a new Declaration in accordance with CL68/2025.

Any teacher newly employed in a school after 7th October must complete the Declaration within two weeks of commencing employment with the school.

7. I teach in a dual union school; can management decide not to change the (Croke Park hours) calendar this year, in deference to those teachers not in the TUI?

No.

As a TUI member you are entitled to benefit from the agreed support measures now, in this school year, owing to the acceptance by members of the TUI of the SCR support measures. You should approach management and advise them of your entitlement under CL68/2025. Should management refuse to give TUI members their entitlement, you should contact your local branch/Area Representative/TUI Head Office without delay.

8. Can school management decide not to rebalance the Croke Park hours in the 2025/2026 school year on the basis that the calendar has already been decided?

No.

The Department has issued a Circular Letter (68/2025) which clearly states that the rebalancing

of the hours must apply to all TUI members. The Department of Education and Youth therefore has directed schools to implement the terms of the Circular Letter.

9. School management has refused to allocate the 14 rebalanced hours. What do I do?

In such a scenario, the TUI must be advised immediately as such a refusal by management is a breach of a collective agreement. It also amounts to a refusal to follow an instruction of the Department.

10. I am pro rata; do I also get to work the 14 hours on a high trust basis?

Croke Park hours are applied on a pro-rata basis to teachers on part-time hours. Therefore, the 14 hours will be pro-rata for part-time teachers. For example, a full-time teacher (i.e. paid for 22 hours) gets to avail of the 14 hours. If you are paid for 11 hours a week you get to avail of 7 hours.

11. What does high trust mean?

High trust means that you are not required to provide school management with documentary evidence for your use of the 14 teacher-led hours.

For clarity, each whole-time teacher is entitled to undertake 14 of the 33 hours at a time of their choosing, using their own professional discretion.

12. What can the 14 hours be used for?

This time will include collaborative activities and co-operation amongst teachers and will be used, amongst other things, to support:

- Subject department planning and curriculum design
- Development of new learning resources
- Participation in additional Continuing Professional Development (CPD)/ Teacher Professional Learning (TPL),

- including that related to SCR
- Work related to embedding formative assessment practices

Decision in this regard rests with individual teachers on a high trust basis. It would be good professional practice for teachers to keep agendas and minutes of any such meetings. Teachers should also keep any Certificates attained by attendance at CPD events.

13. I am a new teacher and unsure what the Croke Park Hours commitment is and where the Croke Park hours emanated from?

Under National Pay Agreements including:

- Public Service Agreement (aka 'Croke Park Agreement') and continued under:
- Haddington Road Agreement (HRA)
- Lansdowne Road Agreement (LRA)
- Public Service Stability Agreement (PSSA)
- Building Momentum Agreement
- Public Service Agreement 2024 - 2026

an additional 33 hours per annum (Croke Park Hours) was required of teachers to facilitate,

- School Planning & Policy Development
- Staff Meetings
- Additional Parent Teacher Meetings
- Continuing Professional Development

14. When is the school calendar for Croke Park hours generated?

The calendar for a school year is generated before the end of the school year. Therefore, in May 2025, the calendar for the use of 23 whole school hours in the next academic year (2025/2026) was to be agreed by staff, after consultation and consensus (as appropriate).

However, owing to the acceptance by the TUI of the Senior Cycle Support Measures the hours available on other than a whole

school basis has been increased from 10 hours to 14 hours and the number of whole-school hours correspondingly decreased from 23 to 19.

Therefore, if your agreed calendar of usage of Croke Park hours does not provide for 14 hours on other than a whole school basis, the consultation must take place again and the calendar must be adjusted to ensure that the number of whole-school hours does not exceed 19.

This adjusted calendar can then subsequently be changed in exceptional circumstances only and can only occur following consultation and consensus (as appropriate). A staff meeting must be called for the purpose of considering and responding to a written proposal to change the agreed calendar. Any such change in the calendar can only be in respect of the 19 whole school hours.

15. What does hours on 'a whole-school basis' mean?

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

The TUI has now negotiated an increase to 14 (of the 33 hours) that can be used on other than a whole-school, teacher-led basis based on the professional judgement of each individual teacher. Consequently, 19 hours remain to be used on a whole-school basis.

Circular Letter 25/2011 sets out the initial mechanism for scheduling those 19 hours:

Paragraph 3 of Circular Letter 25/2011 states:

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

It should be clearly noted that consensus is required for scheduling any and all blocks of hours exceeding 2 hours.

Where the hours do not exceed 2 hours, consensus is not required, although expected and best practice is that the scheduling involves consultation with the teaching staff.

The circular also sets out the requirement that the school calendar (for use of the 19 hour, whole-school component of the Croke Park hours) be issued to staff at the commencement of the academic year (paragraph 8):

"The usage of the additional hours will be outlined as appropriate in the school calendar which is made available to the school community at the commencement of each school year."

Typical activities carried out on a whole-school basis include supplementary parent/teacher meetings, CPD for the whole staff, supplementary staff meetings, open nights/days etc.

Owing to the delay in the issuing of CL68/2025 (that mandates 14 hours on a high trust, non-whole-school basis) a new calendar will now have to be generated in schools for the current (2025/2026 school year) to ensure that all TUI members have access to 14 hours on a high trust basis.

16.If the school day ends at 4pm and a Croke Park staff meeting is scheduled for 2 hours after school, when should it commence?

In line with CL25/2011, such meetings should be scheduled outside of normal school hours. If your normal school day ends at 4pm then your Croke Park commitment commences at 4pm.

17.What is Consultation?

The law defines consultation as an exchange of views and establishment of dialogue between employees, their representatives and the employer.

Therefore:

- being presented with decisions is not consultation.
- being told in advance what is about to happen is not consultation.

18.What is Consensus?

Consensus does not mean a simple majority and it does not confer a right of veto but is provided where general agreement and support has been fairly and transparently secured. Consensus is needed when management wish to use:

- all or part of the hours in blocks of more than 2 hours over the course of the 166-day school

year or

- any or part of the hours (including any blocks of up to 2 hours) outside the 166-day school year.

19.How to achieve consensus at school level

- Convene a TUI school meeting.
- Circulate the agenda for this meeting in advance - to address the use of the 19 hours.
- At this meeting, conduct a vote of the TUI members present and voting as to whether to accept or reject each specific proposal requiring consensus presented by management.
- Record in writing the position of the TUI members (in relation to each specific proposal requiring consensus) as determined by majority vote at the TUI school meeting.
- Communicate the position of TUI members in respect of each such specific proposal (a) to all TUI members in the school and (b) to management.
- Advise members and management that where the TUI position in respect of any specific proposal is not to accept that proposal, then there can be no consensus to accept that proposal.
- Note: In dual union schools, following the TUI meeting, hold a meeting with the representative/s of the other union in relation to any proposal that requires consensus in order to inform them of the TUI position.

