

Vote NO to Proposed Agreement Agreement does not achieve equal pay



Message from ASTI President Ann Piggott:

The ballot of ASTI members on *Building Momentum – A New Public Service Agreement 2021-2022* will be conducted in February 2021.

The ASTI Central Executive Council has adopted the following motion:

That CEC ballot members on 'Building Momentum' with a recommendation to reject the agreement.

Dear ASTI Members,

You are asked to vote on *Building Momentum – A New Public Service Agreement 2021-2022*.

On Saturday January 9th 2021, CEC met remotely and recommended rejection of this agreement by approximately a two to one majority. One of the main concerns remains around unequal pay. While some further alleviation is offered with the removal of Point 12 of the salary scale, this proposal does not commit to addressing the issue of pay equality, for which the union has fought for over a decade.

Calculated figures reveal that in the first five years, a disparity of over €29,000 exists. Furthermore, this amounts to a difference of almost €86,000 over 25 years. These figures include future pay increases of 1% for all in 2021 and 1% in 2022. A further 1% remains to be allocated on a sectoral basis. Graphs used in this publication show an imbalance in the pay of post-2010 teachers continuing consistently into the future.

Other considerations include agreeing to an action plan for the future which remains to be developed and seen; apart from words such as agility, change and flexibility, together with a guarantee to maintain the momentum for reform, modernisation, development and improvement, several concerns remain. *"This agreement reflects a commitment by the parties to harness this momentum for change."* These and further significant matters are presented in this edition of Nuacht.

The CEC recommendation is to vote **against** the proposed agreement.

Your ballots will arrive to your home addresses and must be returned to head office by **5.30p.m.** on **Tuesday February 9th**.

With kind regards,
Ann Piggott, President

Ballot papers will be
sent to members'
home addresses.
Completed ballot
papers must be
received by
5.30p.m. on Tuesday,
February 9th.

ASTI recommends
rejection of the
proposed public
service agreement.

Ballot Arrangements

Ballot material is being distributed to members' home addresses. Ballot material is due to arrive at the end of January/beginning of February. Completed ballot papers must reach ASTI Head Office **before 5.30p.m. on Tuesday, February 9th**.

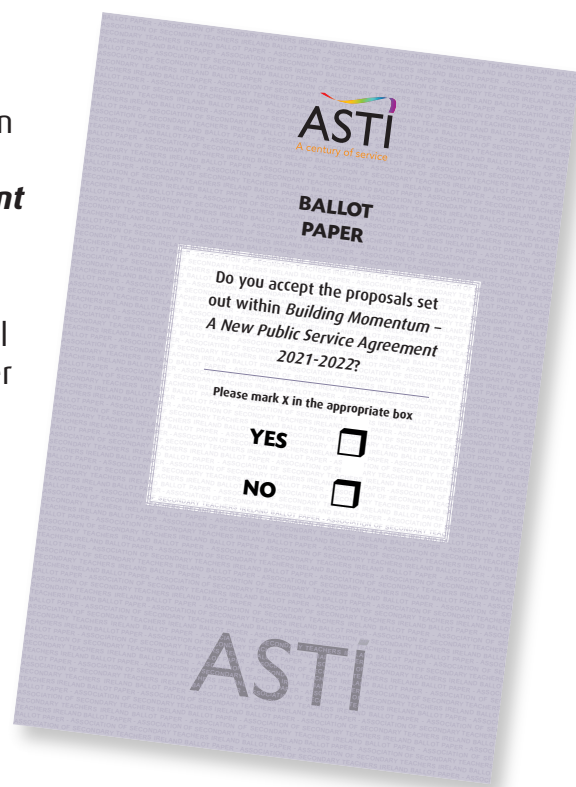
Post can take a number of days. Please post your ballot paper early.

The proposed agreement does not achieve equal pay.

The ballot of ASTI members on ***Building Momentum – A New Public Service Agreement 2021-2022*** will be conducted in February 2021.

The ASTI Central Executive Council met on the 9th January to consider the proposals. After detailed consideration, CEC adopted the following motion:

That CEC ballot members on 'Building Momentum' with a recommendation to reject the agreement.



