

2024

# Final Agenda

into   
Irish National Teachers' Organisation  
Cumann Múinteoirí Éireann



**156<sup>th</sup> Annual Congress**

Millennium Forum • 1-3 April 2024

# Final Agenda 2024

156th Annual Congress

Derry 1 – 3 April 2024

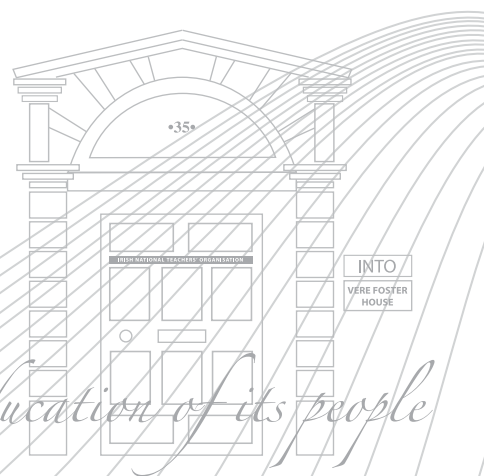
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Irish National Teachers' Organisation  
*Cumann Múinteoirí Éireann*

# 156th Annual Congress

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**Derry 1 – 3 April 2024**

# Guide to Congress 2024

## Membership of Standing Orders Committee 2024/25

Stephen Dowds	District 1	Ciara Manley	District 9
Marty Lavery	District 2	Claire Byrne	District 10 Rúnai
Sinéad McLaughlin	District 3	Joe O'Reilly	District 11
Liam Forde	District 4	John Lordan	District 12
Fidelma Sheridan	District 5 Cathaoirleach	John Hickey	District 13
Hugh Lynn	District 6	Stephen Marken	District 14
Paul Corcoran	District 7 Leas Chathaoirleach	Eimear Cole	District 15
Donncha McGinley	District 8	Nelius de Róiste	District 16 Leas Rúnai

For delegates, particularly those attending their first Congress, the following pages outline the composition and business activities that take place during Congress. We trust you will find this useful and that it will encourage you to participate in the proceedings. As well as all valid motions received for Congress 2024, this document contains an extract from the *INTO Rules and Constitution* which lists the rules governing Congress. Motions which have been prioritised for discussion are available in a separate booklet along with the business programme — this booklet has been posted to delegates and is available via the Congress Extranet on the INTO website.

## How Congress is organised

- ✎ INTO Congress is the supreme governing body of the organisation and decides each year, through the adoption of motions, the work programme for CEC and officials of the organisation in the coming year.
- ✎ The INTO president presides over the deliberations of Congress, and in the absence of the president, the chair is taken by the vice president, or in their absence, by the ex-president.
- ✎ A committee called the Standing Orders Committee is responsible for the preparation of the Congress agenda and has prepared order papers listing the business of Congress and the motions to be discussed.
- ✎ Annual Congress also considers reports from various committees including the CEC, Benefit Funds Committee, Northern Committee, Education Committee, Equality Committee, Principals' and Deputy Principals' Committee, and Accounts Committee. These reports are published in the *Committee Reports* document and the *Financial Report* document, which are available online via the Congress Extranet on the INTO website. Questions on the CEC Report may be submitted via your Branch or District Secretary. Delegates are asked to note that each question submitted should refer to the specific section of the CEC (or other) Report to which it relates, and that items submitted should be in question format in line with Rule 13C and be phrased reasonably succinctly, rather than being in the form of statements. **The deadline for submitting questions is 5pm on Friday, 22 March 2024.**
- ✎ Deirdre O'Connor, Deputy General Secretary/General Treasurer will deliver the *Financial Report* to Congress. This report includes details of the financial performance of the organisation in 2023. The full report is available online.
- ✎ The list of motions is divided into two parts, Part I being motions which will be discussed in public session. Part II comprising motions will be discussed in private session, which is open to accredited delegates only.

The delegates at Congress consist of:

- ⌘ Members and incoming members of the Central Executive Committee (CEC), Benefit Funds Committee (BFC), Education Committee (Ed.C), Equality Committee (Eq.C) and Principals' and Deputy Principals' Committee (PDC);
- ⌘ Standing Orders Committee (SOC);
- ⌘ Two delegates from the Northern Committee (NC);
- ⌘ Two delegates from the Accounts Committee (AC);
- ⌘ Three delegates from each district committee;
- ⌘ Delegates from branches, elected in accordance with the provisions of Rule 10 which states that branches may send two delegates for the first 129 members in the branch with an additional delegate for each additional 65 members or part thereof.

## Glossary

- ⌘ A **motion** is a proposition submitted for discussion and vote. It must be positive in its wording and declare an opinion or call for a course of action – or both.
- ⌘ A **resolution** is a motion which has been put to the vote and carried.
- ⌘ When a motion is before Congress, an **amendment** is a proposition to change the words of the motion as a whole, or to change certain words, or to add or delete words anywhere in the motion.
- ⌘ An **addendum** is a proposition to add words at the end of the motion.
- ⌘ **Reference back** is a proposition against a report which is under discussion, and may refer to the whole report or a section of it. It means that Congress does not approve of the report.
- ⌘ **To move that the question be now put**, means that the discussion should cease and the vote should be taken on the motion (or amendment if any) which is before Congress.
- ⌘ **Moving next business** means that the meeting should immediately proceed to the next item of business. It can be moved at any time in reference to the item under discussion, but if it is moved and carried whilst a motion or an amendment is under discussion it dismisses the motion and amendment without any vote being taken on them. If next business is not carried, then Congress resumes discussion on the original motion and amendment and, thereafter, takes the vote on them in the usual way.

The business of the INTO is governed by the organisation's *Rules and Constitution* which is updated from time to time by members. The current version of the *INTO Rules and Constitution* is available at [bit.ly/2KoAJ08](https://bit.ly/2KoAJ08).

This year, Congress will consider rule changes as part of its business. The motions for this are contained in Order Paper 4.

## Visit the Trade Exhibition at Congress

Make sure to visit the Trade Exhibition located on the piazza and upper levels of the Millenium Forum for the duration of Congress. Exhibitors this year are:

- |                                            |                                                         |
|--------------------------------------------|---------------------------------------------------------|
| ⌘ ABC School Supplies                      | ⌘ Gill Education                                        |
| ⌘ Aladdin                                  | ⌘ INTO Global Solidarity                                |
| ⌘ CJ Fallon                                | ⌘ INTO LGBT+ Teachers' Group                            |
| ⌘ Comhar Linn INTO Credit Union            | ⌘ National Council for Curriculum and Assessment (NCCA) |
| ⌘ Cornmarket Group Financial Services Ltd. | ⌘ Outside The Box Learning Resources                    |
| ⌘ Demac Education                          | ⌘ Retired Teachers' Association of Ireland              |
| ⌘ EDCO                                     | ⌘ safefood                                              |
| ⌘ EDUC Mortgages                           | ⌘ Self Help Africa                                      |
| ⌘ Emu Ink Publishing                       | ⌘ Spectrum.Life                                         |
| ⌘ Folens                                   |                                                         |

# Extracts from Rules Governing Congress Procedure and Standing Orders

The attention of secretaries is directed to Rules 11, 12, 13, 14, 15, 16, 17, 18 and 19

## Rule 11

The Preliminary Agenda is drawn up by the Standing Orders Committee in accordance with the provisions of Rule 11. The last date for the receipt of amendments and addenda was 5pm on Monday, 13 March 2023.

## Rule 12

The CEC shall issue to each branch and district secretary, at least five weeks before the opening day of Congress, a *Preliminary Agenda* (per Congress delegate) which shall contain:

- A. Motions and policy papers to be submitted to Congress.
- B. Extracts from the rules governing Congress procedure and standing orders.
- C. Auditor's report, balance sheet and statement of accounts.

## Rule 13

- A. Amendments or addenda to motions appearing in the *Preliminary Agenda* may be submitted by the CEC, BFC, NC, district committees or branches and must reach Head Office not later than four weeks prior to the opening day of Congress. Each branch shall also prioritise a maximum of eight motions from the *Preliminary Agenda*. Each amendment or addendum must be duly signed by the cathaoirleach and by the secretary of the branch or committee submitting it in accordance with the terms of Rule 132 of these Rules.
- B. A Final Agenda which shall contain (in addition to the matter in the *Preliminary Agenda*) the annual reports of the CEC and BFC, Ed.C, Eq.C, and PDC, the report of the AC, a report on progress on the implementation of resolutions passed at the previous Congress, the amendments and addenda received in due time and deemed to be in order, the first report from SOC, the auditor's report, balance sheet and statement of accounts, and the names of delegates to Congress, shall be circulated to branch and district secretaries and to Congress delegates at least 14 days prior to the opening of Congress. In the interests of good order the SOC shall have the right to draft composite amendments and addenda.
- C. Questions proposed to be raised (by branches or district committees) on the report of the CEC and BFC, Ed.C, Eq.C and PDC, shall be notified to Head Office not later than four working days prior to the opening of Congress.
- D. (i) Congress shall open on Day 1 and be continued on the following two days. On Day 1 the opening time shall be 14.00 and Congress shall not sit later than 20.00. On Day 2 the opening time shall be 09.00 and the Congress shall not sit later than 16.30. On Day 3 the opening time shall be 09.00 and Congress closing session shall begin at 14.00. However, it shall be competent for Congress to decide on a motion duly proposed and seconded not later than 19.30 on Day 1, 16.00 on Day 2, and 13.00 on Day 3 to extend the sitting beyond the scheduled closing times on each day in order to dispose of the business under consideration. On Day 2 there shall be a recess from 13.00 to 14.00.



- (ii) The opening session of Congress shall be public and consist of:
  - (a) the ratification of tellers;
  - (b) the declaration of election results;
  - (c) the President's address; and
  - (d) the addresses by representatives of the fraternal delegates and of any special visitors.

The SOC report shall be taken in private following the end of the opening session of Congress. The further business for the first evening shall be private and:

- a. shall discuss the financial reports and motions (including appointment of auditors, auditor's report, balance sheet and statement of accounts);
- b. shall discuss the reports of the AC and BFC;
- c. the Report of the CEC shall be discussed and disposed of and the Report of the NC shall be noted;
- d. motions from Part II of the agenda shall be considered.
- iii. The first part of the public session on Day 2 shall be devoted to the addresses by the ministers for education or their representatives. The reports of the Ed.C, Eq.C and PDC and motions from Part I of the agenda shall also be taken. The afternoon session on Day 2 shall be devoted to motions from Part I and Part II of the agenda at the discretion of the Standing Orders Committee.
- iv. The morning session on Day 3 shall be devoted to motions from Part I and Part II of the agenda at the discretion of the Standing Orders Committee.
- v. Any person not directly concerned with the business of Congress, shall not be allowed to address Congress save with the recommendation of the SOC and the consent of two-thirds of the delegates present and voting.
- vi. For the effective despatch of the business, or in order to meet special or unforeseen circumstances, Congress may vary these arrangements on the proposal of the SOC.

By agreement of Standing Orders, the Minister's address this year is scheduled to take place on Monday (Day 1) at 7 pm. (See first report of Standing Orders).

## Accounts Committee

### Rule 14

The Accounts Committee (AC) shall consist of one member from each electoral district elected in accordance with Rule 71. The committee shall meet at Head Office at appropriate times before Congress. Travelling and personal expenses shall be paid to members from the General Fund. The duty of the committee shall be to examine the various accounts and balance sheet of the Organisation and to make a report thereon to Congress. This report shall be forwarded to the General Secretary four weeks before the opening day of Congress and shall be issued in writing to delegates with the Final Agenda for Congress. After the report and the recommendations contained therein are accepted by Congress, they shall then be referred to the CEC for consideration.

## Standing Orders Committee

### Rule 15

- A. The Standing Orders Committee (SOC) shall consist of one member from each electoral district elected in accordance with Rule 71. Travelling and personal expenses shall be paid from the General Fund to members of the SOC.

- B. The SOC shall meet prior to the second Wednesday in February to prepare the *Preliminary Agenda* for Congress. Following the issue of the Preliminary Agenda and the receipt by the General Secretary of amendments and addenda to motions contained therein, the General Secretary shall issue to each member of the SOC a copy of the Preliminary Agenda and a copy of those amendments or addenda together with a copy of the CEC report. A meeting of the Committee shall be held within one week.
- C. The duty of the SOC shall be as follows:
  - i. to draft composite motions, amendments and addenda for submission to Congress;
  - ii. to arrange an order in which motions may be taken having regard to the motions prioritised by branches and to make such arrangements as they deem necessary;
  - iii. to decide what urgent motions (if any) shall be brought before Congress; and
  - iv. to make such recommendations as it deems fit to expedite the business of Congress.
- D. All SOC reports shall be put to Congress for decision. Congress alone shall have power to accept or reject SOC reports.

The first report of the SOC to Congress shall be divided into at least three sections; motions from Part I, motions from Part II, and other business, each of which shall be voted on separately at the opening session of Congress. Where possible, Congress motions shall be discussed in conjunction with relevant parts of any report to Congress.

## Urgent Matters

### Rule 16

Urgent matters not on the agenda may be introduced or discussed at any session of Congress only when permission to do so has been obtained in the first instance from the SOC. Should this committee, by a two-thirds majority, grant permission for the introduction of any such motion, the secretary shall immediately inform the presiding cathaoirleach, who shall immediately put this report to Congress and, if carried, fix a suitable time for the introduction and discussion of such motion. An 'Urgent Matter' shall be deemed to be a matter of vital importance arising in the interval between the first Wednesday in February and the time during Congress at which permission to introduce it is sought.

## Tellers

### Rule 17

Each district committee shall, at its annual general meeting, nominate one member of the committee as a teller for the subsequent Congress. The CEC shall be empowered to appoint from the list of persons so nominated one person to be designated head teller and another as deputy head teller for the subsequent Congress. Congress shall on the opening day ratify the tellers as per the district committee nominations, but it shall be open to Congress to augment this list in the event that six or more of the nominated persons are not delegates to Congress, or so as to ensure that there is at least one teller from each province.

## Quorum

### Rule 18

One hundred delegates shall constitute a quorum.

The following shall be the order of debate:

- A. It shall be open to any delegate to address the Congress in Irish and/or English.
- B. Subject to the discretion of the cathaoirleach, the proposer of a motion shall be allowed not more than five minutes, the seconder three minutes and each succeeding speaker three minutes. The expiry of these periods shall be clearly indicated to the speaker and the delegates by a visible signal operated independently of the cathaoirleach. Discussion on any one motion shall be limited to 30 minutes at the discretion of the cathaoirleach. If there is no speaker against the motion, discussion shall be limited to a maximum of 15 minutes at the discretion of the cathaoirleach.
- C. Whenever an amendment is moved to any motion, no other amendment shall be taken into consideration until the first amendment is disposed of.
- D. The decision of the cathaoirleach on any question of procedure shall be final.
- E. No delegate shall be permitted to speak more than once on the same proposition, except the proposer of a motion, who shall have the right to reply.
- F. No person shall address the Congress until called on by the cathaoirleach. A delegate, when called on to speak, shall proceed to the rostrum and shall speak therefrom. Before addressing Congress, delegates shall first announce their names and the branch or committee they represent. When a delegate has been called upon by the cathaoirleach to speak, all other delegates shall at once be seated.
- G. When the cathaoirleach rises to speak, all delegates shall immediately be seated.
- H. Every motion shall be decided by a show of hands, unless a division thereon is demanded. No division shall be taken unless the decision, as announced by the cathaoirleach, is challenged by at least 20 delegates. The decision shall then be made by the delegates on a card vote. In the case of a tie the cathaoirleach shall have the casting vote.
- I. At any time during the discussion of a motion or amendment it shall be open to any delegate who has not spoken to it, to move without debate, 'that the question be now put'; and if it should appear on a show of hands that a majority of the delegates are in favour of terminating the discussion, the question shall be put to a vote and the decision of Congress taken without further discussion – provided that no speech be interrupted for the purpose and that the proposer of the motion be not denied the right to reply. The acceptance of the motion 'that the question be now put' shall be at the discretion of the cathaoirleach.
- J. In the event of a proposition 'that Congress proceed to the next business' being proposed and seconded, all further discussion on the matter before the cathaoirleach shall cease until such proposition is put to a vote. If the proposition is carried, the motion and amendments (if any) shall be deemed to have been disposed of and the next business shall be taken up. If defeated, the discussion on the motion and amendments (if any) shall be resumed.
- K. Where a motion is divided into sections, all sections shall be voted on separately.

# Motions - Part 1

## Administration of Education/Funding/ Accommodation

1. Congress demands that schools should not have to pay VAT on the purchase of information technology (IT) equipment.

ENNISCORTHY

2. Congress demands the establishment of a garda vetting passport that would suffice for all garda vetting purposes and would eliminate the need for multiple applications and the consequent additional workload for schools and school staff.

ENNISCORTHY

3. Congress:
  - a. recognises the important role religious organisations played in the primary school education of the children of Ireland since the foundation of national school education in 1831;
  - b. notes the new survey by the Department of Education for the opinions of parents of primary and pre-school parents on the subject of school patronage;
  - c. acknowledges the importance of inclusive education to all children and the right to same;
  - d. instructs the CEC to survey all members on the questions:
    1. should faith formation education take place in primary schools? and
    2. should primary school education in Ireland have secular or religious patrons?;
  - e. demands the CEC put these questions to our members by May 2024 and publish the result by June 2024; and
  - f. further demands that the CEC construct a taskforce on the future of primary school patronage in Ireland to examine the results of the survey and to report to Congress 2025.

ROSCOMMON NORTH

4. Congress:
  - a. deplores the inequality of the Department of Education's approach in providing STEM funding to schools in December 2023;
  - b. notes with concern the lengthy nature of the application process and the unnecessary, additional workload it imposed on principals and teachers;
  - c. demands that the Department of Education:
    1. funds all schools appropriately in order to fully deliver the primary school curriculum to all children;
    2. provides curriculum funding as a basic requirement without creating unnecessary, additional workload.

AILEACH

5. Congress demands that the CEC negotiate a clear pathway which will see to it that schools will receive adequate funding for the daily running of schools from the Department of Education, thus alleviating the pressure on schools to fundraise.

IAR DHEISCEART THIR CHONAILL

6. Congress instructs the CEC to negotiate with the Department of Education to put a system in place whereby all schools would receive curriculum grants without having to apply for them as was done with the STEM grant.

IAR DHEISCEART THIR CHONAILL

7. Congress:
  - a. deplores the fact that the level of capitation grant paid to mainstream primary schools is less than 60% of that paid to voluntary secondary schools; and
  - b. demands a phased upward alignment of the capitation grant paid to both primary and voluntary secondary schools by September 2024.

THE CURRAGH BRANCH

8. Congress demands that payment of the Minor Works Grant be placed on a guaranteed permanent basis.

THE CURRAGH BRANCH

9. Congress demands that the ancillary services grant funding of €171 per pupil be paid for each and every pupil enrolled in schools rather than capping it at a limit of 500 pupils.

THE CURRAGH BRANCH

10. Congress:
- notes the failure of the current capitation model to meet the most basic needs of schools; and
  - instructs the CEC to negotiate with the Department of Education to put a system of capitation in place that:
    - meets the needs of all schools and should include a commitment to additional funding towards ongoing provision for the upkeep and maintenance of modern ICT infrastructures in schools;
    - takes into account the size of the premises as well as the number of pupils attending, in order to allow school buildings to be run adequately; and
    - ensures the Minor Works Grant is consistently given on an annual basis.

THE CURRAGH BRANCH

11. Congress demands:
- that a pro-rata grant for *Aistear* materials be paid to all schools; and
  - further demands that release days for face-to-face training be made available to all staff with substitute cover.