20.Sample Croke Park Calendar under the new measures

Set out on next page is an example of how the 19 whole school hours can be undertaken in a school. This example is illustrative rather than prescriptive.

*166 days with effect from 2022/23 school year due to additional bank holiday

Activity	Time Allocation
Whole-school planning day at the commencement of the school year	6 hours
Two additional parent-teacher meetings	6 hours (i.e. 3 hours x 2)
Buying out the “half in” element of staff meetings (see circular M58/04)	3 hours (equivalent to 2-hour meeting time and the specific break in advance)
Whole-school events (e.g. Open Night, Graduation Night Etc)	4 hours
Total	19 hours
Leaving 14 hours for teacher-led activities on a high trust basis e.g., 33 – 19 = 14	

21. Part-time and Job-Sharing Staff

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

Job-sharing staff are expected to

- Be present for 9.5 hours of whole-school Croke Park hours (i.e. 19 divided by 2) and
- Undertake 7 Croke Park hours on ‘other than a whole school basis’ (i.e. 14 divided by 2).

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

- 19 divided by 22, multiplied by 15 = 13 hours on a whole-school basis and
- 14 divided by 22, multiplied by 15 = 9.5 hours on a non-whole-school basis

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

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

Circular Letter M58/04 provides the following arrangements for Parent/Teacher and Staff Meetings:

- One staff meeting per term
 - Three formal parent/teacher meetings per year
- Circular M58/04 requires teachers to engage in 12 additional hours (i.e. these are separate to and in addition to the Croke Park commitment).

Under M58/04, classes end 15 minutes early for Parent Teacher meetings; teachers then take a 30-minute break. Under M48/04, Parent Teacher meetings commence at 4.15 pm and conclude at 6.45 pm. Adjustments can be made for different school closure times. These meetings are mandatory. Therefore, staff, particularly job sharers and part-time teachers need to have those identified on

the calendar as hours being worked under M58/04.

23. How will I know if a meeting has been scheduled under M58/04 or as part of my Croke Park Hours commitment?

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

24. I teach Senior Cycle in a setting other than Post-Primary, does the re-balancing of Croke park Hours apply to me?

Yes.

The Department confirmed in Information Note 03/2023 that “Circulars issued by the Department in relation to terms and conditions of registered teachers employed in recognised Post Primary Schools apply generally to registered teachers employed as teachers by ETBs in other further education settings (PLCs, Youthreach, Adult Ed etc.)”. Therefore, if you deliver Senior Cycle in a FET setting you are also entitled to the re-balancing of the Croke Park hours.

25. Where can I find the Circular Letters referred to in this FAQ?

All circular letters referred to can be found on the TUI website.



TUI PROFESSIONAL DEVELOPMENT PROGRAMME

PRE-RETIREMENT SEMINAR FEBRUARY 2026

DATE	VENUE
Tuesday 10 th February 2026 9am - 4pm	Hodson Bay Hotel, Athlone

TUI will be holding another Pre-Retirement Seminar for our members in February.

Places are limited and will be allocated on a **first-come first-served basis**.

Booking TUI Events

Simply log in to the Members Area on the TUI website to view and secure all your event bookings.

www.tui.ie

TUI, 73 Orwell Road, Rathgar, Dublin 6, D06 YP89 Telephone: (01) 4922588

Global Passport 2025-26

**Apply for your passport for your
Global Citizenship Education journey**

The Global Passport is a tool to reflect on your school's current **Global Citizenship Education (GCE)** practice and build on your achievements.

REASONS TO APPLY

- You will get the opportunity to record and reflect on your school's GCE practice.
- You will gain external recognition of the GCE work being done in your school and raise your school's profile.
- You can avail of personalised support for your school's GCE journey and continuous professional development opportunities.
- Your school can receive grant funding of **up to €800** to support your GCE activities and initiatives.

Some GCE themes you can explore:



Deadline for Applications: 6th May 2026

Info: global.passport@worldwiseschools.ie

Scan to register
your interest:



Global Citizenship Education (GCE) is an approach to teaching and learning that links global and local justice issues and explores the root causes of these issues.

WorldWise Global Schools is Irish Aid's Global Citizenship Education programme for Post-Primary settings in Ireland.

*'You don't realise
how much you have
done until it is all
down on paper.'*
E.J., (Teacher)

Teaching Council notices

The following notices have been provided by the Teaching Council

Renewals

An application for renewal of registration can be made online via your My Registration account on the Teaching Council website.

Please ensure that you update your personal contact information and provide any missing data such as eircodes and mobile phone numbers. Further information can be found on the Registration Renewal/My Registration section of the Teaching Council website.

Expiring Conditions on your Registration

If you are reaching the expiration date of your registration with condition(s), you are required to submit evidence that you have addressed the condition(s). If you have not been in a position to address the condition(s) you must apply for an extension of time. If you intend to apply for an extension of time to comply with the condition(s) attached to your registration, the Council kindly asks that you engage in a timely manner. You can help us deliver a more efficient service to you and all other teachers requesting extensions by submitting the required documentation and promptly responding to any follow-up queries. You can make your extension request and submit the supporting documentation by logging onto the My Registration portal and selecting My Conditions. It is important to note that teachers who do not engage or do not show evidence of attempting to address their conditions are putting their registration at risk.

Droichead

Applications for Droichead in the 2025/2026 academic year opened on 2nd September 2025 and will close in early March 2026. NQTs must apply for Droichead online via their "My Registration" portal account on www.teachingcouncil.ie NQTs must

discuss participation in Droichead in advance with the school and ensure that they have all the correct information for application.

On completion of the process NQTs must ensure that they double check that they have all required information and documentation before they submit their online Form D via their portal accounts.

Re-vetting

The Teaching Council invites teachers who hold a National Vetting Bureau (NVB) disclosure, which is more than three years old, to apply for re-vetting on a rotational basis. Re-vetting is a two-stage process:

- Stage 1: If you receive an invitation to apply for re-vetting, we ask that you commence this process as soon as possible by logging onto your My Registration account and uploading your proof of identification documents. The Council will check your application and identification documents and once all is in order your application will be submitted to the NVB.
- Stage 2: The NVB will then email you a link to the NVB online E-vetting application form. You have 30 days to complete the form from the date you receive it. Please remember that when completing the NVB form you must include all your addresses from birth to the present, including all addresses where you resided outside of the Republic of Ireland (ROI).