THE CURRAGH BRANCH

12. Congress:
- demands that all training for the new maths curriculum be face to face and on a whole school basis; and
  - further demands that the resources and materials are provided to implement the curriculum.

THE CURRAGH BRANCH

13. Congress asks the CEC to seek clarity from the Department of Education on how much will be allocated for the book rental scheme and that such information be released prior to the February midterm break each year in order to facilitate research and purchase of books.

THE CURRAGH BRANCH

14. Congress demands that adequate funding per head be provided to purchase the manipulatives required to implement the new Maths Curriculum.

THE CURRAGH BRANCH

15. Congress demands:
- that a new rate of Ancillary Services Grant be negotiated immediately to reflect increases in the cost of living;
  - the removal of the cap of 500 pupils in the payment of the Ancillary Services Grant to primary schools; and
  - that the system of providing schools with a grant to pay for ancillary services be ceased by the school year 2025/26 and be replaced by a system of direct payment for these services by the Department of Education.

DROGHEDA

16. Congress:
- notes that the current system of appointing and operating boards of management is no longer fit for purpose
  - demands that the CEC negotiate with the Department of Education and patron bodies to review the current system with particular regard to:
    - resourcing BOM to adequately perform their legislative and administrative duties; and
    - appropriately remunerating teachers for their work and times serving on BOM.

DROGHEDA

17. Congress:
  - a. deplores the Department of Education's chronic underfunding of primary schools;
  - b. condemns its ad-hoc system of grants as not fit for purpose; and
  - c. demands that the CEC commission a comprehensive financial report to:
    1. ascertain the true running costs of schools;
    2. propose a new model for the financing of schools;
  - d. further demands that if significant progress has not been made on the improved financing of schools by Budget 2025 that the CEC coordinates a campaign with all management bodies, the National Parents' Council, IPPN and other interested bodies to:
    1. highlight the issue through the media;
    2. agree a programme of protests to ensure that there is an end to poorly financed schools.

**DROGHEDA**

18. Congress:
  - a. deplores the continuing lack of adequate capitation funding to schools;
  - b. demands that the CEC negotiates with the Department of Education a rate of capitation grants to ensure that all costs incurred in the running of schools are met;
  - c. also demands that this grant:
    1. is indexed linked to the rising cost of living;
    2. recognises the many new costs to schools like accountancy fees and the fees for administrative platforms;
    3. ensures that schools will no longer be required to run fundraisers to meet every day running costs; and
  - d. further demands that the INTO include as a key priority in their annual lobby campaign to seek a commitment to incrementally increase the percentage of government spending on education to be at or above the European Union average within a specified timeframe.

**DROGHEDA**

19. Congress demands:
  - a. that the CEC commission a report by an independent financial consultancy firm to investigate the apparent discrepancy and lack of equity with regard to the level of grants given to voluntary secondary schools in comparison to those given to primary schools; and
  - b. that in the event that the report proves that an unfair inequity exists that the CEC initiates a campaign to redress this inequity with the Department of Education.

**DROGHEDA**

20. Congress:
  - a. deplores the non-payment of the IT grant to schools in the school year 2022/23; and
  - b. demands the immediate and retrospective payment of this grant and an assurance from the Department of Education that an annual grant be established to cover the costs for the provision of and upkeep of IT in primary schools.

**DROGHEDA**

21. Congress:
  - a. deplores the current system of operating the Minor Works Grant;
  - b. demands that the CEC negotiate with the Department of Education to guarantee the payment of the Minor Works Grant on an annual and permanent basis and ensure that the calculation of the grant be revised to take account of the age, size and condition of school buildings and grounds rather than enrolment figures.

**DROGHEDA**

22. Congress demands that an additional grant be issued to all schools to cover the increase in cost and time spent by schools on meeting new accounting regulations that have been introduced by the Financial Support Services Unit (FSSU)/ Department of Education over the last number of years.

**DROGHEDA**

23. Congress demands that supply panels be extended to provide improved cover to the schools in their area.

**DROGHEDA**

24. Congress calls on the CEC to ensure that the enhanced capitation rate in respect of pupils attending special schools and classes be paid for those pupils that would qualify whether they are attending a mainstream class in a mainstream school or in a special school setting.

**THURLES**

25. Congress:
- notes the failure of the current capitation model to meet the most basic needs of schools; and
  - instructs the CEC to negotiate with the Department of Education to put a system of capitation in place that:
    - meets the needs of all schools to include a commitment to additional funding towards ongoing provision for the upkeep and maintenance of modern ICT infrastructures in schools; and
    - takes into account the size of the premises as well as the number of pupils attending, in order to allow school buildings to be run adequately.

**THURLES**

26. Congress:
- notes the importance of the contribution of the DEIS scheme in closing the gap between educational outcomes of pupils living in disadvantaged and non-disadvantaged areas;
  - recognises the unique challenges faced by school staff working in DEIS primary schools;
  - instructs the CEC to campaign for:
    - an increase of funding for the School Completion Programme;
    - the provision of clinical supervision supports for teachers working as Home School Community Liaisons and other teachers working with vulnerable people in our DEIS schools,

- fully resourced and staffed nurture rooms in our most disadvantaged schools,
- the provision of additional teaching posts to ensure every principal in a DEIS Band one school is an administrative principal, and
- an introduction of 1 admin day a week for teaching deputy principals in DEIS Band 1 schools.

**TALLAGHT**

27. Congress:
- notes that each school with a teaching principal has 37 release days in the 2023/24 school year; and
  - calls on the CEC to negotiate with the Department of Education for the introduction of a graduated system of release days to support other school leaders (deputy principals, assistant principals) in leading teaching and learning in schools during the school day.

**DUBLIN SOUTH COUNTY**

28. Congress calls on the CEC to engage with the FSSU within the Department of Education to introduce a standardised annual calendar containing fixed dates for the distribution of financial grants.

**DUBLIN SOUTH COUNTY**

29. Congress:
- demands that all schools are supported in the teaching and learning of STEM;
  - further demands that all subjects in the primary curriculum including STEM are adequately resourced;
  - condemns the decision by the Department of Education to allocate STEM funding to schools through a lottery process; and
  - urges the CEC to seek the immediate payment of the STEM grant to all schools.

**GALWAY**

30. Congress:
- notes the expectations placed on principals when engaging with capital building projects in schools; and
  - calls for the development of a bespoke unit within the Department of Education who will be responsible for the entire process of the provision of these projects, following agreement on the identified needs of the school.

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**DISTRICT 15**

31. Congress demands that schools should be allocated sufficient funds to meet all necessary running costs without the need for local fundraising.

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**KILKENNY CITY**

32. Congress demands that the capitation grant rate paid to primary schools equals the capitation grant rate paid to voluntary secondary schools.

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**PORTLAOISE**

33. Congress:
- deplores the difficult financial state that Irish primary schools find themselves in as a result of inadequate funding;
  - instructs the CEC to ensure that:
    - capitation per primary school pupil to be brought in line with what is paid to voluntary secondary schools; and
    - the additional capitation grant payable to pupils enrolled in special classes also be paid to pupils with diagnosed special educational needs enrolled in mainstream classes.

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**LONGFORD**

34. Congress:
- deplores the increased incidence of abuse directed at teachers by parents and pupils in the classroom, outside of school and on social media; and
  - requires the CEC to engage with employing authorities, North and South, to put in place mandatory recording by schools of incidents of assault of teachers by pupils.

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**DERRY CITY**

35. Congress:
- commends the commitment and professionalism shown by Irish primary teachers in recent years as they strive to familiarise themselves with and implement the new *Primary School Curriculum*;
  - notes the need for the provision of sufficient training prior to the introduction of each new subject, continuing sustained support from education services such as Oide and adequate funding in order to maintain existing relevant resources and to purchase new materials and equipment that are essential in order to successfully implement and embed a new curriculum;
  - condemns and deplores the recent STEM Learning Grant process that created unjust inequalities between schools and required an arduous application process to be completed in order to access funding that is in fact necessary for all schools to implement STEM subjects;
  - instructs the CEC to ensure that the Department of Education recognises the entitlement of all children to an unbiased and equal education and, therefore, provide all schools with necessary grants for learning without the need for an application process and a lottery system; and
  - further instructs the CEC to use every available opportunity to persuade the Department of Education to commit to an annual grant for learning based on enrolment, which will be sufficient to



- f. implement new curricula and associated infrastructure and equipment; integrate and continue to train staff and allow schools to plan future investment.

LOUGHREA

39. Congress demands that the CEC negotiate with the Department of Education for the introduction of an ICT helpdesk to assist schools with ICT difficulties.

ELPHIN/STROKESTOWN

36. Congress:
- deplores the failure of the current capitation model to meet the most basic needs of primary schools;
  - demand an increase in the capitation grant in line with inflation; and
  - calls on the CEC to negotiate with the Department of Education to implement a mechanism whereby schools with a significant increase in enrolments during the school year may apply for their capitation grant to be adjusted accordingly at the beginning of the following school term.

CARNDONAGH/MOVIILE

40. Congress:
- notes the short and difficult timeline given to apply for the STEM grant this year and that only particular schools were selected to receive the substantial grant;
  - calls on for a greater timeline for all applications for grants in the future;
  - further calls for clearer criteria for receiving grants from the Department of Education;
  - requests direct communication from the Department of Education to schools regarding grant announcements with the grant clearly highlighted in the communication; and
  - believes that all schools should receive an equal amount of funding for curricular support rather than schools competing against one another for necessary grants.

DUBLIN CITY SOUTH EAST

37. Congress calls on the CEC to negotiate with the Department of Education to ensure that when they are rolling out initiatives such as the new Maths Curriculum that require material resourcing and in-service training, that in order to effectively implement these, they properly resource and take this into account at the budgeting phase in order that these initiatives can be implemented to the highest standard across the educational landscape.

LOUGHREA

41. Congress demands that the Department of Education provide increased funding in our schools and clarity with regard to the payment of grants throughout the school year.

ROSCOMMON

38. Congress:
- deplores the delays being experienced by schools throughout the country in receiving replies from the building section of the Department of Education regarding stage reports submitted to them for approval; and
  - calls on the CEC to request the building section to revert to schools within a reasonable timeframe which should not exceed six months from date of submission.

ELPHIN/STROKESTOWN

42. Congress calls on the CEC to demand and seek negotiations with the Department and to take any action, up to any including strike action, in pursuit of these demands:
- the Department of Education establish a building works unit within the department to deal with the planning, design, tendering, project management, administration and payments of all building works, particularly the refurbishment and repurposing of spaces within mainstream schools for use as special classes and building works not covered by the Minor Works Grant;

- b. that building works and refurbishment of such classroom spaces, to accommodate special classes, at least meet standards for safety and best practice as set out in the Department of Education school design guidelines, *TGD-026* on specialist accommodation for pupils with special educational needs;
- c. that staff who take on the role of teaching in a special class are released from classroom duties, with substitute cover, to access training specific to their new role, particularly in their initial years in that role, and that all teachers in special classes have regular opportunities, to be released from classroom duties, to access support and to engage in professional development throughout their time working in a special class; and
- d. that each special class and each child within the class has access to speech and language, occupational therapy, psychological and psychiatric services appropriate to their individual needs.

**DUBLIN CITY SOUTH WEST**

- 43. Congress calls on the CEC to negotiate more funding for the implementation and resourcing of new primary maths curriculum for the Department of Education.

**DUBLIN CITY SOUTH WEST**

- 44. Congress:
  - a. notes a lottery STEM grant basis is unfair to schools who spent time completing six-page applications; and
  - b. calls on the CEC to insist that the Department of Education introduce a fair system for roll out of the current, or any future, STEM grant.

**DUBLIN CITY SOUTH WEST**

- 45. Congress demands that the capitation grant paid to primary schools be increased to, at least, the same amount as is paid to voluntary secondary schools.

**ATHBOY/TRIM**

- 46. Congress demands that the *Primary Maths Curriculum* be fully resourced by the Department of Education.

**ATHBOY/TRIM**

- 47. Congress:
  - a. condemns the inadequate funding of primary schools in comparison to voluntary secondary schools; and
  - b. calls on the CEC to engage with the management bodies to negotiate a process of upgrading school funding over the coming years to match the running costs of voluntary secondary schools.

**CAHIR**

- 48. Congress demands the Department of Education meet funding commitments already announced, such as the Digital Strategy ICT Grant, still unpaid since 2022.

**CAHIR**

- 49. Congress:
  - a. highlights the fact that schools are struggling due to years of insufficient funding and the reduction of support services has resulted in an unmanageable burden on school budgets; and
  - b. calls on CEC to lobby the Department of Education to review the current funding model to ensure funding is adequate to meet the needs of all children admitted to schools, particularly those with complex needs.

**SOUTH DERRY**

- 50. Congress:
  - a. welcomes, though not without reservations, the launch of the *Primary Curriculum Framework* by the Minister of Education;
  - b. notes the huge undertaking this will be for schools and teachers, and that it will require significant investment of time and resources;
  - c. insists that the process to implement and embed this curriculum be adequately funded and resourced, to include proper in-person CPD and grants to purchase the necessary equipment; and

- d. further insists that any funding granted to assist schools in the implementation and resourcing of the new curriculum be automatically applied, and not allocated through an application process that will require additional work and stress on our already over-worked members.

**DISTRICT 6**

51. Congress demands that the CEC negotiate with the Department of Education for funding support for schools in the preparation of and auditing of school accounts.

**KILKENNY CITY**

52. Congress:
- notes the bureaucratic and administrative burden on principals and managements in schools to apply for a variety of grants, solar panel roll out, building works, allowances, annual applications and ongoing expense outputs;
  - calls on CEC to negotiate a streamlined, efficient protocol and process around applying for Emergency Grant money;
  - further calls on the Department of Education to introduce a ticketing system, so schools know where they are placed in any build process;
  - demands that the Department of Education themselves take over the maintenance and administration of the prefabs and *Additional Accommodation Scheme* with a proper technical team; and
  - calls on the Department of Education to hire an expert to manage and handle the solar panel tendering process centrally for the national roll out.

**DUBLIN CITY SOUTH WEST**

53. Congress:
- deplores the fact that the Department of Education has issued circulars and other pertinent information outside of school hours; and
  - instructs the CEC to consult members to decide on appropriate action in response.

**ATHBOY/TRIM**

54. Congress demands a single Garda vetting procedure to negate the need for multiple clearance certificates across multiple organisations.

**KILKENNY CITY**

**Class Size/Staffing/Appointment/Promotion**

55. Congress:
- demands that the Minister for Education and the Department of Education address the leadership and management challenges faced by exceptionally large schools, as a matter of urgency;
  - further demands an increase in middle and senior management positions by September 2024, taking into account:
    - size of school population for schools in excess of 60 teaching positions;
    - the responsibilities and administrative workload associated with a complex SEN profile (including number of special classes and SNAs); and
    - diversity of school population, including social, economic and cultural profile.

**ENNISCORTHY**

56. Congress:
- notes the complexity of behavioural and educational difficulties displayed by current pupils in Infant classes, who missed many opportunities to socialise, attend pre-school and assessments during COVID-19 lockdown; and
  - instructs the CEC to begin immediate discussions with the Department of Education to ensure that every class teacher from junior infants to first class be supported by a classroom assistant.

**ENNISCORTHY**

57. Congress demands that each diocesan and national panel operator publishes a list of schools with permanent vacancies and make it available to each teacher on their supplementary panel.

ROSCOMMON NORTH

58. Congress demands that, before September 2024, the Department of Education address the differences in the staffing schedule for DEIS Urban Band 1 National Schools, where schools with junior classes only and schools with vertical classes have more favourable appointment and retention figures than schools with senior classes only.

NEW ROSS

59. Congress deplores the high pupil numbers in Irish primary classrooms and demands a reduction of pupil numbers per class to the European Union average of 20 pupils to one mainstream class teacher in all non-DEIS primary schools, and for any reduction to be pro-rata in all DEIS primary schools.

EDENDERRY

60. Congress demands that classroom assistants be provided to all infant classes.

THE CURRAGH BRANCH

61. Congress calls on the CEC to further prioritise the resolution adopted at the 2015 Congress to:
- increase staffing levels and lower class size;
  - bring about by September 2024 the phased implementation of:
    - all infant classes being limited to a maximum of 20 children;
    - a maximum class size in primary schools of 24 pupils in single class groupings;
    - 20 pupils in two class groupings;
    - 15 pupils in classes consisting of three or more class groupings;
  - Continue to address and seek to reverse:
    - cuts to staffing levels in small schools since *Budget 2010*; and

- the gradual cut in the staffing of DEIS schools through the loss of concessionary posts.

THE CURRAGH BRANCH

62. Congress:
- notes the limited restoration of middle management posts to schools in *Budget 2024*;
  - calls on the Department of Education that Middle Management posts are restored to *Circular 07/03* levels; and
  - further demands that the CEC prioritises full restoration of assistant principal posts in the INTO 2025 Budget Lobby.

THE CURRAGH BRANCH

63. Congress demands that the temporary post in the third year covering job-share is a recognised viable post on the first day of CID.

THE CURRAGH BRANCH

64. Congress:
- deplores that Ireland is not yet in line with the EU average of class sizes; and
  - demands that for health and safety reasons a cap of 23 children per mainstream class setting be put in place to replace the current staffing schedule, with a pro-rata reduction in all DEIS schools.

CRAOBH CHUALANN

65. Congress calls on the Department of Education to introduce a permanent system to allow schools to bank days when special education teachers are used to cover the absence of a mainstream colleague due to lack of substitute teachers. Such days to be recouped at a later date when a substitute teacher is available.

CRAOBH CHUALANN

66. Congress:
- acknowledges the difficulty in finding substitute teachers in many areas, and is aware that substitution is often covered by SET teachers; and

- b. demands the CEC engages with the Department of Education to restore the banking of hours system which was in place during COVID times. The system should allow SET hours lost to substitution to be banked and a substitute employed to cover these hours at a later date.

#### CRAOBH CHUALANN

67. Congress:
  - a. Notes that despite three successive annual reductions to the appointment and retention figures for mainstream primary teachers, that Ireland's average class sizes have not reduced in the last year and that our average class sizes remain the highest in the European Union with 80%+ of Irish pupils being taught in classes that are above the EU average class size of 20 pupils;
  - b. Deplores the failure of government to reduce class sizes in the *Budget 2024* announcement;
  - c. Commits the INTO to strong campaigning on class size each year until Irish primary class sizes are reduced to below the average across EU countries; and
  - d. Demands that CEC work to ensure that the following measures are introduced in Budget 2025 by the Minister
    1. a reduction of two pupils per mainstream teacher in the staffing schedule for all primary schools including DEIS band one schools;
    2. the inclusion of a maximum class size figure of 25 pupils in the staffing schedule for the 2025/26 school year; and
    3. a reduction of the pupil teacher ratio in special classes and special schools.

#### CENTRAL EXECUTIVE COMMITTEE

68. Congress:
  - a. notes:
    1. the failure to reduce class size in *Budget 2024*;
    2. the increasingly diverse needs of the school going population;

3. the continued roll out of the new primary curriculum;
- b. demands a reduction in the staffing schedule to the European Union average of 20 pupils to one mainstream classroom teacher in all non-DEIS primary schools and that any such reduction to the staffing schedule be applied on a pro-rata basis in all DEIS primary schools;
- c. directs the CEC to:
  1. undertake a media and political lobbying campaign to gain widespread public support for smaller class sizes; and
  2. seek the cooperation and support of all education stakeholders and relevant non-governmental organisations for such a campaign.

#### LETTERKENNY

69. Congress demands that school management provide their teaching staff with an up-to-date list of AP1 and AP2 post holders and a summary of their individual roles and responsibilities.

#### LETTERKENNY

70. Congress:
  - a. acknowledges the role played by the supplementary panel in the past in assisting teachers to secure a permanent position;
  - b. notes that CID is now the route to permanency in the majority of cases, and currently trumps supplementary panel rights; and
  - c. calls on the CEC:
    1. to immediately examine the role and the need for the supplementary panel in its current format,
    2. to consider a way for teachers to move school without relinquishing their permanent roles, and
    3. to consider a more effective way for teachers to achieve CID/ permanency.

#### WATERFORD CITY

71. Congress:
- notes the INTO-secured restoration of 350 Assistant Principal 1 (AP1) and 1,100 Assistant Principal 2 (AP2) posts in primary and special schools from September 2022, in addition to the 1,350 posts restored in 2017; and
  - instructs the CEC to negotiate the full restoration of the 2009 Primary Posts of Responsibility schedule.

**DUBLIN SOUTH COUNTY**

72. Congress demands that class size be reduced to 20:1.

**CORK CITY SOUTH EAST, MACROOM, CORK CITY SOUTH WEST**

73. Congress:
- acknowledges that the failure to reinstate the posts of responsibility in schools has resulted in excessive work and has negatively impacted career progression for teachers; and
  - instructs the CEC to:
    - negotiate the restoration of posts of responsibility;
    - negotiate the establishment of additional posts of responsibility to assist schools with the additional workload and initiatives that schools must engage with on an ongoing basis;
    - engage with the Department of Education to agree guidelines on the appropriate level and amount of work for both AP1 and AP2 posts.

**DUBLIN NORTH BAY, DUBLIN TOLKA**

74. Congress:
- acknowledges the ongoing teacher supply crisis which has resulted in the ongoing vacant teacher roles and our most vulnerable children with SEN losing out on their SET times as SEN teachers cover mainstream classes and vacancies remain in special schools; and
  - instructs the CEC to impress on the Department of Education the necessity of improving pay and conditions and pensions to attract and retain teachers in the teaching profession in Ireland.

**DUBLIN NORTH BAY, DUBLIN TOLKA**

75. Congress:
- notes the unsustainable workload being faced by school leaders and recalls the Minister stating that they would progress our resolutions to restore posts of responsibility (PORs);
  - further notes our resolution of Congress 2023 in relation to PORs calling for a ballot on industrial action should our campaigns for the restoration of PORs not be successful; and
  - calls on the CEC to advance this resolution as soon as rules permit following Congress 2024.

**DISTRICT 15, DUBLIN NORTH WEST**

76. Congress demands that the CEC engage with the Department of Education to generate a category on the OLCS to allow for substitutes to be appointed in a short term capacity where there is a permanent or fixed-term teaching vacancy in a school.

**DISTRICT 15, DUBLIN NORTH WEST**

77. Congress demands that a system of teacher mobility be created in consultation with the relevant bodies.

**CORK CITY SOUTH WEST**

78. Congress demands that the CEC engage with the Department of Education to highlight the challenges, terms and conditions that impact teacher morale and retention, which is evident in the teacher supply crisis.

**CORK CITY SOUTH WEST**

79. Congress demands full reinstatement of posts of responsibility to the schedule that existed prior to 27 March 2009.

**CORK CITY SOUTH WEST**

80. Congress calls for the immediate structured restoration of all posts of responsibility in line with *Circular 07/03* to alleviate the enormous workload now placed on all staff.

**LONGFORD**

81. Congress demands that all schools have access to Home School Community Liaison (HSCL) support.

LONGFORD

82. Congress calls on the CEC to negotiate with the Department of Education to allow schools combine, Special Education Teacher Hours, Principal Release Days, Irish Language Support Hours and English as an Additional Language Hours to create full time teaching post.

ACHILL

83. Congress
- notes the difficulty in filling teaching posts; and
  - demands that the CEC negotiate with the Department of Education to fund the Gaeltacht course for teachers studying the SCG.

DUBLIN NORTH EAST

84. Congress demands that INTO negotiate with the Department of Education to ensure that where sanctioned mainstream or support teaching posts are unfilled, schools are facilitated within the OLCS system to employ teachers who are on approved leave to cover for same positions until such posts are filled.

BLANCHARDSTOWN, DISTRICT 15

85. Congress demands that all teachers stepping up to posts of responsibility be fully recompensed for all extra work undertaken for the duration of their acting-up role.

BLANCHARDSTOWN, DISTRICT 15

86. Congress:
- notes that the class size in primary schools in Ireland remains higher than the OECD average; and
  - calls on the CEC to continue to negotiate for a reduction in class size to 20 pupils per mainstream class teacher.

CARNDONAGH/MOVILLE

87. Congress:
- condemns the continuing failure of the Department of Education to plan for an adequate supply of teachers for primary and special schools;
  - calls on the Department of Education to in consultation with the INTO, take a fundamentally different approach to this issue, which recognises the impact of teacher shortage and focuses on enhancing the attractiveness of the teaching profession in Ireland through measures including:
    - ensuring that teachers' terms and conditions including pay, promotional opportunities, professional development opportunities and working environment compare favourably with those available internationally in order to substantially increase the retention of teachers in the Irish system;
    - providing that teachers returning from working abroad have their experience recognised and adequately remunerated.
  - instructs the CEC to avail of every opportunity to engage with the Department of Education and other bodies, including the Teaching Council to progress this approach.

CENTRAL EXECUTIVE COMMITTEE

88. Congress:
- condemns the practice of state-funded schools demanding that qualified teachers possess a recognised certificate to teach religious education to gain employment;
  - deplores the barrier this places on employment opportunities for teachers throughout the country;
  - notes that this practice can compel teachers with a wide variety of beliefs and backgrounds to conform to a belief system they may not hold;
  - further notes that this practice can narrow the spectrum of people entering the teaching profession; and



- e. demands that the CEC engage with the Department of Education to seek the removal of this requirement for employment.

CAIRBRE LÁIR

situation and to adequately reward AP2 post holders for the leadership tasks they undertake under the four domains.

TUAM

89. Congress:

- a. demands that all mainstream classrooms should have a classroom assistant to assist the teacher throughout the day; and  
b. instructs the CEC to engage with the Department of Education to commence this process.

ELPHIN/STROKESTOWN

90. Congress demands that class sizes be reduced in line with EU class size norms.

CLONMEL

91. Congress demands a further reduction in class size for DEIS Band 1 schools for the new school year.

CLONMEL

92. Congress demands that teachers with Teaching Council registration (Route 4) have access to a supplementary panel for teaching in a special school or the special classes in a mainstream school.

CAIRBRE LÁIR

93. Congress demands a reduction in class size in line with the EU average.

ATHBOY/TRIM

94. Congress calls for the immediate reinstatement of all posts of responsibility to pre-2008 levels.

ATHBOY/TRIM

95. Congress:

- a. notes with concern the decreasing interest in leadership positions within schools;  
b. recognises the ever increasing demands and workload on middle management post holders; and  
c. demands that the CEC negotiates with the Department of Education to increase the allowances for AP2 post holders to address the unsustainable current

## Teaching Council/Teacher Education

96. Congress:

- a. notes the acute teacher shortage in Ireland and the impact this has had on the education of our children, the additional stress and workload on teachers and principals;  
b. acknowledges the barriers faced by many prospective student teachers who cannot attend Dublin, Limerick or Maynooth to study an undergraduate degree;  
c. instructs the CEC to liaise with the Department of Further and Higher Education to advocate that primary school education courses be offered in the regions not served by an existing course to allow students from all socio-economic backgrounds an opportunity to become a teacher and remove the financial barrier; and  
d. demands the CEC negotiate with the Department of Further and Higher Education to open undergraduate Degree course in the north west of Ireland in the next three years.

ROSCOMMON NORTH

97. Congress calls on the CEC to demand that registration including continued registration with the Teaching Council is never linked to engagement with Cosán and/or CPD.

THE CURRAGH BRANCH

98. Congress:

- a. deplores the challenges faced by schools in filling teacher vacancies due to the recruitment and retention crisis at present;  
b. acknowledges the positive impact the relaxation of registration requirements with the Teaching Council has had upon this issue; and



- c. demands that negotiations begin with the Teaching Council and other relevant governance bodies to allow teachers whose only registration/qualification shortfall is the Irish language requirement full registration, and to take up mainstream teaching positions in schools subject to the creation of local arrangements to facilitate a suitably qualified teacher to deliver Irish lessons to the teacher's class/classes as necessary.

#### LIMERICK CITY

99. Congress instructs the CEC to engage with the Teaching Council to ensure that details of a teacher's registration can only be publicly accessed following a written application to the Council.

#### DUBLIN NORTH CITY

100. Congress:
  - a. recognises the importance of teacher representation on the Teaching Council;
  - b. believes that serving teachers are best placed to fulfil the role of teacher representatives on the Teaching Council; and
  - c. instructs the CEC to:
    1. ensure that INTO nominees to future Teaching Councils are serving teachers;
    2. establish a process through which INTO members who are serving teachers can seek INTO endorsement to stand as candidates in future elections to the Teaching Council.

#### DISTRICT 4

101. Congress:
  - a. views with deep concern:
    1. the growth of far-right political extremism in recent times;
    2. the fact that library staff and other public servants have been the targets of protests by people influenced by these groups over the past year;
    3. the campaigning by people influenced by these groups against the RSE curriculum and their threat

to target individual schools and teachers;

4. the creation of division in communities through the dissemination of misinformation and scaremongering by these groups; and
  5. the fact that individual teachers can be targeted by extremists due to being publicly named on the Teaching Council website
- b. instructs the CEC to:
    1. engage with the Teaching Council to ensure that details of a teacher's registration can only be publicly accessed following a written application to the Council; and
    2. campaign alongside ICTU and other civil society organisations to resist the growth of far-right political extremism and to support the rights of all minorities.

#### DUBLIN TOLKA, DUBLIN NORTH BAY

102. In light of the INTO's commitment to contribute to all-island structures, Congress mandates the CEC:
  - a. to engage with education departments, North and South, to seek to homogenise teaching qualifications across the island; and
  - b. to examine with education departments, North and South, ways to remove barriers to teachers moving between the two education systems on the island.

#### DERRY CITY

### Teacher/School Evaluation

103. Congress:
  - a. is concerned about the return to unannounced, incidental inspections in primary schools and the potential negative impacts on staff wellbeing associated with this return, particularly in light of the Department's *Wellbeing Policy Statement* and *Framework for Practice*, which explicitly references the promotion of staff wellbeing in schools;

- b. notes the dual role of the Inspectorate in evaluating and advising schools, as per the Inspectorate Code of Practice;
- c. demands the CEC to engage with the Department of Education and the Inspectorate within the Department, to work towards the introduction of a notice period for incidental inspections, similar to that of other inspection models, to allow time for school staff to consider what advice might be sought from the Inspectorate during the evaluation, ensuring both the evaluative and advisory functions of the Inspectorate are utilised for the benefit of the students, staff and school.

NENAGH

104. Congress demands that the notification period for school inspections should only take place during term time and not overlap with any school closures/holiday periods or staff annual leave.

DUBLIN NORTH EAST, DISTRICT 15

105. Congress, while recognising that oversight and evaluation in all school settings helps to ensure best practice, instructs the CEC to initiate with the Department of Education a review of the inspection and evaluation process with a view to modernising the relationship between inspector and teacher, and ensuring that the focus is more on mentoring as opposed to judgement.

DUBLIN NORTH BAY, DUBLIN TOLKA

106. Congress, while recognising that oversight and evaluation in all school settings helps to ensure best practice, instructs the CEC to initiate with the Department of Education a review of the inspection and evaluation process with a view to:
- a. improving the relationship between inspector and teacher, and;
  - b. ensuring that the focus is more on mentoring as opposed to judgement.

DUBLIN NORTH CITY

107. Congress:
- a. acknowledges the work done by the Department of Education in the creation of the document *A Guide to Inspection in Primary and Special Schools*.
  - b. notes and is concerned that inspections, especially unannounced ones, bring stress, anxiety and worry upon the teaching workforce; and
  - c. calls on the CEC to negotiate with the Inspectorate for the creation of an annual meeting, during term one, between local inspectors and their assigned schools, where expectations and focuses for the year ahead are clearly communicated and clarified.

ABBEYFEALE

## Teacher Absences/Leave/Substitution

108. Congress:
- a. demands the creation of paid miscarriage leave for all public sector workers for a period of eight weeks; and
  - b. further demands the CEC do everything in their power to ensure this occurs before 1 January 2026 and if it does not come into effect by that date that the CEC will ballot all members to take all action necessary up to and including industrial action to achieve this for our members.

ROSCOMMON NORTH

109. Congress:
- a. notes the teacher supply crisis;
  - b. further notes the need for teachers who are willing to engage in casual substitution;
  - c. recognises that some teachers may work as casual substitute teachers due to personal circumstances;
  - d. condemns the fact that qualified substitute teachers are subject to a '40 day rule' on an annual basis;
  - e. demands that the '40 day rule' does not reapply to each academic year; and
  - f. further demands that long-term casual substitute teachers are paid their personal rate after completing one initial period of 40 days on the casual rate.

AILEACH

110. Congress:
- is concerned with the lack of flexibility for staff in transferring from maternity leave to sick leave should a serious illness arise during the course of maternity leave.
  - calls on the CEC to engage with the Department of Education to work towards enabling teachers to pause maternity leave and transfer to sick leave, should a serious illness arise, with the option of then continuing maternity leave on recovery from serious illness.
- NENAGH**
- 
111. Congress calls for all approved leave in special classes and special schools to be substitutable.
- EDENDERRY**
- 
112. Congress:
- notes that the provision for breastfeeding has been extended to 52 weeks;
  - further notes with concern that there is no substitute cover provided for breastfeeding breaks; and
  - demands that qualified substitute cover is provided for the purpose of breastfeeding breaks.
- THE CURRAGH BRANCH**
- 
113. Congress demands that pregnancy related sick leave be discounted from a member's sick leave record.
- THE CURRAGH BRANCH**
- 
114. Congress:
- condemns the fact that the Department of Education considers that miscarriage is not a pregnancy related leave issue, therefore creating stress for some of our members at an extremely vulnerable time; and
  - calls on the CEC to ensure that these matters are addressed as a matter of urgency.
- THE CURRAGH BRANCH**
- 
115. Congress demands that the CEC enters into negotiations with the Department of Education to ensure:
- that all paid parent's leave is topped up by the Department of Education in line with other sectors; and
  - negotiate that teachers have the option of taking their paid parent's leave before commencing any unpaid parent's leave.
- THE CURRAGH BRANCH**
- 
116. Congress demands that the study leave provision be extended to allow for thesis preparation and continuous assessments.
- THE CURRAGH BRANCH**
- 
117. Congress demands that substitute cover be provided for all approved teacher absences.
- THE CURRAGH BRANCH, CORK CITY SOUTH EAST, MACROOM, DUBLIN NORTH WEST, DISTRICT 15, CORK CITY SOUTH WEST, LONGFORD, CAIRBRE LAIR, CLONMEL, ATHBOY/TRIM, CAHIR, CRAOBH CHUALANN, WATERFORD CITY**
- 
118. Congress demands that substitute cover be provided for all EPV days.
- THE CURRAGH BRANCH**
- 
119. Congress:
- notes the success in the provision of supply panels as a means to cover teacher absences; and
  - calls on the CEC to examine their implementation and issue more detailed guidelines about how they work in practice and how the guidelines are enforced, namely:
    - defining and enforcing the maximum number of days a specific substitute can be booked by a school,
    - shortening the period in which a substitute can be booked in advance.
- THE CURRAGH BRANCH**
- 
120. Congress:
- deplores the lack of substitution cover for a significant number of teacher absences;
  - further deplores the impact on children's access to education when substitution cover is not provided;

- c. demands the reinstatement of substitute cover for the following: first day of self-certified sick leave, first day of family leave and the first EPV day of the year;
- d. further demands that the level of substitute cover which was provided during COVID-19 be re-established; and
- e. calls on the CEC to demand that substitute cover is provided for all approved teacher absences.

TUAM

- 
121. Congress demands that teachers who have a child through surrogacy be entitled to 24 consecutive weeks surrogacy leave and the option of additional unpaid leave.

WEXFORD

- 
122. Congress:
- a. demands that teachers receive the same entitlements to flexibility when taking parental leave as members of other public services; and
  - b. deplores the current discrimination being shown to teachers.

WEXFORD

- 
123. Congress:
- a. notes the terms of the career break scheme for teachers as per *Circular 0054/2019*; and
  - b. instructs the CEC to seek an expansion of the career break scheme to allow teachers to receive 4/5th of pay over a five year period with the 5th year spent on career break.

LETTERKENNY

- 
124. Congress:
- a. acknowledges the difficulty schools continue to have securing substitute teachers to cover teacher absences;
  - b. also acknowledges the necessity to regularly redeploy special education teachers to cover mainstream teacher absences; and
  - c. demands that schools be allowed bank all SET hours lost due to special education teachers being redeployed to cover mainstream teacher absences at all times.

THURLES

- 125. Congress:
  - a. notes the lack of substitution for all approved teacher absences;
  - b. deplores the impact on children's access to education where substitution is not provided;
  - c. demands substitution cover for all teacher absences; and
  - d. calls on the CEC to negotiate the 'banking' of substitution days where a substitute teacher is not available.

DISTRICT 11

- 
126. Congress:
- a. acknowledges the positive impact of the provision of substitution for an increased number of teacher absences during the school years 2020/21 and 2021/22; and
  - b. calls on the CEC to negotiate with the Department of Education to secure substitute cover for all approved teacher absences.

ATHY

- 
127. Congress:
- a. recognises the positive impact of the *Primary Schools Substitute Supply Panel scheme*;
  - b. recognises that primary schools have individual needs based on their geographical location, school profile and language of instruction; and
  - c. calls on the CEC to engage with the Department of Education to refine the scheme in order to allow for the creation of supply panels to cater for clusters of school with similar needs.

ATHY

- 
128. Congress:
- a. notes Section 5, Chapter 5 of *Circular 0054/2019* which outlines the mechanism for availing of parental leave; and
  - b. calls on the CEC to negotiate with the Department of Education to allow for parental leave to be taken on individual days outside of the current provisions, in line with other public service workers.

ATHY

129. Congress demands that in the event where a substitute teacher cannot be sourced for a substitutable absence, this time can be banked by the school.

**CORK CITY SOUTH EAST, MACROOM, CORK CITY SOUTH WEST**

130. Congress demands that EPV days be granted for Department of Education approved courses completed during the school year and/or during the summer months.

**CORK CITY SOUTH EAST, MACROOM, CORK CITY SOUTH WEST, CAIRBRE LAIR**

131. Congress demands that the hours given to breastfeeding breaks in school can be banked allowing schools to employ a teacher to return those hours to the school.

**DISTRICT 15**

132. Congress demands substitution cover be provided for all approved absences for special class teachers, to include EPV days.

**ROSCREA**

133. Congress:
- notes the ongoing alignment of leave across the public service;
  - further notes that recent updates to circulars for leave require teachers to fill out application forms for this leave;
  - calls on the CEC to protect all current leave available to teachers; and
  - further calls on the CEC to liaise with the appropriate government departments to remove the requirement for teachers to complete application forms for unplanned short-term leave but most especially for bereavement leave or domestic abuse leave.