Please note that you will not be able to renew your registration until you have completed stage 1 and stage 2 of the vetting process. Further information about re-vetting can be found on the Teaching Council website.

Enhanced vetting measures to strengthen child protection and safeguarding

On 7th July 2025, the National Vetting Bureau (NVB), in line with the EU Directive 2011/93/EU, introduced additional child protection checks with the other 26 EU member states and the UK, to strengthen the protection of children. These additional checks will only affect those who have resided in another EU state or the UK. While these additional checks strengthen child protection in the public interest, they have increased vetting application turnaround timelines for those who have resided in another EU state or the UK. Further information can be found on the Teaching Council website.

FREE access to an Online Library

The Teaching Council provides all registered teachers with free access to an online library of research journals and articles and to a collection of eBooks. The online library offers access to a wealth of materials in order to enhance education research, thereby supporting teachers' professional learning. We have recently upgraded to an enhanced repository, gaining even greater access to extensive journals, eBooks and articles to support your professional learning journey. Registered teachers can access the online library by logging into their My Registration account via the Teaching Council website.



**GENERATION
APPRENTICESHIP**
www.apprenticeship.ie

THE 2026 GENERATION APPRENTICESHIP COMPETITION IN SECOND LEVEL SCHOOLS AND CENTRES

Closing date: **Friday 06 March 2026.**



**€500
CASH
PRIZE**

**FREE
TO
ENTER**



Generation Apprenticeship in second level schools and centres is an annual competition that engages learners in the expanding world of apprenticeship and showcases how they can combine future careers with their commitment to green values and sustainable futures.

Dear partners

The schools and centres competition is open and we are hoping you can support us to ensure the entries are regionally inclusive and represent your locality and area of work.



**Scan the
QR code
to ENTER!**



Competition brief

The 2026 Generation Apprenticeship competition invites students to create an **A** letter that can be used to replace the **A** in **A**pprenticeship and bring its many career opportunities to life. Entries, which are free, can be in one of three categories:

1. **Create a physical A**
2. **Create a virtual A**
3. **Create a short apprenticeship podcast**

Those submitting entries will receive a specially-designed, large-format Generation Apprenticeship poster for their school or centre. Entry to the competition provides students with practical knowledge as well

as the opportunity to share their ideas with a national audience and to compete for a cash prize of **€500** for the winning entry in each category. A short video on the apprenticeship.ie website will give students ideas for their entries. Category 1 sets a general 'making' brief, while category 2 requires use of digital tools to create an **A** letter. Category 3, the Generation Apprenticeship podcast, is a new category this year.

Competition prizes and profile

As well as a cash prize the winning entrants will feature in an advertising campaign that promotes the 70+ apprenticeship opportunities now available

and the important role future careers play in tackling climate change. The winning category 3 entry will be commissioned as a 20-minute podcast. This generation of learners already know their role in leading change in the world of work. The competition is an opportunity for wider society to hear their voices and to be the champions of their stories.

Closing date for entries

The closing date for entries in all categories is **Friday 06 March 2026**. Information and guidance for students and teachers are available, contact us via gacompetition@nao.ie.



**NATIONAL
APPRENTICESHIP
OFFICE** GENERATION
APPRENTICESHIP



Rialtas na hÉireann
Government of Ireland

John MacGabhann: “Teachers’ health is significantly worse than it used to be”

John MacGabhann is a former President and General Secretary of the TUI who in 2024 was elected President of the European Trade Union Committee for Education (ETUCE), a federation of 123 education trade unions in 51 countries, across the EU and the broader European region.

In a recent Interview with Alain Bloëdt, Managing Editor of HesaMag, the European Trade Union Institute (ETUI) magazine on health and safety at work, John shared his views on the common challenges being faced by the profession across the continent.

Given the 'whatever it takes' approach used by Chancellor Merz and President Macron (in relation to defence) could you imagine a similar commitment made towards education, considering its growing challenges and long-term impact on society?

John MacGabhann - I can imagine them saying it. I cannot imagine leaders, individually or collectively, giving effect to some slogan of that nature.

Why?

Because education eventually is seen by an awful lot of them, no matter what they say publicly, as a requirement only to the extent of equipping young people with basic skills. And their view of what those skills entail is indeed very basic.

You don't believe in slogans anymore, like “No child left behind”?



In most countries the proportion of GDP spent on education is static, at best. In others — including my own, Ireland — it is actually falling. The recovery, since the financial crash of 2008-2009 was meant to lift all boats, but the ship of education is almost submerged. There's been no real effort to build the system. Objectively speaking, governments have failed to address the teacher supply crisis. In some cases, they've failed to even get started — and the starting block is a competitive salary, comparable to other graduate-entry professions.

Is delivering decent competitive salaries the key measure of the ETUCE campaign “Make teaching attractive”?

The question is: Why would anyone enter a profession that promises precarity, low pay, and no creditworthiness? People make rational decisions. If you deny decent pay and full-time work to new teachers, you deny them access to housing, family life, and stability. And those basic life choices — starting a family, buying a home — get postponed indefinitely.



What can be done in the short term?

There are cost-neutral measures that can be implemented almost immediately, in every country. Take job security. If teachers are in non-permanent roles, they cannot fully invest in their schools and work. Giving them permanent contracts doesn't cost the taxpayer more — and it's especially urgent in early childhood education, where instability is high and the need for well-trained staff is greatest.

Teachers mention a lot an increased bureaucracy. How is that affecting them?

Teachers increasingly tell us, across all jurisdictions, that they are being deflected from the core function of teaching to provide data opportunities for others. They're asked to generate data so that those who don't understand the dynamic of a school can pretend to, based on data analysis.

How much time does it take?

Providing data has now become the weekend work of teachers, and I'm telling you the literal truth. The core work of teachers is to teach; they enjoy it and they are qualified to do it. From Monday to Friday, they teach. Of course, there has always been necessary, associated, professional work during the week and into

marking to weekends, marking preparation, reflection. But now, the work of teachers is being colonised by bureaucracy and this continues into and through the weekend.

What kind of data are they asked to provide?

As you know, schools are gradually evolving. They're becoming more welcoming, more human, and teachers play a huge role in that transformation. At the same time, teachers develop pedagogy that suits their pupils, offering all kinds of co-curricular activities, engaging with students outside the classroom... but they're now being asked to justify their every move. "Write us a report about what you did"; "Tell us how

much time you spent on X,Y and Z"; "How many students took part?"; "How engaged was each one?". And who are they telling this to? To people who, with the greatest respect, have no idea what it means to stand in front of a class and create a meaningful learning environment.