**DUBLIN NORTH WEST, DISTRICT 15**

134. Congress demands the Department of Education fund substitute cover for the first day of all brief absences.

**KILKENNY CITY**

135. Congress demands that all Illness in Family Days be covered by substitute cover.

**PORTLAOISE**

136. Congress demands that EPV days accrued can be utilised over the period of two school years.

**CORK CITY SOUTH WEST**

137. Congress demands that CEC negotiate with the Department of Education to:
- provide immediate financial assistance to cover expenses related to medical bills, therapy sessions and medication following assault;
  - approve assault leave to teachers for the duration of their medically certified leave; and
  - establish a comprehensive support system for educators who become victims of violence within the workplace, ensuring a swift and empathetic response to their needs.

**CORK CITY NORTH**

138. Congress demands that substitute cover be provided for all teacher absences in special classes.

**LONGFORD**

139. Congress:
- deplores the lack of support and recognition that teachers suffering from long Covid have received from government departments.
  - calls on the CEC to:
    - update members immediately on the progress of the Long Covid Sick Leave motion passed at congress 2023,
    - compile and issue a survey to all members to find out how many teachers have been affected by this illness and gain insightful data on the supports they require,
    - establish a support group for members affected by Long Covid,
    - be visible in raising awareness of this illness and include regular

- updates and information through the INTO website and/or *InTouch* magazine,
5. inform school management on how best to support staff members suffering from Long Covid and assist them with accessing the *Critical Illness Scheme*,
  6. liaise with other teacher unions and adopt a united approach to advocating for improvements to sick leave for Long Covid sufferers.

**DUBLIN NORTH CITY, DUBLIN TOLKA, DUBLIN NORTH BAY**

140. Congress demands that current bereavement leave of five days for close family members may be taken in two non-consecutive sessions within one month of the bereavement, in order to facilitate cases where the burial of close family members is not possible within the time frame of the current 5 day period.

**BLANCHARDSTOWN, DISTRICT 15**

141. Congress demands that leave to attend elected and nominated roles to statutory external bodies for INTO members be recognised as seconded leave, underpinned by the Department of Education as a given entitlement outside of the remit of boards of management.

**BLANCHARDSTOWN, DISTRICT 15**

142. Congress
  - a. condemns the removal of the changes to the terms and conditions of the *Parental Leave Scheme* for teachers in place during the 2021/22 school year; and
  - b. demands that the ability to take parental leave in blocks of less than seven days be introduced as a matter of urgency.

**ENNIS**

143. Congress calls on the Department of Education to provide paid substitute cover for every day of all approved leave.

**DISTRICT 4, BALLYHAUNIS/CLAREMORRIS**

144. Congress demands the CEC negotiates with the Department of Education for the reinstatement of substitute cover for the first day of self-certified illness leave and the first day of illness in family leave.

**CARNDONAGH/MOVILLE**

145. Congress:
  - a. notes changes in 2023 to bereavement leave;
  - b. deplores the lack of regard shown to union membership in these instances;
  - c. demands that:
    1. the instruction requiring school management to receive proof of bereavement before signing off on this leave be removed, or at the very least be amended to a more humane and reasonable time-frame.
    2. appropriate compassionate leave be granted to an expectant mother who loses her baby prior to 24 weeks of gestation.
    3. calls on the CEC to utilise all means up to and including strike action to prevent this detrimental instruction from being foisted on our school staff at their most vulnerable times.

**TEMPLEMORE**

146. Congress calls on the Department of Education to provide substitute cover for the first day of Illness in Family Leave and self-certified illness Leave, without exception.

**ROSCOMMON**

147. Congress demands that teachers attending Confirmation ceremonies of their children be entitled to paid leave when the ceremony occurs on a school day.

**CLONMEL**

148. Éilíonn an Chomhdháil go mbeadh níos mó Painéil Ionadaithe chun déileáil leis an easpa ionadaithe atá ann.

**IAR-CHONNACHT**

149. Éilíonn an Chomhdháil go mbeadh ionadaíocht ar fáil do gach lá saor atá ceadaithe.

IAR-CHONNACHT S

150. Congress:

- notes the need for schools to reapply for the retention of acting positions annually;
- further notes that teachers acting in these rolling acting positions must then wait another 84 days for payment; and
- calls on the CEC to renegotiate terms and administrative requirements when an acting position is still in situ come a new academic year by removing the need to wait 84 days for payment.

DUBLIN CITY SOUTH WEST

151. Congress instructs the CEC to demand that all substitute teachers be paid their personal rate of pay, according to their qualifications and experience, from their first day of substitution work in the school year.

DUBLIN CITY SOUTH WEST

152. Congress:

- deplores the fact that the *Reproductive Health Related Leave Bill 2021* was delayed by Government for 12 months;
- calls on the CEC to further engage with Government and opposition parties on this issue to ensure it is maintained as a current issue; and
- further calls for a media campaign in the interim to highlight the importance of this leave.

ATHBOY/TRIM

153. Congress demands that substitutable days be banked for any school unable to secure a substitute teacher, to be used at a later date.

ATHBOY/TRIM

154. Congress:

- acknowledges and welcomes the introduction of 20 days of leave for a spouse or child for bereavement leave;

- calls on the CEC to negotiate for the extension of leave for the death of nieces, nephews, aunts or uncles; and
- further calls for the extension of leave for the death of a parent.

ATHBOY/TRIM

155. Congress calls on the Department of Education to introduce a permanent system to allow schools to bank days when special education teachers are used to cover the absence of a mainstream colleague, due to lack of substitute teachers.

CAHIR

## Curriculum/Early Childhood Education

156. Congress:

- notes the rise in the granting of Irish exemptions;
- expresses concern at the undermining of the Irish language;
- implores the CEC:
  - to engage with the Department of Education to undertake a review of the circumstances under which these exemptions are granted
  - to examine how the upcoming introduction of Modern Languages will impact on Irish exemptions.

THE CURRAGH BRANCH

157. Congress:

- notes the current excessive waiting list for Muinín workshops; and
- calls on the CEC to engage with Oide to increase capacity to ensure that all teachers can engage in a timely manner as we start to implement the new *Primary Maths Curriculum*.

THE CURRAGH BRANCH

158. Congress deplores the fact that schools have received no funding or indication of future funding for the implementation of the *Primary Maths Curriculum* and demands:



- a. that the CEC negotiates with the Department of Education a grant to support the roll out of the *PMC* as a matter of urgency; and
- b. that the CEC negotiate a fully resourced programme of enhanced in-service training for teachers within the school day, to include face to face engagement with Oide and dedicated non-contact time for in school collaboration.

**DROGHEDA**

159. Congress:

- a. deplores the practice of segregating children on the basis of religion for religious instruction and sacramental preparation; and
- b. instructs the CEC to engage with the relevant primary school management bodies to move all religious faith formation and sacramental preparation outside of school hours.

**NAVAN**

160. Congress demands schools be fully supported with in-person training prior to and during the implementation of any new curricula.

**KILKENNY CITY**

161. Congress demands that full training be given in-person, to all teachers, on all new curricular documents.

**CORK CITY SOUTH WEST**

162. Congress:

- a. demands that the introduction of modern foreign languages (MFL), as outlined in the *Primary Curriculum Framework*, be fully resourced through adequate training and teaching materials before any school be required to implement MFL as part of the curriculum; and
- b. further demands that the NCCA publish a detailed curriculum to be followed regardless of the modern language being introduced.

**DISTRICT 15**

163. Congress demands:

- a. that the introduction of modern foreign languages (MFL), as outlined in the *Primary Curriculum Framework*, be fully resourced through adequate training and teaching materials before any school be required to implement MFL as part of the curriculum;
- b. that the introduction of MFL into primary schools be delayed until such time as the teacher crisis is eliminated;
- c. that the NCCA publish a detailed modern language curriculum for primary schools, which is to be followed regardless of the modern language being introduced.

**BLANCHARDSTOWN**

164. Congress:

- a. notes the ongoing redevelopment of the *Primary School Curriculum*; and
- b. demands:
  - 1. that the Curriculum and Assessment Policy Unit of the Department of Education, along with Oide support services, provides a comprehensive programme outline for CPD for the implementation of the redeveloped curriculum to schools before the end of the 2024/25 academic year;
  - 2. that curriculum specifications are accompanied by complete and fully funded guidelines, resources, and toolkits for all schools;
  - 3. that information regarding events that impact the everyday running of a school, including details about school closures, in an upcoming academic year, be provided to school management before the end of the final term of the current academic year, throughout the rollout of the redeveloped curriculum;
  - 4. that relevant information regarding the rollout of the redeveloped curriculum be released to parent bodies before the end of 2024; and
  - 5. that this parents' information campaign continues into 2025 and throughout the rollout of the redeveloped curriculum.

**CENTRAL EXECUTIVE COMMITTEE**



165. Congress:

- a. instructs the CEC to:
  1. campaign for the extension of the Educational Passport scheme to include the transition between preschool and primary;
  2. further campaign that this form should be standardised and administered by all pre schools in the Republic of Ireland;
  3. negotiate up to two days of substitution cover with the Department of Education for teachers involved in the facilitation of meetings between preschools and primary schools for all incoming Junior Infants, not just limited to children with identified special educational needs.

DUBLIN TOLKA

166. Congress:

- a. demands that the system similar to the Educational Passports used when a child is transitioning from Primary to 2nd level would be applied to transition from pre-school to primary;
- b. further demands that a standardised form should be designed to be administered by all pre-schools in the state and directly passed on to primary schools; and
- c. instructs the CEC to negotiate for an allocation of time to primary schools to facilitate meetings between pre-schools and primary schools to facilitate a smooth transition.

WEST LIFFEY

## Special Education/Educational Disadvantage

167. Congress:

- a. demands that in the event of an amalgamation of a DEIS School and a non-DEIS School that the newly amalgamated school would receive DEIS status for a period of eight years and that the DEIS grant would be based on the enrolment of the newly amalgamated school; and

- b. instructs the CEC to work with TESS, the Department of Education and the Department of Social Protection to achieve this by October 2024.

ROSCOMMON NORTH

168. Congress:

- a. notes the lack of adequate numbers of SNAs in schools to support pupils with complex needs;
- b. deplores the lengthy process involved in the exceptional review for further SNA allocation and the lack of transparency in this process;
- c. demands a more comprehensive form of review where the professional judgement of the principal is given greater consideration; and
- d. further demands an annual publication of the number of applications from schools seeking an exceptional review and the success rate of these applications.

EDENDERRY

169. Congress recognises that teachers are not qualified to provide speech and language therapy, occupational therapy, psychological therapy to children in their care, and calls on the CEC to immediately enter negotiations with relevant departments to ensure that those pupils who require these services receive them from qualified personnel.

EDENDERRY

170. Congress demands that all schools have the necessary access to NEPS psychologists, speech and language therapists and occupational therapists to ensure that children's special needs are catered for within 12 months of the application being received.

THE CURRAGH BRANCH

171. Congress:

- a. notes children are not accessing the relevant support services entitlements as referred to in the *EPSEN Act 2004* and *Disability Act 2008* in a timely manner;

- b. demands that staffing levels are addressed in these services and further provision be provided to children with special educational needs.

**THE CURRAGH BRANCH**

172. Congress:

- a. condemns the extra workload imposed on principals and school SET teams as a result of being asked to complete the AON process;
- b. demands that if schools are to complete this work it must result in the supports needed to support identified needs being put in place promptly; and
- c. instructs the CEC to negotiate with the Department of Education with a view to achieving this outcome.

**THE CURRAGH BRANCH**

173. Congress demands that comprehensive training be made available for all teachers in the area of SEN.

**THE CURRAGH BRANCH**

174. Congress demands:

- a. better supports for autism classes; and
- b. that adequate training be provided to teachers prior to them commencing a role in an autism class.

**THE CURRAGH BRANCH**

175. Congress calls on the CEC to secure more supports for classroom teachers teaching pupils with identified needs.

**THE CURRAGH BRANCH**

176. Congress demands that a HSCL teacher be appointed in every school regardless of DEIS status.

**THE CURRAGH BRANCH**

177. Congress calls on the CEC to work with the NCSE to streamline and simplify the documentation required when seeking SEN supports for pupils.

**BIRR/BANAGHER**

178. Congress calls on the NCSE to network with schools and host annual, nationwide information evenings for school leaders and SEN teachers to discuss important SEN issues in their area.

**BIRR/BANAGHER**

179. Congress instructs the CEC to demand that the Department of Education provides for career guidance for all secondary school aged pupils attending a special school as is afforded to their mainstream counterparts.

**CRAOBH CHUALANN**

180. Congress demands that the department organises an appropriate system for the clustering of SEN hours.

**DROGHEDA**

181. Congress:

- a. deplores the failure of the colleges of education to adequately prepare students to deal with special and additional educational needs in our schools; and
- b. demands that the CEC enters negotiations with the colleges of education to ensure graduates are fully trained and equipped to meet the demands of SEN and AEN in the modern Irish primary school setting.

**DROGHEDA**

182. Congress demands that an extensive course of CPD be automatically provided to all teachers prior to their assignment to a special class.

**DROGHEDA**

183. Congress deplores the extreme lack of NEPS psychologists, SLTs, OTs and other support services available to schools and demands that:

- a. all NEPS vacancies be filled as a matter of urgency;
- b. schools be provided with appropriate access to the SCPA scheme until a NEPS service is restored;
- c. schools have access to a full suite of professional support services in a timely manner;

- d. additional SET hours be allocated to schools to support pupils with social, emotional and behavioural difficulties; and
- e. the Department of Education's pilot programme of counselling and wellbeing/ mental health supports be extended nationwide as a matter of urgency.

#### DROGHEDA

- 184. Congress deplores the lack of adequate interventions and subsequent provision of supports for children with additional needs and instructs the CEC to demand:
  - a. support from the HSE Primary Care and Intervention Teams, NCSE, and CAMHS to ensure children are provided with appropriate and timely assessment and therapies; and
  - b. school access to NEPS professional service is significantly increased.

#### THURLES

- 185. Congress:
  - a. recognises the unique nature and role of teachers who teach children with SEN;
  - b. demands an SEN Allowance for teachers who work in a special school and in a special class in a mainstream school for the duration of their time as a special class teacher; and
  - c. instructs CEC to engage with the Department of Education to formalise the creation of a SEN allowance.

#### NAVAN

- 186. Congress calls on the CEC:
  - a. to demand that all school staff are taken into consideration for the calculation of allowances for principals and deputy principals in special schools; and
  - b. to demand that adequate training opportunities are provided to teachers prior to them taking up a position in a special school/special class for the first time.

#### WATERFORD CITY

- 187. Congress:
  - a. deplores the lack of adequate interventions and subsequent provision of supports for children with additional needs; and
  - b. instructs the CEC to demand:
    - 1. support from the HSE Primary Care and Intervention Teams, NCSE, and CAMHS to ensure children are provided with appropriate and timely assessment and therapies;
    - 2. schools' access to NEPS professional service is significantly increased, and;
    - 3. further increases in school-based specialist services to support increasing and emerging mental health among pupils.

#### DISTRICT 11

- 188. Congress:
  - a. condemns the inordinate amount of time taken by NCSE to complete the process of exceptional review and subsequent appeals process for special educational needs provision in schools; and
  - b. compels the CEC to campaign for a swifter and more cooperative process to enable schools to support children's care needs and school's changing contexts in a timely manner.

#### DISTRICT 11

- 189. Congress demands that in the new special education allocations, no school's allocation should be reduced if they haven't lost numbers.

#### MUINEACHÁN

- 190. Congress:
  - a. deplores the current situation of not replacing NEPS staff when on approved leave; and
  - b. demands that Department of Education put locum arrangements in place to cover all staff in NEPS when on approved leave.

#### GALWAY

191. Congress demands the CEC negotiate with the Department of Education and the NCSE to directly pay bus escorts once they have been hired by a school.

**DUBLIN NORTH EAST**

192. Congress:

- a. notes the High Court ruling of 12 January 2024 on Assessment of Need; and
- b. instructs the CEC to take whatever steps are necessary to ensure a teacher or principal will not be deemed the “appropriately qualified assessor” going forward.

**DUBLIN NORTH EAST, DISTRICT 15**

193. Congress demands that the CEC negotiates with the Department of Education and the NCSE to simplify the procedures for granting assistive technology to primary school pupils

**DUBLIN NORTH EAST**

194. Congress demands that:

1. the role of special Educational Needs Co-Ordinator (SENCO) be formally established by the Department of Education; and
2. each school will receive an additional allocation of time, equivalent to 10% of the school’s SET hours allocation to fulfil the administrative duties essential to the role of SENCO.

**CORK CITY SOUTH EAST, CAIRBRE LÁIR, CORK CITY SOUTH WEST, MACROOM**

195. Congress:

- a. notes the proposal by the NCSE to educate all students with special needs in mainstream schools;
- b. recognises the demands placed on school staff to meet the educational needs of all students;
- c. asserts that this is not an acceptable model for all such students given the current lack of appropriate resources across the school system; and
- d. instructs the CEC to engage with the Department of Education to ensure that:

1. all necessary resources are put into place prior to the implementation of any such model;
2. students with special needs are allocated sufficient SNA support to facilitate their ongoing inclusion in the mainstream setting; and
3. adequate and appropriate training with substitute cover is provided to all teachers.

**CORK CITY SOUTH EAST**

196. Congress:

- a. rejects the assertion by the NCSE that there is “insufficient data” available, resulting in the removal of complex needs from the criteria for provision of supports to schools; and
- b. calls for the CEC to:
  1. publicly challenge this assertion;
  2. enter into negotiations with the relevant agencies to restore complex needs as criteria for supports;
  3. further negotiate for improved resourcing for SEN in order to meet the increasing demands being faced in our schools; and
  4. engage with the Department of Education to create a more streamlined process for the provision of Assistive Technology to children who are identified as needing this in their medical and/or clinical reports.

**DISTRICT 15**

197. Congress:

- a. notes the exceptional review process continues to be a source of concern for principals; and
- b. calls for an agreed, simplified and effective process to be instated before any changes are made to the special education allocations.

**DISTRICT 15**

198. Congress instructs the CEC to negotiate with the Department of Education to ensure a prompt review of the HSCL scheme to:

- a. include a review of the criteria and process for the provision of full-time or part-time HSCL teachers to schools to ensure the provision of part-time or full-time HSCLs to all schools; and
- b. ensure the inclusion of HSCL teachers in the review and the introduction of a confidential counselling and support scheme for HSCL teachers.

**DUBLIN NORTH BAY, DUBLIN TOLKA**

199. Congress:

- a. notes the High Court ruling of 12 January 2024 on Assessment of Need;
- b. further notes with concern that the NCSE are still empowered to nominate a teacher to assist them in carrying out an Assessment of Need; and
- c. instructs the CEC to take whatever steps are necessary to ensure that no member shall be required to participate in the completion of Assessments of Need.

**DUBLIN NORTH BAY**

200. Congress:

- a. notes the proposal by the NCSE to educate all students with special needs in mainstream schools;
- b. acknowledges that mainstream schools, despite their best efforts, are not always able to meet the specific needs of every student with special needs;
- c. recognises the demands placed on school staff to meet the educational needs of all students;
- d. asserts that this is not an acceptable model for all such students given the current lack of appropriate facilities, resources and training across the school system;
- e. instructs the CEC to engage with the Department of Education to ensure that:
  1. all necessary facilities and resources are in place to meet the needs of students with special needs in mainstream settings (in special classes and mainstream classes

2. all necessary facilities and resources are in place to meet the needs of students in special school settings
3. students with special needs are allocated sufficient SNA support to facilitate their ongoing inclusion in the mainstream setting
4. adequate and appropriate training with substitute cover be provided to all mainstream class teachers.

**DUBLIN NORTH BAY**

201. Congress:

- a. acknowledges the work done by the Department of Education and the HSE in establishing Dublin's North East Inner City Multidisciplinary Team (NEIC MDT) in September 2020;
- b. commends the work done by the NEIC MDT in providing on-site, wraparound and timely services in the 10 schools participating in the project including:
  1. both support and development, and direct casework within a tiered model framework; and
  2. delivering a range of support that include advice and training, preventative work, early intervention, assessment and therapeutic intervention, to all children, their families and school staff.
- c. instructs the CEC to engage with the Department of Education to facilitate the expansion of the MDT model of support to all DEIS schools.

**DUBLIN NORTH BAY, DUBLIN TOLKA, DUBLIN NORTH CITY**

202. Congress demands the CEC engage with the Department of Education to create a bespoke DEIS Plus Band to offer greater support to our 50 most disadvantaged schools. These supports should include, but are not limited to:

- a. maximum class size of 18:1 in Senior classes and 15:1 in junior classes;
- b. designated Nurture support Teacher;
- c. funding to develop Nurture spaces in schools;

- d. development of on-site therapy supports such as play therapy, music therapy, art therapy as deemed most appropriate by the school; and
- e. expansion of a similar multi-disciplinary teams model to that currently operating in the NEIC area to these schools.

**DUBLIN NORTH WEST, DISTRICT 15**

203. Congress:
- a. deplores that complex needs will not be taken into account for SET allocations; and
  - b. instructs the CEC to campaign for the inclusion of complex needs in the calculation of SET allocations to schools.

**LIMERICK CITY, DUBLIN TOLKA**

204. Congress:
- a. acknowledges the importance of the inclusion of pupils with special educational needs in mainstream primary schools;
  - b. further acknowledges that the current supports in place are insufficient and do not meet the needs of all of these pupils; and
  - c. demands that:
    - 1. an immediate review of the current criteria needed for SNA allocation, as the current criteria of "care needs" is not providing adequate support for children with other additional needs; and
    - 2. that the SENO be given more power to allocate SNA posts, outside the current review process, to enable all children with special education needs to fully access the curriculum.

**PORTLAOISE**

205. Congress demands that the HSCL programme be broadened to include special schools to ensure vulnerable parents and children are not further marginalised.

**CORK CITY NORTH**

206. Congress calls on the CEC to negotiate with the Department of Education to propose that Reading Recovery Teachers

and Maths Recovery Teachers are allocated outside of the general allocation for SET model.

**CORK CITY NORTH**

207. Congress:
- a. notes the High Court ruling of 12 January 2024 on Assessment of Need; and
  - b. instructs the CEC to take whatever steps are necessary to ensure that no member be required to participate in the completion of Assessments of Need.

**CORK CITY NORTH**

208. Congress demands that the intake numbers for the Postgraduate Diploma in Special Educational Needs funded by the Department of Education be increased.

**CORK CITY SOUTH WEST**

209. Congress:
- a. calls on the CEC to negotiate with the Department of Education to ensure that any details of a Supplementary Summer Programme be published by 1 May 2024;
  - b. notes that some members who provided home-based provision were not paid in a timely fashion; and
  - c. demands that the CEC seeks assurances that issues with delayed payment will be addressed.

**CORK CITY SOUTH WEST**

210. Congress:
- a. notes with concern the judgement delivered on 12 January 2024; and
  - b. calls on the CEC to seek agreement with the NCSE that teachers will no longer be compelled to complete Reports of Educational Needs as part of the AON process.

**CORK CITY SOUTH WEST**

211. Congress:
- a. recognises the value of the National Educational Psychological Service (NEPS) and its role in providing assessment which may identify learning difficulties and recommend intervention to address a child's educational needs;

- b. demands that:
1. the NEPS service be increased to provide service to all primary schools in Ireland;
  2. children transitioning to post-primary from special classes receive any required assessment review without it impacting on the school's current NEPS allocation.

**LONGFORD**

212. Congress demands that all children in special classes have a review assessment within four years of enrolling in the special class without it impacting on the school's current NEPS allocation.

**LONGFORD**

213. Congress:

- a. notes the continuing difficulty in staffing the Pilot Programme for Counselling and Mental Health supports for primary schools;
- b. condemns the lack of counselling/therapeutic services currently available to children in primary schools in this programme; and
- c. demands that the Department of Education actively engages with NEPS, NCSE and HSE to ensure these services are adequately staffed and resourced.

**LONGFORD**

214. Congress demands that following on from the High Court Ruling of 12 January 2024 concerning educational assessments under the *Disability Act 2005*, the CEC ensure that no INTO member be legally required to participate in filling out the education section of AON if requested by HSE or NCSE.

**DISTRICT 15**

215. Congress:

- a. notes the High Court ruling of 12 January 2024 on Assessment of Need; and
- b. instructs the CEC to take whatever steps are necessary to ensure that no member be required to participate in the completion of Assessments of Need.

**DUBLIN NORTH CITY**

216. Congress:

- a. notes the proposal by the NCSE to educate all students with additional needs in mainstream schools;
- b. recognises the demands placed on school staff to meet the educational needs of all students;
- c. asserts that this is not an acceptable model for all such students given the current lack of appropriate resources across the school system; and
- d. instructs the CEC to engage with the Department of Education to ensure that:
  1. all necessary resources are put into place prior to the implementation of any such model;
  2. students with additional needs are allocated sufficient SNA support to facilitate their ongoing inclusion in the mainstream setting;
  3. adequate and appropriate training with substitute cover be provided to all teachers.

**DUBLIN NORTH CITY**

217. Congress

- a. notes the High Court ruling on the 12 January 2024 on assessment of need;
- b. further notes with concern that the NCSE are still empowered to nominate a teacher to assist them in carrying out an AON;
- c. demands that any such written assistance not be utilised by the HSE or NCSE as expert opinion; and
- d. instructs the CEC to take whatever steps are necessary to ensure that no member be required to participate in the completion of assessments of need.

**BLANCHARDSTOWN**

218. Congress:

- a. recognises unique behavioural challenges faced by whole school staff working with pupils in special classes; and
- b. instructs the CEC to campaign for:
  1. funding for crisis prevention and management training for all schools with special classes;
  2. substitute cover to release staff-based facilitators, many of whom are special class teachers; and whole school closures to enable training.

**MIDLETON**



219. Congress:
- a. deplores the insufficient access of students with additional needs in schools to specialist assessment and support;
  - b. calls on CEC to demand that:
    1. additional funding be provided for NEPS and HSE Children's Disability Network assessments to cut waiting time to align with that of the *EPSEN Act*;
    2. additional funding and recruitment be provided for HSE, CAMHS and NEPS services to facilitate timely access to therapies and services;
    3. the allocation of NEPS professional services is increased and distributed relative to school size, with consideration of the number of special classes in each school;
    4. additional funding and recruitment be provided to facilitate greater access to social worker services for families in mainstream education settings; and
    5. school-based specialist services are provided by HSE services to enable families to easily access and attend necessary therapeutic intervention.

ENNIS

220. Congress:
- a. condemns the inaccurate calculation of SET Allocation Hours under the current system with the absence of data on the number of students with complex needs enrolled in each school;
  - b. demands that the new system in development provides for a structure whereby the number of students with complex needs enrolled in a school are current, accurate and can be reviewed as required; and
  - c. further demands that the exceptional review process should:
    1. be carried out within a timeframe of three months from application to enable schools allocate any vital SET hours gained in a timely manner; and

2. enable schools declare projected need for extra SET Allocation Hours if known through incoming enrolment.

ENNIS

221. Congress:
- a. acknowledges that schools are frequently required to redeploy special education teachers to cover mainstream teacher absences which are non-substitutable or where a substitute teacher can not be secured;
  - b. deplores the withdrawal of SEN provision for children with identified special educational needs; and
  - c. demands that schools be allowed to bank all SET hours that are lost due to Special Education Teachers being redeployed to cover mainstream classes.

CARNDONAGH/MOVILLE

222. Congress:
- a. welcomes the extension of DEIS to 310 extra schools in 2022 and notes the OECD and Inspectorate reviews of DEIS being carried out in the 2023/24 school year;
  - b. calls on the Department of Education to ensure:
    1. the allocation of a HSCL teacher to all DEIS schools, both urban and rural;
    2. the extension to primary schools of the current post-primary scheme which allocates a HSCL teacher to schools not currently designated as DEIS schools, but which have been identified as having a larger cohort of Traveller and Roma children enrolled; and
    3. access to a HSCL teacher for all schools supporting Ukrainian and international protection applicant families.

CENTRAL EXECUTIVE COMMITTEE

223. Congress:
- a. condemns the lack of support and therapeutic services currently available to children with Special Educational and



- other Needs from the HSE Children's Network Disability Teams, Early Intervention Teams, CAMHS and other agencies;
- b. notes the continuing difficulties in staffing the School Inclusion Model project currently operating in Community Health Organisation; and
- c. demands:
1. the completion of the review of the SIM and the immediate publication of its findings;
  2. a proactive recruitment campaign by the Department of Education to fill all vacancies on the current SIM project, to include appointments to contracts of employment of at least five years;
  3. the implementation of an agreed and fully resourced SIM countrywide to provide services to children; and
  4. that the Department of Education actively engages with the HSE to ensure adequate provision of services via CNDTs, Early Intervention Teams, CAMHS and other HSE funded agencies in all CHO areas.

#### CENTRAL EXECUTIVE COMMITTEE

224. Congress
- a. notes the proposal by the NCSE to educate all students with special needs in mainstream schools;
  - b. acknowledges that mainstream schools, despite their best efforts, are not always able to meet the specific needs of every student with special needs;
  - c. recognises the demands placed on school staff to meet the educational needs of all students;
  - d. asserts that this is not an acceptable model for all such students given the current lack of appropriate facilities, resources and training across the school system; and
  - e. instructs the CEC to engage with the Department of Education to ensure that:
    1. all necessary facilities and resources are in place to meet the needs

- of students with special needs in mainstream settings in special classes and mainstream classes;
2. all necessary facilities and resources are in place to meet the needs of students in special school settings;
  3. students with special needs are allocated sufficient SNA support to facilitate their ongoing inclusion in the mainstream setting; and
  4. adequate and appropriate training with substitute cover is provided to all mainstream class teachers.

#### DUBLIN TOLKA

225. Congress calls for the establishment of DEIS band 3 for schools with very diverse populations and high EAL needs.

#### DUBLIN TOLKA, WEST LIFFEY

226. Congress:
- a. notes that some teachers were underpaid for Summer Provision home tuition due to having worked the 40 hours home tuition over a shorter period than four weeks;
  - b. instructs the CEC to engage with the Department of Education to introduce greater flexibility in how the 40 hours tuition is used, in order to cater for the needs of the children and their families; and
  - c. instructs the CEC to engage with the Department of Education to allow for flexibility in where the Summer Provision home tuition takes place to suit the needs of the child.

#### DUBLIN TOLKA

227. Éilíonn an Chomhdháil go mbeadh aitheantas a thabhairt don Ghaeilge mar chuid de na huaireanta tacaíochta foghlama.

#### IAR-CHONNACHT

228. Éilíonn an Chomhdháil go mbeadh gach scoil atá sa Scéim Aitheantais mar Scoil Ghaeltachta mar pháirt freisin den Scéim DEIS tuaithe.

#### IAR-CHONNACHT

229. Congress:

- a. commends the enormous work of teachers in primary and special education settings to provide quality inclusive education for children;
- b. affirms the rights of all teachers and school staff to a safe working environment;
- c. deplores the lack of support for teachers, SNAs and school staff who are frequently assaulted and injured in their work; and
- d. demands that the Department of Education acknowledges the pressure that the provision of inclusive education places on teachers and provides suitable and continuing supports to teachers and schools including:
  1. appropriate, adequate, and timely therapeutic and support services to be provided to students across all counties equally to meet their social, emotional and behavioural needs;
  2. the publication of the Department of Education document on Behaviours of Concern;
  3. increased supports from NCSE, NEPS, CAMHS, and the Inspectorate in managing inclusive education; and
  4. the simplification and streamlining of the process for application for resources, appealing allocations and seeking reviews in order to reduce the workload associated with these processes.

ATHBOY/TRIM

230. Congress:

- a. expresses concern that the objective that students with special educational needs receive supports in their local schools informed by a UDL approach as detailed in recently published NCSE policy advice will negatively impact on the valuable resource that is synonymous with special school provision;
- b. cautions that the objective of educating students with SEN in their local schools:
  1. recognises only one form of

inclusion to the detriment of other forms such as social inclusion where Special Schools with a focus on shared disabilities can create a sense of community among students, parents and teachers;

2. runs contrary to the principle of a “continuum of provision for a continuum of need” advocated strongly in the *1978 Warnock Report*;
- c. instructs the CEC to protect the integrity of the special school system in Ireland by:
  1. advocating strongly for the upgrading of any identified substandard accommodation in special schools based on the principle of greatest need;
  2. ensuring that the repository of knowledge and experience existing in special schools in Ireland isn’t dissipated and diluted but rather celebrated and commended with Special Schools being set up as centres of excellence where expertise can be shared with mainstream schools.

WEST LIFFEY, DUBLIN TOLKA

231. Congress:

- a. recognises the challenges of mainstream schools opening special classes for children with autism and other special needs;
- b. further recognises the challenges in establishing these classes;
- c. demands that teaching staff involved in the opening of a new special class be released with substitute cover to visit schools with established classes both before and after the opening of the special class; and
- d. further demands that ongoing in-service with substitute cover is available on a regional basis to enable face to face training for teachers working in special classes.

CAHIR

232. Congress:
- notes the current SET allocation review; and
  - calls on the NCSE to arrange information seminars and training for SENOs, school leaders and Special Education Needs Coordinators on updates to the application process for special education needs resources.

CAHIR

## Education Legislation

233. Congress:
- notes the importance of the *Working Together* document in guiding positive staff and workplace relations in schools;
  - welcomes the INTO input into the current update of the *Working Together* document;
  - demands that all school staff receive appropriate in-service to positively promote the updated document's use; and
  - further demands that a *Dignity at Work* policy be a mandatory requirement for all schools from September 2025.

MULLINGAR

234. Congress notes the implications of the *Admissions to School Act 2018* and its implementation in 2021 and instructs the CEC to:
- investigate the impact of the Act on schools with particular regard to schools ability to access the necessary information and resources to support children with additional needs; and
  - communicate the results of its investigation to Congress 2025 with recommendations.

DROGHEDA

235. Congress:
- notes the High Court ruling of 12 January 2023 on Assessment of Need; and
  - instructs the CEC to take whatever steps are necessary to ensure that no member be required to participate in the completion of Assessments of Need.

CARLOW NORTH

236. Congress demands that all boards of management have access to a health and safety consultant that is funded by the Department of Education.

DISTRICT 11

237. Congress
- notes the High Court ruling of 12 January 2024 on Assessment of Need;
  - further notes with concern that the NCSE are still empowered to nominate a teacher to assist them in carrying out an Assessment of Need; and
  - instructs the CEC to take whatever steps are necessary to ensure that no member shall be required to participate in the completion of a formal written Assessment of Need.

DUBLIN TOLKA

238. Congress calls on the CEC:
- to examine:
    - 'Educational Choice' and its impact on schools and provision of education for all children;
    - the benefits of a centralised enrolment system;
    - the benefits of regional or local Educational Authorities; and
  - to engage with the stake holders to standardise admission/enrolment forms and admission dates for all schools in the country.

WEST LIFFEY

## Equality Issues

239. Congress:
- acknowledges the role played by INTO members in providing welcoming and inclusive educational environments for children from all backgrounds and countries;
  - condemns recent attempts to stoke up hatred and division in Irish society by targeting accommodation centres for International Protection applicants;
  - asserts that refugees are welcome and are not in any way responsible for the housing crisis;

- d. calls for the ending of the Direct Provision system and the urgent establishment of a new International Protection Support Service for all applicants; and
- e. instructs the CEC to campaign publicly in support of the equal right of all, including refugees and asylum seekers, to access to education, housing and state services

**THE CURRAGH BRANCH**

240. Congress:

- a. notes the need for more diversity in our teacher workforce to reflect our student population;
- b. condemns the practice of taxpayer-funded schools under Catholic patronage requiring qualified teachers to possess a certificate in religious studies in order to gain employment;
- c. acknowledges that due to 95% of schools being under Catholic patronage, this requirement severely limits employment opportunities for teachers who do not hold this certificate;
- d. deplores the fact that this practice compels some teachers to teach religious instruction despite not holding that belief system; and
- e. instructs the CEC to engage with the relevant primary school patron and management bodies to remove the requirement for a religious certificate in order to teach in schools

**NAVAN**

241. Congress:

- a. acknowledges the emotional and financial burden placed on parents caring for premature babies and the need for specialised support, that in some cases, parents of premature babies from rural areas are compelled to travel on a daily commute to neo-natal intensive care units, thus incurring significant expenses in medical care, accommodation, transport, parking and basic meals; and
- b. calls on the CEC to demand:
  - 1. the extension of the period of statutory leave and benefits for all parents of premature babies,

- 2. the extension of the paternity leave in the same manner as maternity leave in the event of a baby being born prematurely in addition to, the current entitlement and the additional weeks unpaid leave; and
- 3. publish advice for all boards of management about how to best support parents of premature babies, including the existence of the Benefit Funds Committee.

**WATERFORD CITY**

242. Congress instructs the CEC to fully support and campaign for the removal of the provision for all religious faith formation and sacramental preparation as laid out in the *Primary Curriculum Framework*.

**CARLOW NORTH**

243. Congress:

- a. deplores:
  - 1. the huge loss of life, in particular the killing and injuring of thousands of children and hundreds of teachers, during the latest Israeli bombardment of Gaza;
  - 2. the simultaneous destruction of infrastructure, including schools and hospitals in Gaza and the West Bank;
  - 3. the 7 October Hamas attack on Israeli civilians
- b. commends the actions of the CEC and INTO members generally who have demonstrated tremendous solidarity with the Palestinian people in recent months;
- c. instructs the CEC to regularly publicise the actions taken to show solidarity with the Palestinian people and to implement the motion supporting the BDS campaign passed at Congress 2022 in *InTouch*, on social media and in press statements;
- d. notes that the Palestinian education infrastructure will need massive immediate investment in order to be able to provide Palestinian children with access to education and in this regard instructs the CEC to:

1. lobby the Irish government asking them to ensure that EU funding is made available to support the re-building of the education infrastructure and that it remains under Palestinian control;
2. seek the support of the ICTU and the Education Trade Unions internationally for such a campaign; and
3. organise in Dublin in late 2024 or early 2025, with the support of Trade Union Friends of Palestine, other relevant Irish trade unions and civil society groups, a major conference on the Rights of Palestinian Children similar to the Conference organised by TUFU in November 2019.

**DUBLIN NORTH EAST, WEST LIFFEY, WATERFORD CITY,  
DISTRICT 15, BLANCHARDSTOWN**

244. Congress:

- a. notes the ongoing protests against refugee accommodation centres, at least one of which has taken place at a primary school, and the rise of racist attitudes to immigrants and refugees;
- b. further notes the detrimental impact of racist views on immigrants, refugees and people of colour and on their children that attend our schools;
- c. rejects racist tropes being used to scapegoat migrants and refugees for the long-standing housing crisis, and other inadequate services in health and education;
- d. further rejects the racist notion that falsely associates migrant men with violence against women; and
- e. demands resources and funding from the government to implement anti-racist education in schools, with an urgent deadline of the coming school year in autumn 2024, to counter the myths and racist tropes that have developed.

**LIMERICK CITY**

245. Congress:

- a. deplores the increase in discrimination against, and the online targeting of LGBT+ people, especially LGBT+ teachers and members of school communities;
- b. recognises that this increase in harassment particularly impacts upon transgender teachers and members of our school communities; and
- c. calls on the INTO to:
  1. ensure that any teacher publicly targeted because of their LGBT+ identity be supported to the fullest extent through appropriate channels in head office;
  2. publicly show solidarity with teachers who experience harassment as a result of their LGBT+ identity;
  3. continue to be proactively and explicitly inclusive of LGBT+ identities, especially transgender identities, in communications and trainings; and
  4. provide resources for principals and school leaders who are dealing with harassment or targeting of their staff on the basis of their LGBT+ identity.