Why this obsession with data?

There's a voracious appetite for it — it's a booming industry. But gathering data takes time teachers don't have. And many are leaving the profession because they didn't sign up to be data providers.

How would you describe the overall health of the profession today?

Significantly worse than it used to be. To be fair, I could say the same if I were a police officer, firefighter, or nurse. Broadly speaking, everyone's time is more colonised by work. People's time is under pressure generally, so again I don't want to claim absolute exceptionality for teachers. But the pressures on teachers are distinct and very real.

Such as?

Today's school environments are more democratic, and rightly so. Parents and students have more of a say than they did previously, which is positive. But it also means the traditional model of absolute authority is gone. Teachers must adjust professionally, and that transition has unmoored some — especially those with more traditional expectations or teaching styles.

Is ageing taken seriously in the education system?

Teaching isn't just an intellectual exercise, it's very much a physical one too. You're constantly physically present in front of a group, whatever the number. There is a performance

element to the job. That performance may vary in terms of your pedagogy, but society expects teachers to perform unvaryingly, mustering the same level of energy, regardless of whether you are 25 or 65.

Is there evidence of this taking a toll?

Yes. We have seen evidence from various affiliates of very high incidence of stress, hypertension, cardiovascular problems. Some stress is good and may be manageable when you're young but relentless stress becomes harmful later in your career. As a consequence, we're also losing experienced teachers prematurely.

Are there physical risks related to the work environment?

There are physical risks linked to outdated infrastructure. That's always been a challenge, but they're even more problematic in today's inclusive classrooms. Teachers are responsible for students with diverse physical and emotional needs. The risk — and the scrutiny — is higher than ever.

Do teachers feel safe in the classroom?

I don't think they feel insecure but they feel more aware of safety than before. Most schools are more controlled, more alert. Unfortunately, for instance, there is unquestionably the difficulty that schools are seen by some actors as a marketplace for drug sales. That would not have been the case 30 years ago, so there's a necessary vigilance. But once you are in there, generally, teachers don't feel unsafe with students. Their biggest concern is the students' safety.

What about online safety?

Teachers are extremely vulnerable to online abuse. Social media platforms have been utterly negligent in their

ethical responsibility — not just towards teachers, but towards others as well.

A teacher's professional reputation is both fragile and vitally important. If someone maliciously and falsely posts something online — for example, "Teacher X abuses students" or "Teacher Y is borderline criminal" — even if it's completely untrue, the damage to that teacher's personal and professional life can be irreversible. And in small, tight-knit, or remote communities, where teachers' professional identity is deeply tied to their sense of self, such attacks are devastating.

What role can schools play in resisting these pressures?

This is where social dialogue comes in. The people best placed to understand a school's needs are those working within it — not just or primarily external authorities. When students, parents, teachers, and local community resources are genuinely included, you create a strong internal culture. That kind of local democracy can shield schools from some of the more harmful external pressures.

So social dialogue has to start at the school level?

Absolutely. No matter the national policy or the superstructure, the school is where people live, work, learn, and grow. If a school community builds collective understanding and takes meaningful, collegial local decisions, it can thrive. But if direction comes from an autocratic leadership with top-down vision, it won't work.

The TUI would like to thank Alain Bloëdt, Managing Editor of HesaMag, for kindly allowing us to reproduce his interview with John. Back issues of HesaMag can be viewed online in the Publications section of the ETUI's website at www.etui.org

TUI hosts national Adult Educator information session



The TUI hosted an important national information session for members involved in Adult Education in Education and Training Boards (ETBs) on Saturday, 27th September 2025 at the Tullamore Court Hotel, Co. Offaly. The meeting was convened in response to member queries concerning the offer to convert Adult Education Tutors to Adult Educators.

Presentations were delivered by TUI President Anthony Quinn, General Secretary Michael Gillespie and Assistant General Secretaries Colm Kelly and Joanne Irwin. The sessions provided comprehensive updates on the background, implementation process and implications of the new Adult Educator contract, ensuring that members were fully informed on the most significant reform to Adult Education employment in recent years.

It was outlined how ETB-employed tutors across programmes such as Adult and Community Education, and a wide range of other programmes, will benefit from the new contract which provides for an incremental pay scale, access to public sector pension schemes and paid leave entitlements already available to other staff working in ETBs.

Members were briefed on the conversion process, under which tutors on Year 1–3 contracts will transition to Adult Educator contracts upon renewal, while Year 4 and CID holders have been offered conversion based on criteria set out in the ETB Information Note ESR ETB 0001/2024, and the implementation documents agreed with Education and Training Boards Ireland (ETBI). Issues related to associated hours, patterns of work and travel and subsistence were also clarified.

A detailed explanation of salary assimilation was also provided. Pre-2011 tutors will enter at Point 11, post-2011 tutors at Point 8, with back pay from 1st April 2023. Tutors on atypical hourly rates will enter at a point appropriate to the principle of assimilation. All Adult Educators will progress incrementally after each 52-week service period, aligning with public sector norms.

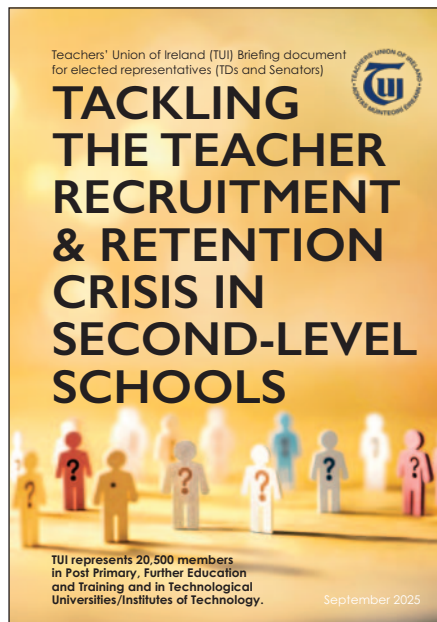
In closing, the presenters reaffirmed TUI's ongoing commitment to improving conditions for members in Adult and Further Education. Attendees were encouraged to continue engaging through their local branches as TUI continues to advance discussions with ETBs and the Department of Education on further enhancements to the contract and for the grade.

Briefing document on recruitment and retention crisis issued to TDs and Senators

In September, the TUI issued a briefing document to all nationally elected representatives explaining the hugely damaging effects of the recruitment and retention crisis on the service to students in second level schools and on the teaching profession in general.