**DISTRICT 15**

246. Congress:

- a. condemns the fact that religious employment requirements for teachers in the vast majority of Irish schools mean that many of our schools reflect neither the background of the children who attend them nor the diversity of Irish society;
- b. deplores the practice of segregating children on the basis of religion for religious instruction and sacramental preparation;
- c. instructs the CEC to fully support and campaign for the removal of religious faith formation and sacramental preparation from the school day; and
- d. further instructs the CEC to campaign in support of teachers who do not wish to segregate children on the basis of religion, or to teach religious faith formation against their beliefs or conscience.

**DISTRICT 15**

247. Congress:

- a. views with deep concern:
  1. the growth of far-right political extremism in recent times;
  2. that library staff and other public servants have been the targets of protests by people influenced by these groups over the past year;
  3. the campaigning by people influenced by these groups against the RSE curriculum and their threat to target individual schools and teachers;
  4. the creation of division in communities through the dissemination of misinformation and scaremongering by these groups; and
- b. instructs the CEC to campaign alongside ICTU and other civil society organisations to resist the growth of far-right political extremism and to support the rights of all minorities.

DUBLIN NORTH CITY

248. In the absence of surrogacy legislation in Ireland Congress calls on the Government to move forward with the *Health (Assisted Human Reproduction) Bill 2022* as a matter of urgency.

DISTRICT 4

249. Congress:

- a. acknowledges the importance of a diverse teaching profession as a matter of equity;
- b. recognises the steps that have been taken to promote a more inclusive profession including the shared learning day on *Working Towards a Diverse and Inclusive Teaching Profession*; and
- c. calls on the CEC to:
  1. increase awareness of teacher diversity within the membership;
  2. engage with the Department of Education and other relevant stakeholders to advance the diversification of primary teaching;
  3. undertake research with INTO members to establish the opportunities of, and barriers to, a more diverse profession; and

4. continue to ensure supports are provided for teachers from under-represented backgrounds by Department of Education.

CENTRAL EXECUTIVE COMMITTEE

250. Congress:

- a. notes with dismay the vote by Dail Éireann to delay the *Organisation of Working Time (Reproductive Health Related Leave) Bill 2021* by 12 months;
- b. welcomes the comprehensive research published by the Department of Children, Equality, Disability, Integration and Youth in conjunction with UCC on early pregnancy loss in the workplace which highlights the importance of legislative, policy, and culture change to address what has for too long been an underacknowledged loss;
- c. supports the key recommendation which identifies the need for legislation to provide a statutory right to paid leave for pre-viability pregnancy loss;
- d. calls on the Government to introduce or support legislation to ensure access to paid leave for workers who experience early pregnancy loss and for those who are undertaking fertility treatment; and
- e. directs the CEC to continue to campaign for this important leave.

CENTRAL EXECUTIVE COMMITTEE

251. Congress:

- a. reminds the Minister for Education that the *Constitution of Ireland* states:
  1. in Article 42.1: "The State acknowledges that the primary and natural educator of the child is the Family and guarantees to respect the inalienable right and duty of parents to provide, according to their means, for the religious and moral, intellectual, physical and social education of their children";
  2. in Article 42.4: "The State shall provide for free primary education and shall endeavour to supplement and give reasonable aid to private and corporate educational initiative, and, when the public good requires it, provide other educational

- facilities or institutions with due regard, however, for the rights of parents, especially in the matter of religious and moral formation; and
- 3. in Article 44.2.2: "The State guarantees not to endow any religion;" and
- b. deplores the government's feeble attempt at school divestment/reconfiguration thus far;
- c. condemns the daily discrimination against children who:
  - 1. do not have access to a multi-denominational school due to location or lack of places available;
  - 2. wish to attend their local school with family, neighbours and friends; and
- d. calls on the CEC to fully support and campaign for inclusive education for all pupils by demanding that the Department of Education remove religious faith formation and sacramental preparation from the school day in all state-funded schools.

CAIRBRE LÁIR

- 252. Congress instructs the CEC to ensure that all necessary supports be put in place for school staff and communities who find themselves the target of anti-LGBT+ and anti-transgender attacks.

DUBLIN TOLKA

- 253. Congress:
  - a. instructs the CEC to survey all INTO members to ascertain whether teachers with disabilities experience equality of opportunity and whether these teachers are supported adequately within their workplaces; and
  - b. further instructs the CEC to gauge the level of discrimination experienced by such teachers and furnish details to branches at the earliest opportunity.

DUBLIN TOLKA

- 254. Congress demands that the CEC petition members of the Oireachtas to expedite the passing of the Reproductive Health Bill into legislation.

DROGHEDA

- 255. Congress:
  - a. condemns the practice of State funded schools requiring that qualified teachers possess a certificate in religious studies in order to gain employment;
  - b. deplores the fact that this practice can seriously limit employment opportunities for teachers throughout the country;
  - c. notes that this practice can compel teachers with a wide variety of beliefs and backgrounds to conform to a belief system they may not hold; and
  - d. further notes that this practice can narrow the spectrum of people entering the teaching profession.

DUBLIN NORTH BAY

## Salaries/Allowances/Taxation/Pensions

- 256. Congress demands that all allowances payable to teachers and principals pre-2011 be reinstated.

CASTLEISLAND

- 257. Congress demands the immediate restoration of the Island allowance for all teachers teaching in island schools.

BEARA

- 258. Congress calls on the CEC to negotiate with the Department of Education for the reinstatement of the allowance for the Diploma in Special Education for all teachers who have completed the Diploma and do not receive the allowance.

CLARE WEST, BALLYHAUNIS/CLAREMORRIS, DUNGARVAN, TULLOW, NENAGH, SLIGO, EDENDERRY, THE CURRAGH, BIRR/BANAGHER, LETTERKENNY, THURLES, SKIBBEREEN, TALLAGHT, CARLOW NORTH, ATHY, BALLINAMORE/BREIFNE, CURRY, DUBLIN NORTH WEST, DUNDALK, EDENDERRY, CARRICKMACROSS, LIMERICK CITY, PORTLAOISE, LONGFORD, DUNDALK, ACHILL, DUBLIN NORTH CITY, DISTRICT 7, LOUGHREA, MIDLETON, ENNIS, MOHILL, CRAOBH DHUN LAOGHAIRE, DUBLIN CITY SOUTH EAST, ARKLOW, DUBLIN CITY SOUTH WEST, GOREY, KILKENNY SOUTH, BLANCHARDSTOWN, NAVAN, DUBLIN SOUTH COUNTY

DUBLIN WEST, KELLS



259. Congress demands that retired teachers in receipt of supplementary pension not be penalised for further employment including substitution.

NEWCASTLE WEST

260. Congress calls for the full restoration of academic and other allowances for all primary school teachers.

SLIGO

261. Congress instructs the CEC to seek an immediate reinstatement of all qualification allowances for all teachers.

THE CURRAGH BRANCH

262. Congress demands that the next proposed pay deal allows for the retraction of all increment freezes to teacher salaries imposed under the *Haddington Road Agreement*, bringing forward the increment due dates by 3 months and six months where applicable.

THE CURRAGH BRANCH, FERMOY

263. Congress:
- notes the definition of pay equality as set out in the *Project Team Report 2016*;
  - demands;
    - that the next pay deal proposed will include a mechanism allowing for the end of the residual losses still being imposed on 2011-2014 graduates; and
    - the gradual recouping of the monetary losses incurred by 2011-2014 graduates over the remaining years of their teaching careers by skipping incremental steps on the pay scale before a teacher reaches the top point of the pay scale.

THE CURRAGH BRANCH

264. Congress:
- notes the definition of pay equality as set out in the *Project Team Report 2016*; and
  - demands that the CEC, using the sectoral bargaining funds or equivalent, set out a schedule of annual payments to 2011-2014 entrants over a 10-year period to restore the historical losses imposed upon them.

THE CURRAGH BRANCH

265. Congress:
- recognises that teachers have experienced an effective pay cut as a result of the cost-of-living crisis; and
  - instructs the CEC to, in the forthcoming pay talks:
    - seek a general pay increase for all members which is adequate to match cost of living increases; and
    - seek a sectoral bargaining process through which a shortening of the pay scale is prioritised.

THE CURRAGH BRANCH

266. Congress demands:
- that EPV days be awarded for all forms of summer programmes; and
  - that all participants in summer programmes be paid by the October midterm break.

THE CURRAGH BRANCH

267. Congress demands that all Croke Park Hours be abolished.

THE CURRAGH BRANCH

268. Congress urges the CEC to demand that deputy principals be entitled to the same terms and conditions as AP1 and AP2 post holders in *Circular 0054/2019*, chapter 8, job sharing scheme, point 12.3.

BIRR/BANAGHER

269. Congress:
- notes that the *Single Public Service Pension Scheme* for all 2013 entrants onwards is a pension scheme based on career average earnings rather than a pension calculated on final salary;
  - further notes that under the *Single Public Service Pension Scheme*, the normal retirement age is the same as the eligibility age for the Contributory State Pension—currently age 66 and any retirement between age 55 and 66 is on a cost neutral basis only;
  - demands that the CEC commence an awareness campaign for teachers concerning the major differences in post 2012 pensions; and



- d. further demands that the CEC will work with other public sector unions to improve the terms of the *Single Public Service Pension Scheme* for all its members.

TUAM

270. Congress:

- acknowledges the commitment of teachers who have undertaken the Diploma in Special Education;
- commends their professionalism in partaking in CPD for the sake of their pupils with additional needs;
- deplores the suspension of the allowance for this diploma for teachers from 2012;
- further deplores the negative impact which this suspension has had;
- demands the immediate restoration of this diploma allowance; and
- further demands that redress be made to those teachers nearing retirement by including the allowance in pension calculation.

TUAM

271. Congress calls on the CEC to negotiate with the Department of Education for the reinstatement of the allowance for the masters degree for all teachers who have completed the masters and do not receive the allowance.

CRAOBH CHUALANN

272. Congress demands that fully qualified teachers working in a substitute capacity be paid their personal rate of pay from the first day of any substitute work.

CARLOW NORTH

273. Congress calls on the CEC to negotiate with the Department of Education for the reinstatement of all allowances lost as a result of *FEMPI* legislation in 2012.

MUINEÁCHAN

274. Congress:

- recognises that teachers, particularly in urban areas are finding it financially impossible to source or afford adequate accommodation;
- notes that the housing crisis is leading to a further crisis in teacher supply; and

- c. calls on the CEC to campaign for an urban allowance for teachers to help address the teacher shortage caused by the exorbitant cost of renting in these rent pressure zones.

DUBLIN SOUTH COUNTY

275. Congress:

- calls on the CEC to negotiate the reinstatement of academic and other allowances which have been withdrawn for new beneficiary teachers since 1 February 2012, including:
  - Diploma in Special Education Allowance
  - allowance to principals who act as secretary of board of management
  - Masters Degree by Thesis or Exam
  - Masters Degree (1st/2nd class) Honours
  - Doctorate Degree
  - Teaching Through Irish Allowance
  - Gaeltacht Allowance
  - Island Allowance;
- notes that the value of an Honours Degree Allowance is now incorporated into each point of the pay scale for teachers appointed on or after 1 January 2011; and
- calls on the CEC to negotiate the adjustment of the Primary Degree Pass Allowance to the value of an Honours Degree Allowance for all pre 1 January 2011 entrants who are currently recipients of the Primary Degree Pass Allowance.

DUBLIN SOUTH COUNTY

276. a. Aithníonn an Chomhdáil seo:

- an bhéim a chuirtear ar thábhacht na Gaeilge sa chóras oideachais;
- gur céad teanga na tíre agus teanga oifigiúil de chuid an Aontais Eorpach í an Ghaeilge;
- na dúshláin uathúil a bhaineann le córas oideachais lán-Ghaeilge a chur ar fáil agus a fhorbairt; agus

- b. éilíonn an Chomhdáil seo go n-íocfaí an liúntas do mhúineadh trí mheán na Gaeilge le gach oide atá ag múineadh sa chóras lán-Ghaeilge.

ATHY

277. Congress:

- a. deplores the cuts to post-graduate qualification allowances imposed by successive governments since 2011;
- b. recognises the further inequality this causes amongst teachers who secured a post-graduate qualification pre-2011 and post-2011;
- c. further recognises and commends the efforts of fully registered teachers undertaking further post-graduate qualifications;
- d. believes these teachers should be remunerated accordingly in order to recognise their efforts and retain them in our primary schools; and
- e. demands the CEC seek the reinstatement of the pre-2011 Master's Degree allowance, the Diploma in Special Education allowance, and Doctorate allowance for those who have achieved this accreditation following their *droichead induction process*

**DUBLIN NORTH EAST**

278. Congress:

- a. acknowledges the additional financial pressures experienced by teachers due to the recent cost of living and housing crises;
- b. recognises the ongoing extortionate accommodation costs in our cities which has further accelerated in recent years, leading to urban schools not being able to recruit and retain teachers; and
- c. instructs the CEC to negotiate with the Department of Education for an allowance for teachers similar to the 'London Weighting Allowance' to compensate for higher living costs in cities.

**DUBLIN NORTH EAST, DISTRICT 15**

279. Congress demands the full re-instatement of posts of responsibility to the schedule that existed prior to 27 March 2009.

**CORK CITY SOUTH EAST**

280. Congress demands that the CEC negotiate with the Department of Education for the restoration of all qualification allowances.

**MACROOM**

281. Congress:

- a. acknowledges the inequality still present in relation to the payment of the Honours degree allowance to primary teachers;
- b. demands that the CEC negotiates with the Department of Education for the payment of the Honours degree allowance to all primary teachers who qualified pre-2012; and
- c. instructs the CEC to report back to Congress 2025.

**DUBLIN WEST**

282. Congress:

- a. acknowledges the great expense that primary teachers incur personally in furthering their professional development;
- b. demands that the CEC negotiates with the Department of Education for the restoration of all qualification allowances; and
- c. instructs the CEC to report back to Congress 2025.

**DUBLIN WEST**

283. Congress:

- a. acknowledges the inequality still present in relation to the payment of the Postgraduate Diploma in Special Educational Needs allowance to primary teachers;
- b. demands that the CEC negotiates with the Department of Education for the payment of this allowance to all primary teachers who successfully obtained this qualification since payment of this allowance ceased on 1 February 2012 for new graduates; and
- c. instructs the CEC to report back to Congress 2025.

**DUBLIN WEST**

284. Congress calls on the CEC to negotiate with the Department of Education for the reinstatement of allowances for Postgraduate Diplomas, Masters and PhDs for all teachers who have completed these awards and do not receive the allowance.

ROSCREA

285. Congress:
- deplores the continuing pay freeze being experienced by teachers in Northern Ireland;
  - instructs the CEC to continue to use every available strategy up to and including strike action to secure a fair pay offer for INTO members in Northern Ireland;
  - acknowledges that the pay increases under the *Building Momentum Agreement* have resulted in teachers suffering a reduction in real pay due to cost of living crisis and inflation;
  - notes that inflation from 2021-2023 was almost double that of the average pay increases under the *Building Momentum Agreement*;
  - further acknowledges the additional financial pressures continued to be experienced by teachers due to the recent cost of living and housing crises;
  - asserts that it is not acceptable for members living standards to be eroded by inflation on an ongoing basis and that a guiding principle for pay negotiations must be that members be compensated for rising inflation;
  - recognises the ongoing extortionate accommodation costs in our cities which has further accelerated in recent years, leading to urban schools not being able to recruit and retain teachers; and
  - instructs the CEC to negotiate with the Department of Education for:
    - an allowance for teachers similar to the 'London Weighting Allowance' to compensate for higher living costs in cities
    - the restoration of all teachers' allowances that were abolished on 1 February 2012

- the introduction of a DEIS Teachers' Allowance, a Special School Teacher Allowance and a Special Class Teacher Allowance.

DUBLIN NORTH BAY, DUBLIN TOLKA

286. Congress notes:
- the *Single Public Service Pension Scheme* for all post-2013 entrants is a pension scheme based on a career average earnings model;
  - acknowledges the work of the taskforce on pay and pensions which is now complete; and
  - demands the CEC work with other public sector unions to improve the terms and conditions of the *Single Public Service Pension Scheme* for all its members.

DUBLIN NORTH BAY, DUBLIN TOLKA

287. Congress demands that the CEC enter into negotiations to facilitate any teacher who completes 40 years of service to access their full pension entitlement regardless of whether they have reached the prescribed age for access to their contributory pension, should they choose to.

DUBLIN NORTH WEST, DISTRICT 15

288. Congress demands full restoration of qualification allowances for all post-graduate qualifications obtained.

KILKENNY CITY

289. Congress:
- acknowledges the inequality still present in relation to the payment of the Postgraduate Diploma in Special Educational Needs allowance to primary teachers;
  - demands that the CEC negotiates with the Department of Education for the payment of this allowance to all primary teachers who successfully obtained this qualification since payment of this allowance was ceased in 2012; and
  - instructs the CEC to report back to Congress 2025.

DUBLIN WEST

290. Congress:

- a. acknowledges the inequality still present in relation to the payment of the honours degree allowance to primary teachers;
- b. demands that the CEC negotiate with the Department of Education for the payment of the honours degree allowance to all primary teachers who qualified pre-2011; and
- c. instructs the CEC to report back to Congress 2025.

**DUBLIN WEST**

291. Congress demands the reduction of the payscale to 20 years.

**CORK CITY SOUTH WEST**

292. Congress:

- a. notes with concern that teachers who retire under Class A PRSI conditions cannot pursue any paid employment while in receipt of their Supplementary Pension; and
- b. calls on the CEC to negotiate with the Department of Social Protection to adjust these rules to allow public servants to work while in receipt of their Supplementary Pension.

**CORK CITY SOUTH WEST**

293. Congress calls on the CEC to negotiate with the Department of Education to bring about the immediate reinstatement and payment of the full Diploma in Special Education allowance for all teachers who have completed the diploma.

**RATHKEALE**

294. Éilíonn an Chomhdháil go mbeadh an liúntas do mhúineadh trí mheán na Gaeilge á íoc le gach múinteoir atá ag múineadh i mbunscoileanna lán Gaeilge.

**DISTRICT 15**

295. Éilíonn an Chomhdháil, go n-íocfar an liúntas Gaeltachta do gach múinteoir atá ag múineadh i scoil atá páirteach i Scéim Aitheantais mar Scoil Ghaeltachta.

**ACHILL**

296. Congress;

- a. notes that those on the post 2013 pension are on an inferior scheme; and
- b. demands that reductions to contributions from this cohort be prioritised in the next round of pay talks without affecting the final value of their pension.

**FERMOY**

297. Congress;

- a. notes the increased workload pressures on school leaders; and
- b. calls on the CEC to demand an increase to the allowances for Assistant Principal 1 and Assistant Principal 2 posts.

**ENNIS**

298. Congress:

- a. commends the INTO membership in District 1 and District 2 for their continued support of the ongoing industrial action in support of fair pay for teachers;
- b. further commends the Northern Ireland Teachers Council for engaging in co-ordinated industrial action;
- c. condemns those who hold the purse strings for their continued failure to progress the legitimate pay claims for teachers and school leaders over the past three years;
- d. notes with concern the fact that teachers and school leaders in the North of Ireland receive the lowest level of remuneration of all teachers across these islands which has led to a crisis in recruitment and retention of teachers in the North of Ireland; and
- e. instructs CEC to fully support the campaign, in concert with our sister unions, to achieve a salary uplift which reflects the true value of the teaching workforce in the North.