The document outlined the genesis of the crisis, its effects on the service to students and the profession and the real measures that are required to ensure that every student has access to the full breadth of subjects and consistency in their delivery.

In an accompanying communication, the TUI President and General Secretary said that to date, 'the solutions being



brought forward by Government have been little more than ineffectual sticking plaster fixes that have done nothing to alleviate the problems.'

'Whether you are a Government representative or a member of the Opposition, we urge you to use your office to make urgent representation so that this unacceptable situation can finally be properly addressed.'

The TUI will continue to lobby on these critical issues.



Dara Fitzpatrick, a teacher in Deansrath Community College, Clondalkin, has been elected Area Representative for Area 6 - Co Dublin, Dun Laoghaire. Best wishes to Dara for his term on the Executive Committee.

Critical role of DEIS highlighted during End Child Poverty Week

Speaking as part of a panel discussion during this year's End Child Poverty Week, TUI General Secretary Michael Gillespie outlined the critical importance of an appropriately resourced DEIS programme in helping to provide equality of opportunity for all students in second level schools. The event was organised by the Children's Rights Alliance.



Earlier this year, the TUI commissioned and launched research on the programme conducted by the Think-tank for Action on Social Change (TASC). The research highlighted DEIS's role in boosting student outcome and social mobility while identifying problematic issues such as resource inequities, stigma and the need for administrative support to reduce heavy teacher workload.

The report recommended the introduction of a tiered funding model that would ensure that all school communities receive the supports that they require.

Acmhainní Nua agus Imeachtaí COGG

www.cogg.ie www.tairseachcogg.ie

An nuacht is déanaí ó COGG

Pacáiste Gairmeacha le Gaeilge ó COGG – Leagan Nua Uasdátaithe

Tá leagan úrnua den phacáiste seo ar fáil anois, trí Ghaeilge agus trí Bhéarla, chun tacaíocht a thabhairt do scoláirí agus múinteoirí chun plé agus machnamh a dhéanamh ar dheiseanna fostaíochta agus forbartha trí Ghaeilge.

Cuimsíonn sé eolas reatha ar roghanna staidéir agus fostaíochta i réimsí nua cosúil le ETIM, na Taibhealaíona, Folláine agus Spórt, nach raibh luaite roimhe seo.

Tá bileog nua curtha leis faoi dheiseanna gairme trí Ghaeilge i dTuaisceart na hÉireann, agus tá an pacáiste seo lán d'eolas praiticiúil ar bhuntáistí na Gaeilge maidir le lóistín, scoláireachtaí agus sparánachtaí do scoláirí tar éis na scoile.

Fóram Feasa Beo

Is tionscnamh ceannródaíoch

comhpháirteach líonraithe agus pobail cleachtais é Fóram Feasa, faoi stiúir ETBI agus COGG, a chuireann tacaíocht ar fáil do mhúinteoirí agus do cheannairí iar-bhunscoile san earnáil Ghaeloideachais.

Le cúig bliana anuas, tá múinteoirí ó iar-bhunscoileanna lán-Ghaeilge, ó iar-bhunscoileanna Gaeltachta, agus ó aonaid Ghaeilge i scoileanna lán-Bhéarla ag freastal ar chruinnithe ar líne de chuid Fóraim Feasa chun dea-chleachtas a roinnt agus iniúchadh a dhéanamh ar chúrsaí curaclaim i spás comhoibríoch agus tacúil.

Tá gach eolas ar fáil ar shuíomh gréasáin COGG.

Léirigh spéis anois agus bí linn!

Físeáin Feachtais Bholscaireachta COGG – Tacaíocht do Scoileanna

Tá COGG i mbun feachtais

bholscaireachta chun na buntáistí a bhaineann leis an tumoideachas ag an dara leibhéal a chur in iúl go soiléir do thuismitheoirí, scoláirí agus lucht oideachais.

Tá an feachtas bunaithe ar thaighde an Dr Claire Dunne, a léiríonn go bhfuil buntáistí cogaíocha, acadúla agus cultúrtha ag baint leis an tumoideachas.

Tá an taighde seo ar fáil ar shuíomh gréasáin COGG: **An Tumoideachas: Na Buntáistí – Tacaíocht ón Taighde**

Cruthaíodh gearrfhíseáin is féidir a íoslódáil ó shuíomh COGG, a léiríonn gníomhaíochtaí foghlama agus dea-chleachtas in iar-bhunscoileanna lán-Ghaeilge na tíre.

San áireamh sna físeáin tá:

- Míreanna ón seomra ranga
- Imeachtaí seach-churaclaim
- Agallaimh le múinteoirí, scoláirí agus iarscoláirí

ICTU Workplace Day of Action in solidarity with the people of Palestine Friday November 28th November

In July, the ICTU's Biennial Delegate Conference in Belfast passed a wide-ranging composite motion urging leadership in the Palestine solidarity campaign, including coordinated workplace and community action aimed at ending Irish, UK and EU complicity in the genocide in Gaza, and calling on affiliates, through their respective collective bargaining mechanisms to secure ethical procurement and to challenge public procurement contracts with companies complicit in genocide, illegal occupation and other breaches of international law, including through the supply chain.

On 28th November, join trade union colleagues in calling for an end to

government and corporate complicity in Israel's atrocities, and mobilise for greater workplace actions in solidarity with the people and workers of Palestine.

Discuss with your colleagues in your branch about what kind of action is best suited to your workplace and its circumstances.

Some options for taking action include:

- Stand in our workplaces at 1pm in a joined moment of solidarity before proceeding for a photo.
- Email the Taoiseach Micheál Martin, the Tánaiste Simon Harris, members of the cabinet and in particular your local Ministers and TDs (from either

Fine Gael or Fianna Fáil) urging them to pass the Occupied Territories Bill without delay. You can find them at <https://www.oireachtas.ie/en/members/>. And don't forget that independents who are supporting the government also have considerable influence. You don't need to go into much detail but the most important message to get across is that you, a constituent and voter, need to see this government take decisive action NOW and PASSTHEOTB.

Page with resources for the day to be made available at www.ictu.ie

WorldSkills Ireland/Apprenticeship Working Party Meeting

The TUI was proud to host a meeting of the Apprenticeship Working Party in conjunction with the WorldSkills Ireland event on Wednesday the 17th of September. The WorldSkills Ireland team greeted our members who discussed and debated key issues within the sector on the day. The meeting culminated in a tour of the event which showcases the sector by highlighting how important skills are to the economic growth of the country.