**CENTRAL EXECUTIVE COMMITTEE**

299. Congress demands that the INTO enter negotiations with the Department of Education for the restoration of the Special Education Diploma allowance to those teachers who lost this allowance when they voluntarily moved school but who continue to teach in the area of special education in their new school.

**ELPHIN/STROKESTOWN**

300. Congress demands that the CEC engage with the Department of Education and other relevant departments regarding the provision of proper personal protective equipment/clothing to include but not limited to coat, headwear, footwear and other items to protect staff from the weather elements, or in its place an allowance to cover the cost of purchasing and replacing such items.

ELPHIN/STROKESTOWN

301. Congress demands:

- that rate of pay that a primary school teacher receives for teaching the summer programme be increased to the same rate of pay that a post-primary teacher receives for teaching the July summer programme;
- that the CEC calculate how much this would cost and communicate this in report to members; and
- that the CEC communicate this pay anomaly with Department of Education before May 2024.

TULLAMORE

302. Iarrann an Chomhdháil ar an Roinn an Liúntas Múineadh trí Ghaeilge a thabhairt ar ais.

CASTLEBAR

303. Congress:

- congratulates the PSA negotiators on securing the local bargaining element to the proposed *Public Service Agreement*; and
- requests the CEC to ensure the restoration of one third of the Teaching Through Irish Allowance, Gaeltacht Allowance, Island Allowance and Special Education Diploma Allowances to those eligible, with the remaining two thirds to follow in a successor agreement.

ROSCOMMON

304. Congress demands that pay increases match inflation.

CLONMEL

305. Congress;
- demands that all teachers be made aware of their pension entitlements and appropriate ways to explore maximizing their potential pensions.

CLONMEL

306. Congress demands that the appropriate allowance be paid to all teachers who have completed accredited post graduate studies.

CLONMEL

307. Congress:

- notes the inequality in pay for teachers who have completed the Special Education diploma;
- further notes that those who completed this diploma before 2012 receive an allowance of €2,790, while those who completed it since 2012 do not receive this allowance; and
- calls on the CEC to negotiate with the Department of Education for the reinstatement of the allowance for the Diploma in Special Education for all teachers who have completed the diploma and do not receive the allowance.

DUBLIN TOLKA

308. Congress:

- acknowledges that the pay increases under the *Building Momentum Agreement* have resulted in teachers suffering a reduction of the purchasing power of our wage due to cost of living crisis and inflation;
- notes that inflation from 2021-2023 was almost double that of the average pay increases under the *Building Momentum Agreement*;
- instructs the CEC to:
  - negotiate with the relevant partners that future pay deals must offer a pay rise which is at a minimum equal to an increased cost of living;
  - continue to use every available strategy up to and including strike action to secure these demands.

DUBLIN TOLKA

309. Éilíonn an Chomhdháil go mbeadh an Liúntas Múineadh trí Ghaeilge á íoc le gach múinteoir atá ag múineadh i scoil lán Gaeilge.

IAR-CHONNACHT

310. Congress:

- acknowledges the deplorable conditions for our members in Northern Ireland and their ongoing industrial actions to highlight insufficiencies and pay inequality;
- demands progressive change for the profession and students in Northern Ireland; and
- calls on the CEC to further promote and highlight across the island the issues faced by the teachers in Northern Ireland and to call on members, through a targeted communications and media campaign, to fully support their efforts.

DUBLIN CITY SOUTH WEST

311. Éilíonn an Chomhdháil go mbeadh an Liúntas Gaeltachta á íoc le gach múinteoir atá ag múineadh i scoil atá sa scéim Gaeltachta faoin bPolasaí don Oideachas Gaeltachta.

ATHBOY/TRIM

312. Congress demands the reinstatement of the payment of academic and qualification allowances.

ATHBOY/TRIM

313. Congress demands that the CEC campaigns strongly to ensure all those who pay Class A PRSI will be entitled to retire on a full pension with all benefits and not be forced to claim social welfare payments on retirement.

WATERFORD WEST

314. Congress:

- notes the definition of pay equality as set out in the *Project Team Report 2016*
- demands that:
  - the next pay deal proposed will include a mechanism allowing for the end of the residual losses still being imposed on 2011-2014 graduates; and

- the gradual recouping of the monetary losses incurred by 2011-2014 graduates over the remaining years of their teaching careers by skipping incremental steps on the pay scale before a teacher reaches the top point of the pay scale.

FERMOY

## Principals/Deputy Principals

315. Congress calls for all staff to be counted when calculating principals' and deputy principals' allowances, and when allocating posts of responsibility to schools.

EDENDERRY

316. Congress demands that the number of administration days for teaching principals be increased.

BIRR/BANAGHER

317. Congress:

- demands that principals become eligible to job share; and
- further demands the CEC work with the IPPN and Department of Education to create new forms of leave options exclusively for principals, that would be compatible with their position as school leader while also acknowledging their need for personal wellbeing.

BIRR/BANAGHER

318. Congress demands that deputy principals, in all schools, be allocated a number of deputy principal release days each academic year.

BIRR/BANAGHER

319. Congress demands that the release days for deputy principals, introduced as a temporary measure during COVID-19, be reinstated for the 2024 academic year on a permanent basis.

CRAOBH CHUALANN

320. Congress:
- notes the ever increasing demands on principals and deputy principals; and
  - calls on the CEC to demand:
    - the immediate return of release days for all deputy principals;
    - that release days for principals and deputy principals be on a sliding scale, with more days available to larger schools; and
    - that the staffing required to appoint an administrative deputy principal be reduced to 16 mainstream teachers.

WATERFORD CITY

321. Congress:
- recognises the central role played by deputy principals in the overall leadership of schools in partnership with principals;
  - demands release days for all teaching deputy principals; and
  - demands a reduction in the minimum enrolment for the appointment of administrative deputy principals in all schools to 400 pupils.

DISTRICT 11

322. Congress:
- notes the unprecedented demands and workload pressures on teachers and school leaders, particularly principals and deputy principals;
  - demands a dignified 'step-down' facility for principals;
  - calls on the CEC to demand an increase in promoted posts allowances associated with AP1 and AP2 posts; and
  - further calls on the CEC to take whatever actions necessary, including directives and industrial action, to resolve the workload problem as a matter of urgency.

DISTRICT 11

323. Congress demands that promoted posts allowances for principals and deputy principals reflect all teaching and non-teaching staff.

DISTRICT 11

324. Congress demands that principals' pay reflects all the staff that they manage.

DISTRICT 11

325. Congress demands that teaching principals be provided with substitute cover for all CPD events.

DISTRICT 11

326. Congress demands that admin days for deputy principals be reinstated as per Covid times.

DISTRICT 11

327. Congress demands that the threshold for appointing an administrative deputy principal reduces from five special classes to three.

DISTRICT 11

328. Congress calls on the CEC to negotiate with the Department of Education to change the calculation of principal and deputy principal allowances to include the total number of staff employed by the board of management of a school.

ATHY

329. Congress:
- acknowledges the successful operation of the job sharing scheme as per Chapter 8 of Department of Education *Circular 0054/2019*; and
  - directs the CEC to negotiate with the Department of Education to have *Circular 0054/2019* amended to provide a mechanism to allow principals to job share.

ATHY

330. Congress
- finds the workload and expectations placed upon principal teachers is unreasonably demanding;
  - demands that the Department of Education provides increased administrative support to principal teachers;
  - demands that all staff be counted for the purposes of calculating principals' and deputy principals' allowances ;and



- d. demands that the enrolment thresholds for appointment of administrative principals and deputy principals be reduced.

**CORK CITY SOUTH EAST**

331. Congress demands that the INTO negotiates with the Department of Education to demand that no teaching principal should be paid less of an allowance than that of a deputy principal in any school.

**BALLINAMORE/BREIFNE**

332. Congress demands negotiations on securing a second release day for teaching principals to enable two days per week.

**ROSCREA**

333. Congress calls on the INTO to negotiate with the Department of Education, to demand that all staff members are counted for the purpose of calculating principals' and deputy principals' allowances.

**BALLINAMORE/BREIFNE**

334. Congress:
- finds that the workload and expectations placed upon principal teachers are unreasonably demanding;
  - demands that the Department of Education provide increased administrative support to principal teachers;
  - further demands that all staff be counted for the purposes of calculating principals' and deputy principals' allowances; and
  - calls for the enrolment thresholds for appointment of administrative principals and deputy principals to be reduced.

**CORK CITY SOUTH WEST**

335. Congress demands that release days for deputy principals be reinstated.

**CORK CITY SOUTH WEST**

336. Congress:
- recognises the onerous demands placed on principals; and

- b. demands a structured step-down process for principals if they wish to do so.

**GALWAY**

337. Congress:

- notes the unprecedented and ever-increasing demands and workload pressures on teachers and school leaders;
- deplores the impact of these demands and workload pressures on members' health, well-being and quality of life;
- notes the difficulties associated with the recruitment and retention of principals;
- considers the workload problem for teachers and school leaders to be at crisis level; and
- calls on the CEC to take whatever actions necessary, up to and including directives and industrial action, to resolve the workload problem as a matter of urgency.

**ENNIS**

338. Congress:

- notes that the small schools action research project launched in July 2022 is due to conclude later this year and commends the opportunities provided to school leaders in the six clusters to engage, co-operate and collaborate;
- welcomes the positive impact this project has had on supporting school leaders and for the sustainability of small schools;
- calls on the Department of Education to publish an overall evaluation of the research project and to include any learnings and successful initiatives in any such evaluation;
- demands that the Department of Education:
  - extends the project beyond the end of this school year for at least another two years;
  - expands the project to establish and include more clusters of small schools;
  - appoints a co-ordinator to each of the clusters established;
  - appoints a full time Cluster Administration Officer to each of the clusters; and



- e. further demands that there be engagement with and co-operation between education systems in the Republic of Ireland and Northern Ireland on any extension of the action research project and/or any similar initiatives or schemes in relation to small schools.

**CENTRAL EXECUTIVE COMMITTEE**

339. Congress:

- a. finds that the role of the principal as set out in the *Education Act* and *Circular 0016/1973* bears little semblance to the day-to-day realities which principal teachers find themselves in on a day-to-day basis;
- b. further finds that the workload and expectations placed on principal teachers has become excessive; and
- c. demands:
1. that the CEC negotiate with the Department of Education to seek the awarding of five EPV days to every principal teacher as recompense for work carried out during school holiday periods or additional payment for any and all work carried out by school leaders during school holiday periods;
  2. that the PDC and fora be central in the consultation in any review;
  3. that the CEC engage with the Department of Education with a view to the issuance of a new circular detailing the duties and responsibilities of principal teachers; and
- d. further demands that:
1. all staff be counted for the purpose of calculating principals' and deputy principals' allowances; and
  2. a proper and dignified mechanism for stepping down from the role of principal be developed and implemented by the Department of Education.

**CLARE NORTH**

340. Congress demands that all staff employed in our primary schools be included when calculating the principals' allowance.

**PORTLAOISE**

341. Congress demands that in calculating the principals' allowance the management of SNAs and bus escorts is included due to the significant time spent organising and managing these personnel.

**CORK CITY NORTH**

342. Congress demands that the total number of staff employed in a school, including those in shared posts and part-time staff, be counted for the purposes of calculating principals' and deputy principals' allowances.

**CARNDONAGH/MOVILLE**

343. Congress demands that the total number of staff rather than the number of teachers in a school should be taken into account when calculating a principals' and deputy principals' allowances.

**THURLES**

344. Congress demands that acting principals and deputy principals be remunerated for every day they act up.

**THURLES**

345. Congress demands that the CEC negotiate with the Department of Education to provide administrative deputy principal release days to schools with special classes where an administrative deputy principal is not appointed.

**DISTRICT 7**

346. Congress demands that the CEC negotiate with the Department of Education to appoint an administrative deputy principal at four special classes.

**DISTRICT 7**

347. Congress:

- a. notes the roles, besides teaching posts, now considered as school staff, including, but not limited to, SNAs, bus escorts, caretakers and secretaries;

- b. acknowledges that these roles are critical to the running of a modern education system;
- c. calls on the CEC to negotiate for all of these roles to be considered when calculating the remuneration allowance for principals' and deputy principals; and
- d. further calls for these roles to be recognised for the allocation of posts of responsibility within our schools.

**DISTRICT 15**

### School Day/Year/Supervision

348. Congress:
- a. notes the long periods of time spent by teachers completing assistive technology applications; and
  - b. calls on the CEC to examine the possibility of pursuing release time for teachers for the purpose of collaboration among staff members, preparation of forms and examining of reports.

**THE CURRAGH BRANCH**

349. Congress calls on the CEC to demand an immediate end to Croke Park hours.

**WATERFORD CITY**

350. Congress demands the abolition of Croke Park hours.

**CLONAKILTY, CORK CITY SOUTH WEST**

351. Congress:
- a. demands the CEC to negotiate with the Department of Education to increase the number of personal planning hours made available to teachers under the Croke Park hours from 10 hours to 18 hours or more if possible; and
  - b. communicate to members in the *InTouch* magazine by October 2024, what steps the CEC has taken to achieve this objective.

**TULLAMORE**

352. Congress instructs the CEC to negotiate the removal of Croke Park hours.

**DUBLIN TOLKA, DUBLIN NORTH BAY**

353. Congress calls on the CEC to propose funding for non-contact time for teachers to collaborate with each other and work on initiatives within the existing working week at one hour per week for each teacher.

**DUBLIN CITY SOUTH WEST**

354. Congress demands that the substantial additional supervision hours carried out by teachers in small schools be recognised and remunerated.

**ATHBOY/TRIM**

355. Congress demands the end to Croke Park hours, as commonly known, for all primary teachers.

**WEXFORD**

### Miscellaneous A

356. Congress:
- a. notes the rise of the far-right in Ireland and their mobilisation against refugees and migrants in an attempt to spread fear and intimidation;
  - b. condemns these protests and the attempts by the far-right to spread hatred and division in our communities;
  - c. further condemns attacks on workers in libraries and other settings;
  - d. agrees that the trade union movement has a responsibility to oppose the far right in our workplaces and in our communities;
  - e. also agrees that the INTO should take a zero-tolerance approach to the far-right, their racist agenda and their efforts to prevent the implementation of sex and sexuality education in our schools; and
  - f. further agrees that the INTO should support mobilisations called to promote an inclusive Ireland and an Ireland for all.

**TALLAGHT**

357. Congress:

- a. demands that the CEC follow through on the resolution on Housing passed at Congress 2023, with specific reference to all the demands relating to the ICTU *Raise the Roof* campaign;
- b. notes that this resolution includes pursuing the organising of a ballot which would seek a mandate for a national ICTU led work stoppage to kick-start a serious campaign to solve the national housing and rental accommodation crisis; and
- c. further demands a response be relayed to our members in time for us to formulate motions for Congress 2025.

**DUBLIN NORTH BAY, DUBLIN TOLKA**

358. Congress:

- a. acknowledges that the City Connects model of support offers a strategic, systemic, and systematic mechanism to enable children to meet their potential by having their strengths and needs recognised and addressed;
- b. welcomes the work done by the City Connects Pilot Project in Dublin's North East Inner City to promote equality of opportunity to children living in this area through the development of individual plans of support for every child in the 10 schools participating in this project; and
- c. instructs the CEC to engage with the Department of Education to facilitate the expansion of the City Connects model to all DEIS schools.

**DUBLIN NORTH BAY, DUBLIN NORTH CITY, DUBLIN TOLKA**

359. Congress:

- a. views with deep concern:
  1. the growth of far-right political extremism in recent times;
  2. the fact that library staff and other public servants have been the targets of protests by people influenced by these overtly fascist groups over the past year;
  3. the campaigning by people influenced by these groups against the RSE curriculum and their threat to target individual schools and teachers;

4. the creation of division in communities through the dissemination of misinformation and scaremongering by these groups;
  5. the fact that individual teachers can be targeted by extremists due to being publicly named on the Teaching Council website.
- b. instructs the CEC to:
    1. engage with the Teaching Council to ensure that details of a teacher's registration can only be publicly accessed following a written application to the council;
    2. campaign alongside ICTU and other civil society organisations to resist the growth of fascistic political extremism and to support the rights of all minorities; and
    3. to host an anti-racism conference this year, possibly in conjunction with the other education unions, with a view to launching a grass-roots anti-racism campaign as an urgent response to the alarming and dangerous rise in the incidence of racist attacks in Irish society.

**BLANCHARDSTOWN, DISTRICT 15**

360. Congress:

- a. notes:
  1. the extreme impact of the housing crisis on teacher retention, particularly in Dublin, whereby teachers are now largely priced out of renting or ever securing a mortgage;
  2. the failure to date of the ICTU's meek approach to addressing the housing emergency, through limiting their response to organising occasional demonstrations and politely requesting the government to address the housing crisis as an emergency.

- b. demands that the CEC press the ICTU to reinvigorate and re-orientate the *Raise the Roof* Campaign to respond seriously to this emergency, by being an organising force to build a campaign of national industrial action, subject to approval from the conducting of ballots on this issue in all ICTU affiliated unions, in order to achieve the objectives of the *Raise the Roof* campaign.

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**DISTRICT 15, BLANCHARDSTOWN**


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361. Congress calls for the establishment of a working group within the Union to advocate and liaise with other Unions and the relevant authorities on both sides of the border for an all-Ireland teaching body/council which would oversee and harmonise the issues of mutual concern of teachers across Ireland.

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**BELFAST WEST**


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362. Congress:
- a. acknowledges and commends the work of its former president Margaret Skinnider for her work with the INTO, as a teacher, her fight for independence in our country and her tireless work for gender equality and equal pay for women; and
- b. calls on the CEC to establish a working group to formally honour the life of Margaret Skinnider and to continue the campaigns that identify issues of inequality in the profession and propose solutions to these inequalities.

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**DUBLIN CITY SOUTH WEST**


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363. Congress
- a. notes with concern the increasing level of abuse towards teachers across a range of platforms including social media, phone calls from parents and in the classroom; and
- b. urges the CEC to call on the Department of Education and the Education Authority to strategically campaign for zero tolerance of abuse of any kind against staff and to provide such signage for schools as to ensure schools are a safe place for all.

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**SOUTH DERRY**


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364. Congress:
- a. commends the CEC and INTO members who have taken roles in working towards global citizenship for all;
- b. instructs the CEC to promote the 17 Sustainable Development Goals across all communication platforms and work to ensure that all teachers are provided with the necessary planning tools and professional development:

1. to incorporate the activities of Global Citizenship School into their school ethos
2. to educate all students nationwide on how to be effective global citizens and provide them with the tools to love sustainably; and
3. to empower all students with the knowledge, vision and skills of how to meet the 17 Sustainable Development Goals through STEM and the arts.

- c. demands that INTO provide finances to manage and update regularly an online sharing tool for teachers, similar to that of TeacherConnect on the INTO website
- d. further demands that the CEC share and promote the main goals and objectives of COP28 to all members and campaign for COP29 to address:

1. the effect climate change has on the Global South especially in regard to water poverty, mass migration and gender inequality,
2. the geographical challenges access to water creates for industry , transport, health and sanitation.

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**SOUTH DERRY, DUBLIN NORTH EAST, DUBLIN NORTH BAY, DISTRICT 15, DUBLIN TOLKA, WEST LIFFEY, DUBLIN NORTH CITY**


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365. Congress:
- a. notes the unprecedented and ever-increasing demands and workload pressures on teachers and principals;
- b. deplores the impact of these demands and workload pressures on members' health, wellbeing and quality of life;

- c. further notes the difficulties associated with the recruitment and retention of principals and teachers;
- d. considers the workload problem for teachers and principals to be at crisis level;
- e. recognises that increasing workloads is unsustainable without destroying the profession; and
- f. calls on the CEC to take whatever actions necessary, up to and including directives and industrial action, to resolve the workload problem as a matter of urgency.