The Apprenticeship Working Party met in advance of the tour and agenda items included, the consortia-based model, class sizes, national updates, local updates and issues in relation to examinations and programme specifications. The group, chaired by Ray English, a member of the international



APPRENTICESHIP WORKING PARTY

Board for WorldSkills, are advocates for the apprenticeship system of provision and help to direct the TUI's policy in relation to the sector.

While the day was a working day, there was also time to see the amazing innovation and creativity that is

showcased at the event. The competition allows visiting students to see the plethora of apprenticeship programmes available, while also highlighting the excellence of the programmes being delivered. Well done to all involved.

National survey shows positive experiences of apprenticeship

According to the Findings from the 2024 National Survey of Apprentices, recently published by the National Apprenticeship Office, apprentices across Ireland are overwhelmingly positive about their experiences, their learning, and their futures. The survey drew responses from over 5,500 apprentices, a 24% response rate representing every corner of the national system.

An impressive **94% of respondents said they were satisfied with their apprenticeship, while 87% reported actively enjoying it.** Crucially, the overwhelming majority felt they were gaining the skills and confidence needed for long-term employment, with **94% believing their apprenticeship would open doors to good job opportunities.** Most felt supported in the workplace, valued by their employers, and proud to contribute to their organisation.

The report paints an encouraging

picture of inclusion and progress. **Nine in ten female apprentices** described their experience as positive, and **92% said apprenticeships are a good option for women.** Increasing female participation has been a key goal of recent reforms, and while representation remains low, the tone of female respondents was optimistic.

Apprenticeships are attracting people from a range of backgrounds, with many citing the chance to "earn while you learn" as a decisive factor. The appeal of hands-on learning continues to draw those seeking a practical alternative to the traditional academic route. Encouragingly, **86% said they would recommend an apprenticeship to family or friends.**

However, there are also clear challenges. Unsurprisingly in a cost-of-living crisis, financial pressures remain the single biggest threat to retention, with **38% of apprentices admitting they had considered withdrawing** – most

citing money worries as the main reason. Some apprentices reported difficulties keeping up with study requirements or linking classroom learning to real-world practice. Others felt overstretched, with **almost four in ten** saying they were often asked to do tasks unrelated to their training.

Sixteen per cent of respondents said they struggled to secure an apprenticeship place, often due to the challenge of finding an employer. Meanwhile, **7% reported experiencing discrimination,** primarily in the workplace, and **5% identified as having a disability,** most commonly a learning condition.

The National Apprenticeship Office has pledged to act on these insights, focusing on inclusivity, better support, and tackling the financial pressures that continue to push some apprentices to the brink.

Major new book on RTC Galway, GMIT and ATU Galway-Mayo chronicles evolution of higher education in West of Ireland

The emergence of regional technical colleges (RTCs) in the 1970s initiated one of the most significant developments in the history of third level education in Ireland. By bringing a strong technical orientation and widening access to higher education for citizens, the RTCs contributed significantly to economic, social, and cultural development across the country. So too did the institutes of technology that emerged from the RTCs in the late 1990s, with most going on to become technological universities in the late 2010s and early 2020s.

The different phases of these developments are explored in detail in a new book, titled *Technological Higher Education in the West of Ireland since 1972: Perspectives on the History & Memory of RTC Galway, GMIT, & ATU Galway-Mayo*. The book, which is edited by TUI member Dr Mark McCarthy, Senior Lecturer and Programme Chair in Heritage, ATU, and Bernard O'Hara, former GMIT Registrar, was launched by Dr Orla Flynn, President of Atlantic Technological University (ATU), at the ATU Galway City, Dublin Road campus in September.

The 249 pages hardback book, which contains 75 photographs, four maps, and three tables, is the flagship legacy initiative arising from the commemorations that ATU held throughout 2022–2023 to mark the 50th anniversary of the foundation of Regional Technical College, Galway (RTC Galway) in 1972. The book contains a wide range of scholarly insights into the history and memory of RTC Galway, GMIT, and ATU Galway-Mayo over the course of more than 50 years, with a particular focus on the early years.

Following a detailed outline of the early years at the Dublin Road campus in Galway city, the book explores how the

college expanded its presence in the region from the mid-1980s onwards, by offering courses in Mountbellew and Letterfrack, Co Galway. Further expansion occurred in the mid-1990s, with the opening of campuses at the former St Mary's Hospital in Castlebar, Co Mayo and the former Redemptorist Fathers' seminary at Cluain Mhuire on the Wellpark Road, Galway city. In 1998, RTC Galway's name was changed to Galway-Mayo Institute of Technology (GMIT).

In 2022, a new horizon opened up for the west and north-west of Ireland when GMIT amalgamated with institutes of technology in Letterkenny and Sligo to become Atlantic Technological University (ATU). Further enlargement occurred in the following year, with the incorporation of St Angela's College. Today, ATU stands as one of the biggest third level institutions in Ireland, with approximately 27,000 students and over 2,500 staff in nine campuses, geographically distributed across the Northern and Western Region.

The book opens with a special message from the President of Ireland, Michael D Higgins and a foreword by the university's President, Dr Flynn. Following an introduction by the two editors, the main chapters of the book include the

following: 'An Outline History of RTC Galway & GMIT in the Context of Irish Public Policy' (by Bernard O'Hara), 'Musings on the History, Personality, Memory, & Heritage of RTC Galway, GMIT, & ATU Galway-Mayo' (by Dr Mark McCarthy), and 'Reflections on the Golden Jubilee Anniversary of 50 Years of Technological Higher Education in the West of Ireland' (by Dr Mark McCarthy).

In the final chapter, entitled 'In Memoriam', Bernard O'Hara pays a special tribute to former staff members who have died since the Golden Jubilee commemorations, including Dr Gay Corr (1938–2024) – who was appointed as the first Principal of RTC Galway in 1972 and retired as Director of GMIT in 2002. The volume also contains short reminiscences by the former RTÉ correspondent, Michael Lally (an RTC Galway graduate), and Bernie Lally (a retired Deputy Librarian).

The new publication will be of special interest not only to staff, students, and alumni of RTC Galway/GMIT/ATU Galway-Mayo, but to readers interested in the evolution of higher education in Ireland since the early 1970s. It is available to purchase in the libraries at ATU Galway-Mayo and in the Students' Union shop at ATU Galway City's Dublin Road campus.



ATTENDING THE BOOK LAUNCH IN ATU GALWAY CITY, L TO R: DR MARK MCCARTHY, SENIOR LECTURER AND PROGRAMME CHAIR IN HERITAGE, ATU AND CO-EDITOR/CONTRIBUTING AUTHOR; DR ORLA FLYNN, PRESIDENT, ATU; AND BERNARD O'HARA, FORMER GMIT REGISTRAR AND CO-EDITOR/CONTRIBUTING AUTHOR

Electing a Climate & Sustainability Representative: A call to action for TUI Branches

As the climate crisis intensifies, the role of educators in shaping a sustainable future has never been more vital. The TUI has taken a bold step by establishing the position of Climate & Sustainability Representative within each branch—an initiative that places sustainability and climate justice at the heart of our Union's activity.

Now is the time for every branch to plan for the election of a Climate & Sustainability Representative.

What Is a Climate & Sustainability Representative?

A Climate & Sustainability Representative is a democratically elected union representative tasked with advancing sustainability within their workplace and representing members on climate-related issues. This should not be a symbolic role—it is a strategic position that is designed to enable members of the TUI to influence policy, collaborate with management, and drive meaningful change.

Unlike titles such as “Champion” or “Ambassador,” which suggest individual advocacy, the Climate & Sustainability Representative acts on behalf of the Union, ensuring that sustainability is embedded in collective decision-making.

Why Elect One?

- **Empower Your Branch:** Sustainability is a powerful organising issue that resonates with staff, especially younger members and those experiencing climate anxiety.
- **Strengthen Workplace Advocacy:** Climate issues intersect with health and safety, infrastructure, transport, and working conditions.
- **Build Community Alliances:** Representatives can connect with students, local campaigns, and environmental organisations, amplifying the Union's voice.
- **Shape Policy from the Ground Up:**



Union-led initiatives can influence employer strategies and foster better industrial relations.

What Will They Do?

Climate & Sustainability Representatives will:

- Represent members in sustainability discussions and committees.
- Advocate for green workplace projects.
- Liaise with key staff and external organisations.
- Promote climate justice education and Union visibility.
- Receive training and support from the TUI, including annual networking events.

How to Elect One

Branches should:

- Advertise the position ahead of a scheduled meeting
- Encourage expressions of interest from motivated members.
- Ensure the elected Representative is part of the Branch Committee.

- Notify TUI Head Office and the employer of the appointment.

What's Next?

Start planning now:

- Include the Climate & Sustainability Representative role in your branch agenda.
- Reach out to members who are passionate about sustainability.
- Use this opportunity to strengthen your branch's commitment to climate action.

Let's make every branch a driver of change. Elect a Climate & Sustainability Representative and help shape a sustainable future for education and beyond.

RMA News

The RMA TUI Management Committee recently convened with strong attendance, discussing key organisational updates. The minutes from the previous meeting were approved, and correspondence with the TUI General Secretary regarding ongoing pension issues was noted.

The Treasurer reported full receipt of the invoiced membership fees from TUI for May 2025. Membership has continued to grow and now exceeds 1,500. Renewal processes were efficiently managed by the Membership Officer, with mailings tailored by payment method.

A proposal to introduce a QR code for easier access to membership application forms was approved. The committee acknowledged the positive response from recent pre-retirement seminar attendees and scheduled future seminars for November 2025 and February 2026. It was noted that bereavements should be reported by committee members.

The details of the outcome of six motions from the RMA AGM were forwarded to the TUI Executive Committee:

1. A proposal to enable TUI to notify RMA TUI of retiring members was rejected due to GDPR constraints.
2. A call for pension-service pay parity to be legally enshrined was carried.
3. The motion requesting updates and consultation on TUI-ASTI amalgamation talks was carried, seeking clarity on the impact on RMA TUI.
4. A motion to email pension slips due to access issues was not

carried, as TUI cannot instruct external bodies.

5. A request to reinstate the annual subvention to RMA was rejected.
6. The motion urging timely use of the 2022 Sectoral Bargaining Fund for general pay increases was carried and achieved in August 2025.

An emergency motion was accepted, confirming that the pension increases under the 2024–2026 Public Service Agreement should align with serving staff pay under the 3% local bargaining increases.

Social and Cultural activities

50 of our members enjoyed a wonderful five-day trip to Italy, with highlights including a scenic boat cruise on Lake Garda and guided tours of Venice and Verona. The group shared plenty of laughter, friendship, and unforgettable memories along the way, enjoying every moment of Italian culture, cuisine, and scenery. They extend sincere thanks to their travel agent, GTI Travel, whose care and support from check-in at the airport to their safe arrival back in Ireland—helped make the trip smooth, enjoyable, and truly memorable.

Thinking of Retiring?

Stay Connected. Stay Involved. Stay Well.

Join the Retired Members' Association of the TUI (RMA TUI) — a friendly, active community where retired colleagues come together to share experiences, friendships, and good times.

Whether it's social events, outings, or simply keeping in touch with familiar faces, RMA TUI helps you stay connected and supported in retirement.

Alongside our social activities, there is also a strong focus on looking after the interests of retired teachers — particularly in relation to pensions and other matters that affect your welfare and wellbeing. Providing advice and support to individual members is a central part of this work.

Membership is easy — just complete the short online application and choose how to pay your annual €25 fee:

- Deduction at Source (for ETB/TU/IT retirees) or
- Bank Standing Order.

YOUR FIRST YEAR IS FREE!

As a member, you will also continue to receive TUI News, the TUI Diary, and have access to our website (www.rmatui.ie) for updates and information relevant to retired members.

Be part of something special — a community that values friendship, wellbeing, and the voices of retired colleagues.

Join RMA

www.rmatui.ie/join or
scan



Sponsored by



Congratulations to:
Vol 48 No 1 winner
Fiona Brogan, teacher in
Cloverhill Prison, Dublin 22

Crossword

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

Only one entry per member.
 Photocopies can be submitted.