#### DUBLIN SOUTH COUNTY

#### 366. Congress:

- a. deplores the knock-on impact of inadequate mental health services on the primary education system;
- b. notes:
  - 1. the importance of properly functioning mental health services for the holistic development of the child; and
  - 2. the acute need for reform of mental health services in Ireland;
- c. instructs the CEC to apply for associate membership of Mental Health Reform Ireland, which will facilitate:
  - 1. opportunities to network and collaborate with other member organisations that share a common vision for progressive mental health reform in Ireland;
  - 2. influence and input into national policies and legislation that affect mental health services and supports in Ireland;
  - 3. recognition and support from a leading national coalition on mental health that advocates for comprehensive reform of mental health services in Ireland.

#### NAVAN

## Rule Changes

#### 367. Congress:

- A. instructs the CEC to draft a revised edition of the *INTO Rules and Constitution* (2019) to incorporate:
  - 1. all rule changes on foot of this Rules Congress
  - 2. all necessary consequential Rule changes and re-numbering arising therefrom
- B. further instructs the CEC to change all references to the Department of Education and Skills (DES) to Department of Education (DE) in the revised *INTO Rules and Constitution 2019*; and
- C. directs the CEC to use gender neutral language throughout the revised *INTO Rules and Constitution 2019*.

#### CENTRAL EXECUTIVE COMMITTEE

#### 368. Rule 16

Insert after 'sought' in line 9  
Urgent matters must be made available on the Congress Intranet before being proposed by Standing Orders, must be visible on the hall screens when proposed by Standing Orders, and must be provided in writing to members in the hall before being debated if accepted by Congress.

#### DISTRICT 5

#### 369. Rule 19 B:

Insert after 'Cathaoirleach' in line 8  
'If there is a speaker against a motion, a minimum of 15 minutes will be allowed for discussion.'

#### DISTRICT 5

#### 370. Rule 13 D (ii)

The opening session of Congress shall be public and consist of:

- A. the ratification of tellers;
- B. the declaration of election results;
- C. the President's address; and
- D. the addresses by representatives of the fraternal delegates.

The SOC report shall be taken in private following the end of the opening session of Congress. Congress will continue in private session until 18.00. This session

- A. shall discuss the financial reports and motions (including appointment of auditors, auditor's report, balance sheet and statement of accounts);
- B. shall discuss the Reports of the AC and BFC; and
- C. Motions from Part II of the agenda  
Congress will revert to public session at 18.00 and deal with items from Part I of the agenda.

**CENTRAL EXECUTIVE COMMITTEE**

371. Rule 13 D (iii)  
Delete in its entirety and replace with  
'The first part of the public session on Day 2 shall be devoted to the addresses by the Ministers for Education or their representatives and the response of the General Secretary. The remainder of the morning session on Day 2 shall be devoted to motions from Part I and Part II of the agenda at the discretion of the Standing Orders Committee and addresses by any special visitors. The afternoon session will be private and will discuss and dispose of
- A. The report of the CEC. The report of the Northern Committee shall be noted.
  - B. The reports of the Ed.C, Eq.C and PDC, and
  - C. Motions from Part II of the agenda'

**CENTRAL EXECUTIVE COMMITTEE**

372. Rule 40  
Insert after 'open for business'  
'Where an outgoing member of these Committees is not intending to put their name forward by this date, they shall inform all the branches in their District by 1 October.'

**CENTRAL EXECUTIVE COMMITTEE**

373. Rule 47  
Delete  
'send for publication in the first available issue of an official journal of the Organisation Insert  
'publish online'

**CENTRAL EXECUTIVE COMMITTEE**

374. Rule 49 B  
Delete section and replace with:  
'Twenty-one days before the meeting of Congress, all members eligible to vote shall

receive the instructions and information necessary for the completion of an electronic ballot.'

**CENTRAL EXECUTIVE COMMITTEE**

375. Rule 49 C  
Delete in its entirety and replace with  
'Voting for all positions on the CEC, BFC, Ed.C, Eq.C and PDC, including that for General Secretary and Deputy General Secretary/ General Treasurer, shall be held online by the system of a single transferable vote. Voters will mark their vote 1, 2, 3, etc in the order of their preference. The vote will close not later than the Wednesday of the week prior to Congress.'

**CENTRAL EXECUTIVE COMMITTEE**

376. Rule 49 D  
Delete section in its entirety and replace with:  
'The Official Scrutineer, who shall be a chartered accountant or public auditor, shall examine the results of the voting process on the Thursday prior to the official opening of Congress, and shall, on the conclusion of the count, send a report to the General Secretary.'

**CENTRAL EXECUTIVE COMMITTEE**

377. Rule 49 E  
Delete in its entirety and renumber following sections Section F renumbered as Section E.

**CENTRAL EXECUTIVE COMMITTEE**

378. Rule 50 B (i)  
After 'CEC and BFC representatives' insert: 'the Northern Secretary'

**CENTRAL EXECUTIVE COMMITTEE**

379. Rule 50 B (iv)  
Reword as 'the current President and Vice-President.'

**CENTRAL EXECUTIVE COMMITTEE**

380. Rule 53 B  
Delete in its entirety and replace with  
'The Committee shall consist of the President and Vice-President and members duly elected to represent each CEC Electoral District in the manner set down for returning CEC representatives. Candidates seeking election to the PDC shall be proposed by at least one of the

Principals' fora at the fora AGMs in November. Where there is only one forum in a District, the forum may propose up to a maximum of two candidates. Candidates proposed at the fora AGMs shall give notice in writing of intention to be a candidate to the General Secretary not later than 17.00 on the first working day of December. Where more than one candidate has been duly nominated and ratified within a District, the PDC representative shall be elected in the manner set down for the election of CEC representatives.'

**CENTRAL EXECUTIVE COMMITTEE**

381. Rule 65

After District Secretaries, insert:

'and District representatives on the Ed.C, Eq.C and PDC'

**CENTRAL EXECUTIVE COMMITTEE**

382. Rule 65

After 'Annual Congress', add:

'Such guidelines to specify that only one honorarium may be paid to a member'

**CENTRAL EXECUTIVE COMMITTEE**

383. Rule 73 E

Remove 'teachers unassociated' and insert 'who are not members'

**CENTRAL EXECUTIVE COMMITTEE**

384. Rule 76

Ordinary Membership

A. Eligibility for Admission to Ordinary Membership

Delete sections (i) and (ii) and replace with

- (i) Teachers registered with the Teaching Council in ROI under Route 1 or Route 4.
- (ii) Registered and qualified teachers serving in schools and institutions recognised by the Department of Education in Northern Ireland (DENI).

**CENTRAL EXECUTIVE COMMITTEE**

385. Rule 76 C (iii)

Delete section and replace with

'Registered teachers taking up their first appointment in Ireland may become members of the Organisation with entitlement to full benefit by completing in full the appropriate application form authorising deduction of

subscription from salary and submitting it online to Head Office in accordance with Rule 133 of these Rules.'

**CENTRAL EXECUTIVE COMMITTEE**

386. Rule 76 C (v)

After 'from the date of'

Delete 'receipt of the completed application form authorising deduction of subscription from salary, by the Branch Secretary or online by Head Office, in accordance with Rule 133 of these Rules, provided these documents are received by the Branch Secretary or online by Head Office within three months of reappointment'.

And replace with

'of notification of reappointment'.

**CENTRAL EXECUTIVE COMMITTEE**

387. Rule 76 C (vi)

Delete section in its entirety and renumber following sections.

**CENTRAL EXECUTIVE COMMITTEE**

388. Rule 76 (viii)

Delete all after Rule 133 of these Rules and insert

'online by Head Office. The Branch Secretary shall put the new application to a general meeting of the Branch/Branch Committee for ratification. Deduction of subscription will commence from the salary received in the seventh month following the date on which the form is received.'

**CENTRAL EXECUTIVE COMMITTEE**

389. Rule 76 C (xi)

After 'provision for' delete

'the admission of an unassociated teacher or'

**CENTRAL EXECUTIVE COMMITTEE**

390. Rule 77 B

After 'by the CEC' delete

'They shall be entitled to the benefits and facilities available to ordinary members but they shall not have the right to vote at meetings or in elections or ballots, or act as delegates of the Branch where their absence from school totals, or is scheduled to total, a period in excess of one school year.'



And insert:

'They shall be entitled to benefits and facilities as determined from time to time by the CEC.'

**CENTRAL EXECUTIVE COMMITTEE**

391. Rule 77 C

After 'to act as delegates'

Insert 'or officers'

**CENTRAL EXECUTIVE COMMITTEE**

392. Rule 77 E

Delete all after 'from time to time'

**CENTRAL EXECUTIVE COMMITTEE**

393. Rule 77 H

Delete in its entirety and replace with

'Teachers who Retire on Ill-Health.

Teachers who have been members at the time of their retirement on ill-health pension may be allowed grants under Rules 110 or 111 at the discretion of the BFC until their normal retirement age.'

**CENTRAL EXECUTIVE COMMITTEE**

394. Rule 78

Delete section A

'Members who wish to terminate their membership shall do so by contacting the membership section, who shall be responsible for notifying the Department of Education or the DENI and the member's Branch Secretary.'

**CENTRAL EXECUTIVE COMMITTEE**

395. Rule 80 B

Delete 'or from unassociated teachers'.

**CENTRAL EXECUTIVE COMMITTEE**

396. Rule 111

Delete all after 'Political Fund of the Organisation' and insert

'it is hereby provided that 0.111% of the annual members' subscription is a contribution to the Political Fund of the Organisation and that any member who is exempt as aforesaid shall receive from Head Office an annual rebate of 0.111% of their previous year's annual subscription.'

**CENTRAL EXECUTIVE COMMITTEE**

397. Rule 118 C

Delete all after Rule 110 and insert 'until their normal retirement age (ROI) or normal pension age (NI).'

**CENTRAL EXECUTIVE COMMITTEE**

398. Rule 92

delete and replace with:

'Branch Secretaries, Branch Cathaoirleach and Organisers may be allowed such honoraria as the Branch may direct, subject to guidelines to be issued by the CEC from time to time and endorsed by Annual Congress.'

**CRAOBH CHUALANN**

399. Insert New Rule 52

- A. a special committee, to be responsible to the CEC to be elected and to be known as the Special Educational Committee (Sp. Ed.C.). The committee shall consist of the President and Vice-President for the time being and one member duly elected to represent each CEC Electoral District in the manner set down for returning CEC representatives;
- B. the Sp.Ed.C. shall advise the CEC:
  1. on such special educational matters as are remitted to it by the CEC; and
  2. on such other special educational matters as the committee itself wishes to investigate.
- C. the committee shall remain in office for three years, shall meet not less than three times a year and members shall be eligible for re-election;
- D. the committee shall meet within six weeks from the conclusion of Congress each year. At this meeting the committee shall elect one member as Cathaoirleach. The Cathaoirleach shall hold office for one year and shall be eligible for re-election but shall not hold office for more than three years consecutively;
- E. the Committee shall submit, in public session, an annual report to Congress after that report having previously been submitted to and approved by the CEC. All approved findings and



- F. recommendations of the Committee shall be brought to the attention of the members of the Organisation generally;
- G. all activities of the committee involving expenditure should be subject to the approval of the CEC; and
- H. travelling and personal expenses shall be paid from the General Fund to members of the Sp.Ed.C.

**DROGHEDA**

400. Rule 96

delete and replace with:

Each Branch may appoint Staff Liaisons whose duty shall be to recruit members of staff in the schools where they work and to liaise with the staffs in their schools in matters relating to their professional interests, and where and as appropriate assist them in making contact with Branch Officers, CEC representatives or Head Office Officials.

**DROGHEDA**

401. Rule 110 B (i)

delete and replace with:

a death grant on the death of a spouse, civil partner or child of a member. The amount of the grant shall be decided by Congress from time to time;

**BENEFIT FUNDS COMMITTEE**

402. Rule 16

Insert at the end of Rule 16.

Urgent matters must be presented in writing (digitally or otherwise) before the Report is put to Congress. Urgent matters must be visible on the Congress Hall monitors when proposed by Standing Orders.

**COOTEHILL**

403. Rule 19 C

Insert new Part C and renumber all following parts accordingly:

If there is a speaker against a motion, a minimum of 15 minutes will be allowed for discussion.

**COOTEHILL**

404. Rule 19 I

Insert new Part I and renumber all following parts accordingly:

A minimum of 15 minutes must be available on the Clár before discussion of any motion begins.

**COOTEHILL**

405. Rule 59

delete and replace with:

The General Secretary and the Deputy General Secretary and General Treasurer shall hold office for a period of 5 years, with the option of seeking re-election for a subsequent 5-year period. Persons may serve a maximum of 2 consecutive terms. They shall be removable from office by Congress or a Special Congress called for that purpose, on an adverse two-thirds majority vote.

**CORK CITY NORTH, DUBLIN NORTH CITY, DUBLIN**

**TOLKA, DUBLIN NORTH BAY**

406. Rule 9

Delete all after 'A special committee of the District, operating in the area at which Congress is to meet, shall be responsible for the local arrangements for the Congress.'

**CENTRAL EXECUTIVE COMMITTEE**

407. Rule 31

insert:

Congress instructs the addition of the sentence, 'Members may also be allowed honoraria as the CEC may direct.' after the words 'members of the BFC'.

**DISTRICT 4**

408. Rule 51 G

insert:

Congress instructs the addition of the sentence, 'Members may also be allowed honoraria as the CEC may direct.' after the words 'members of the Ed.C'.

**DISTRICT 4**

409. Rule 52 G

insert:

Congress instructs the addition of the sentence, 'Members may also be allowed honoraria as the CEC may direct.' after the words 'members of the Eq.C'.

**DISTRICT 4**

410. Rule 53 H

insert:

Congress instructs the addition of the sentence, 'Members may also be allowed honoraria as the CEC may direct.' after the words 'members of the PDC'.

**DISTRICT 4**

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## INTO Benefits

411. Congress:

- A. expresses its grave disappointment at the outcomes of the recent review of the pre 2011 Cornmarket INTO Retired Members Life Cover Plan; and
- B. instructs the CEC to work to ensure that any proposed changes in the upcoming review of the plan are kept to a minimum and that members are not discriminated against on the grounds of age.

**DISTRICT 4, SLIGO**

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# Motions – Part 1 Addendum and Amendments

## Motion 26

### **Addendum to part C**

Add new part 6  
the creation of a bespoke DEIS Plus band  
to offer greater support to our most  
disadvantaged schools.

TOLKA

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## Motion 222

### **Amendment to part B 3**

Delete and replace with:  
Access to a HSCL teacher for all schools  
supporting Ukrainian and international  
protection applicants and schools with a large  
number of families for whom English is an  
additional language.

TOLKA

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## Motion 318

### **Amendment**

In line 1, insert 'teaching' before 'deputy' and  
delete 'in all schools'  
In line 2, insert 'substitutable' before 'deputy'

BIRR/BANAGHER

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# Motions - Part 2

## INTO Internal Matters

### 412. Congress:

- a. recognises the fundamental change in the landscape of digital communication since the pandemic;
- b. further recognises digital communication as a beneficial addition to interacting with members within the context of increasing member participation;
- c. calls for CEC to compile guidelines on hosting and managing hybrid branch meetings, including the management of proposing and seconding of agenda items, and the passing of motions; and
- d. calls for provision to be made for branches who wish to hold hybrid meetings, including the purchase of the relevant audio-visual equipment

NAVAN

413. Congress declares that a death grant as provided for in Rule 110 B shall, in respect to a death of a child of a member occurring on or after 4 April 2024, be set at €3,000.

BENEFIT FUNDS COMMITTEE

### 414. Congress:

- a. commends the actions of the CEC and INTO members who have campaigned and lobbied for recognition of female health and equality for women in the workplace;
- b. deplores that under current legislation women undergoing cancer treatment during maternity leave cannot extend their maternity leave until after their cancer treatment and must return to work when maternity leave expires;
- c. instructs CEC to:
  1. publicly announce INTO's support for the 'Leave our Leave' campaign run by the Irish Cancer Society across all media and communication platforms;
  2. raise awareness among INTO members of this campaign;

3. to make contact with the Irish Cancer Society and advise them of the INTO's support for their campaign;
- d. further calls on CEC to work with the ICTU and recognised civil society groups to support the campaign;
- e. further instructs CEC to negotiate alongside the Irish Cancer Society with the Irish government an extension to maternity leave for all mothers undergoing cancer treatment.

BENEFIT FUNDS COMMITTEE

### 415. Congress

- a. notes that
  1. Rule 77C states that substitute members shall enjoy all rights and privileges accruing to ordinary members;
  2. no member of the INTO should suffer financially for participation on a national committee of the union.
- b. instructs the CEC to ensure that where attendance at a meeting of a national committee deprives a member of an employment opportunity as a substitute teacher they be recompensed for loss of earnings at their personal rate for that day.

DUBLIN TOLKA, DUBLIN NORTH CITY, DUBLIN NORTH BAY, WEST LIFFEY

416. Éilíonn an Chomhdháil go mbeadh oifigeach/duine amháin in oifig CME ag feidhmiú mar oifigeach Gaeilge amháin chun freastal ar gach ábhar/tacaíocht don Ghaeilge.

ATHBOY/TRIM

417. Congress demands that a taskforce be established to examine the current structure of the CEC, with a view to increasing teacher membership on the CEC in each district, thereby enlarging the CEC.

WEXFORD

418. Congress
- a. notes with concern the large number of vacant teaching posts within the Irish education sector, and
  - b. further notes that just over 78% of eligible primary school teachers are now members of the union and that this figure has been decreasing for a number of years;
  - c. instructs the CEC to liaise with and survey teachers and principals to ascertain why so many teachers are:
    1. not remaining in Ireland to teach; and
    2. not becoming union members;
  - d. furnish members with the results of this research and also with a union-led strategy to address these issues before Congress 2025.

DUBLIN TOLKA

419. Congress demands the establishment of a sub-committee to explore long-term solutions to the substitute crisis.

BEARA

## Miscellaneous B

420. Congress calls on the CEC, as part of their efforts to help the peoples of Palestine, to raise, in liaison with the ICTU, the urgent need for the Irish government to implement the findings of the *2021 Joint Committee on Foreign Affairs and Defence Report on Demolitions and Displacements in the Occupied Palestinian Territory*.

BLANCHARDSTOWN, DISTRICT 15

421. Congress:
- a. notes the opportunities for school reps and the INTO/TUFP ambassadors to represent in the public arena the stated aims and objectives of INTO, particularly in light of on-going industrial action and the war on Palestine; and
  - b. calls on INTO to provide or facilitate media training for school reps and INTO Ambassadors across the country to

ensure reps/members are fully trained, equipped and confident in engaging with the media.

BELFAST WEST

422. Congress demands that the CEC consult medical experts and undertake a comprehensive review of the scientific, medical and psychological research on gender affirmation, in light of the wellbeing of children and supporting teachers in the delivery of SPHE and RSE programmes.

COOTEHILL

423. Congress:
- a. notes that some branches hold excessive amounts of union funding in their accounts;
  - b. calls on INTO to lobby for a rule change that will place a cap on funding held by individual branches; and
  - c. further calls on INTO to establish a central fund within the Union which would act as a repository for funding in excess of £30,000 /€35,000. This fund should be used to support branches in financial difficulty, the BFC and the work of the union across the Island.

BELFAST WEST