Name _____

Workplace _____

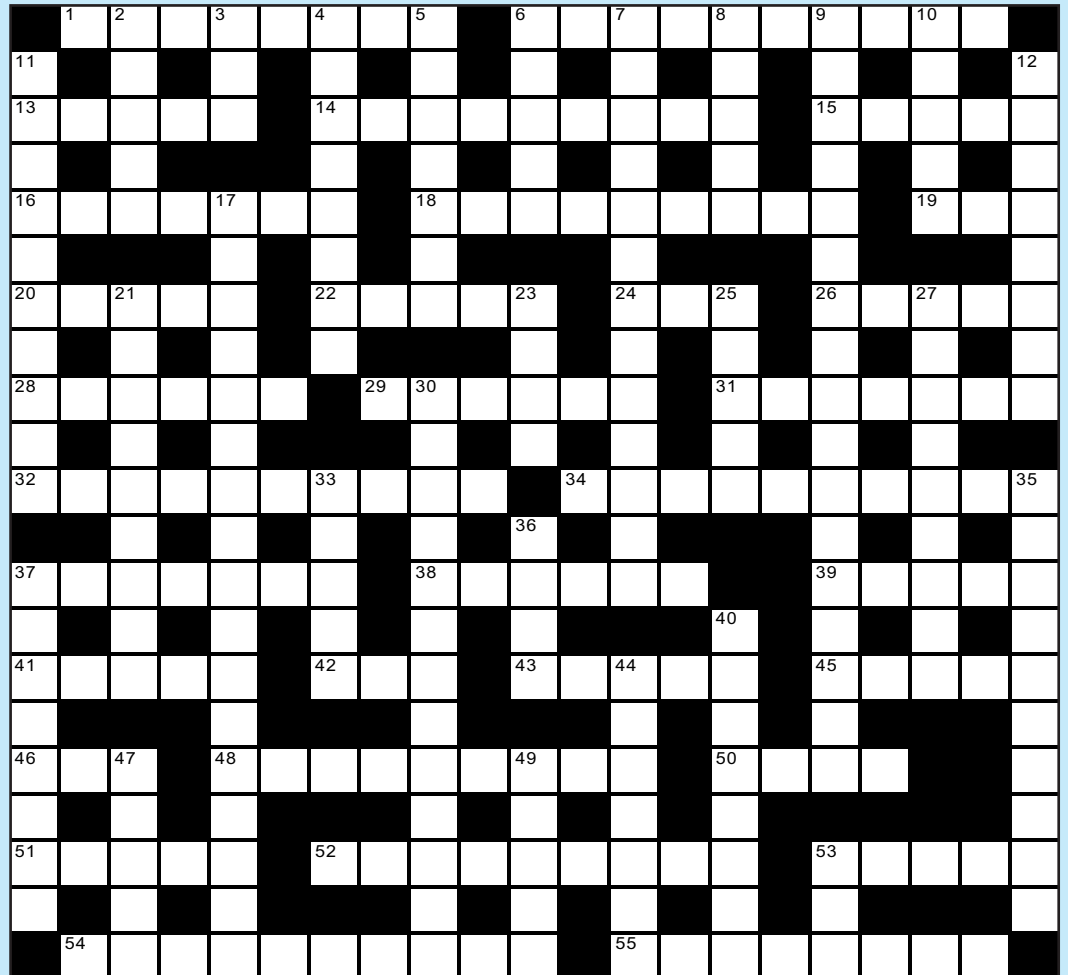
Address _____

Contact number _____

TUI Branch _____

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

Closing date for entries: Friday, 9th
 January, 2026



Across

- 1 Exaggerated masculinity (8)
- 6 Any mainly aquatic arthropod usually having a segmented body and chitinous exoskeleton (10)
- 13 Placed or kept separate and distinct as for a purpose (5)
- 14 Someone who refuses or turns down something (9)
- 15 Italian operatic composer (1813-1901) (5)
- 16 North American bird North America; bright blue with grey breast (4,3)
- 18 2003 comedy film starring Luke Wilson, Vince Vaughn, and Will Ferrell as depressed men in their thirties who seek to relive their college days by starting a fraternity (3,6)
- 19 Any of various trees of the genus *Ulmus*: important timber or shade trees (3)
- 20 Structures in which animals lay eggs or give birth to their young (5)
- 22 Lower in rank, power, or authority (5)
- 24 (Roman mythology) ancient Roman god; personification of the sun; (3)
- 26 A brief introductory passage to a piece of popular music (5)
- 28 Decorated the surface of by inserting wood, stone, and metal (6)
- 29 A fixed number of lines of verse forming a unit of a poem (6)
- 31 'To come a -----' Unexpected or embarrassing failure (7)
- 32 Tip of a blade (10)
- 34 Being in the exact middle (10)
- 37 Exercising caution or showing care or attention (7)
- 38 Take back what one has said (6)
- 39 A dome-shaped dwelling built from blocks of snow or ice, traditionally used by Inuit peoples for shelter (5)

Down

- 41 Any of numerous small songbirds with short stout bills adapted for crushing seeds (5)
- 42 A very small circular shape (3)
- 43 Those who practice yoga and have achieved a high level of spiritual insight (5)
- 45 A lawman concerned with narcotics violations (5)
- 46 Earlier in time than (3)
- 48 Someone who rides the near horse of a pair in order to guide the horses pulling a carriage (especially a carriage without a coachman) (9)
- 50 One of the crusty ends of a loaf of bread (4)
- 51 Informal term for grandmother (5)
- 52 Not subjected to chemical or physical treatment (9)
- 53 Of or relating to or indicative of or issued or performed by a king or queen or other monarch (5)
- 54 Sausage containing ground liver (10)
- 55 Roman Emperor who succeeded Tiberius and whose uncontrolled passions resulted in manifest insanity; noted for his cruelty and tyranny (8)
- 9 The active and professed refusal of a citizen to obey certain laws, demands, orders, or commands of a government (5,12)
- 10 The lofty nest of a bird of prey (such as a hawk or eagle) (5)
- 11 A natural or artificial reservoir that absorbs and stores more carbon than it releases (6,4)
- 12 A movie that is marked by a mood of pessimism, fatalism, menace, and cynical characters (4,4)
- 17 A local magistrate with limited powers (7,2,3,5)
- 21 To continue or persist despite adversity, difficulty, or hardship; to carry on with determination (7,2)
- 23 Sounded loudly and sonorously (4)
- 25 Capable of thinking and expressing yourself in a clear and consistent manner (5)
- 27 The maximum amount of money that an item, service, or worker is worth; a very high price (informal) (3,6)
- 30 An expression that is difficult to articulate clearly (6,7)
- 33 Treated, lubricated, or covered with oil (5)
- 35 In an exhaustive manner (10)
- 36 Catch sight of; to perceive with the eyes (4)
- 37 A bitter alkaloid found in coffee and tea, responsible for their stimulating effects (8)
- 40 these meadows were a section of the ancient Greek underworld where ordinary souls lived after death (8)
- 44 Of or relating to or produced by or being a gene (7)
- 47 A feeling of listlessness and dissatisfaction arising from a lack of occupation or excitement (5)
- 49 Generally incompetent and ineffectual (5)
- 53 A small piece of cloth (3)