CEC is recommending that members Vote NO to the proposed agreement because:

- **There is no commitment to eradicate unequal pay for post 2010 entrants.**
- All matters associated with the salary scale of new entrant teachers will be brought to a conclusion, notwithstanding that a pay gap will remain.
- Acceptance of this agreement will consolidate the discrimination of unequal pay for equal work and resile from the principle of equality.
- The agreement does nothing to address the precarious employment issues many new entrants endure.
- The unpaid training period for post-primary teachers was increased by a year when the PME – a two-year, full-time programme – replaced the Higher Diploma in Education in 2014. The consequent loss of income by virtue of costs incurred and the delay in entry to paid employment is not addressed.
- **The lack of a single pay scale is divisive and demoralising in schools.**
- This agreement does nothing to address the serious inadequacies inherent in the single public service pension scheme.
- The agreement does nothing to provide redress for members who suffered extra incremental freezes arising from ASTI industrial action in 2016.
- The agreement offers no tangibles or structures to enhance work-life balance for teachers.

- The agreement focuses on managerialism – control taken from workers over their working lives. This approach is demotivating and disempowers teachers.
- The pace of change can be a stressor in the work environment. The proposed agreement is underpinned by the Education Strategy 2021-2023, annual Action Plans for Education, curricular and assessment reform, continued reform of the Junior Cycle and Senior Cycle within Schools and many other initiatives. **It is clear that the working conditions imposed during the financial emergency are set to continue for the duration of this Agreement.** (See box below – Continuation of imposed “reform”)
- ASTI members will be signed up to deliver the Framework for Junior Cycle as outlined in *Joint Statement on Principles and Implementation and Appendix 22 May 2015* and in *Statement of Assurances 29 November 2016*.
- **The agreement continues the Croke Park Hours.**
- The €150m being offered to address unpaid hours needs to be taken in context. It is just a fraction of the (€621m) estimated value of additional hours worked under the Haddington Road & Croke Park Agreements. (Source: Dept Public Expenditure and Reform – July 2017).
- **Industrial action in respect of any matters covered by the agreement is precluded.**
- This agreement contains an unwieldy set of dispute resolution mechanisms that would mean that difficulties that emerge will not be dealt with in a timely manner.

Continuation of imposed “reform”.

The terms of this agreement seek to bind ASTI to co-operate with a large range of Department of Education strategies and initiatives prior to the full details and requirements becoming known.

This agreement commits the parties to the agreement to co-operation with the Government’s reform agenda and refers to “measurable outcomes”. These may include:

“Supporting School Staff

Teachers and leaders in education need to be supported to continually improve. We will help them to develop their own self-evaluation plan and design and implement initiatives to deliver measurable improvements. In order to support them, we will invest in teachers’ continuing professional development.” (Programme for Govt. p. 97)

ASTI has a long track record seeking to separate curricular reform issues from the terms of national pay deals. This agreement seeks to bind them together.

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The agreement
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agenda.



CHAPTER 1:

Economic and fiscal context:

Against the backdrop of the current economic and fiscal context, this agreement is an extension of the framework of public service agreements, including the most recent agreement (the Public Service Stability Agreement 2018–2020).

Supporting society and the economy:

The COVID-19 crisis of 2020 saw an unprecedented display of commitment, flexibility, hard work and agility in service provision across the range of civil and public services. The following example is cited.

The delivery of school and third-level tuition in new ways, including online, in a very short space of time, to ensure continuity of learning for students, and to facilitate the calculated grading system for the Leaving Certificate examination, during the last academic year. The September return to classrooms was then managed and delivered with a determination to ensure that schools and colleges operate safely and can stay open.

Maintaining the momentum for reform:

This agreement reflects a commitment by the parties to harness this momentum for change to meet the immediate challenges that present in the lifetime of the agreement, and to prepare for future challenges. These include:

Ensuring that schools remain open safely and that challenges in learning that may have arisen for children during the crisis are addressed.

Accommodating the potential of remote working where appropriate in line with the Programme for Government and establishing the public service as a driver of best practice in this area.

Addressing the challenges presented in the public service by digitisation and other new technologies, including the need to retrain, recruit, retain and develop a high performing workforce.

Sustaining an agile public service that is responsive to the changing needs of citizens, communities and businesses.

The parties to this agreement are committed to continue the co-operation with regard to flexibility and change to support effective responses to the challenges posed by COVID-19. The parties agree on the need to look beyond traditional ways of working, where necessary and appropriate, and to manage change to ensure high quality public services, high performance, the maintenance and development of staff skills and competencies, and the delivery of measurable outcomes for the public.

The potential for technology to transform service delivery:

Through the provisions of this Agreement, the parties agree to further embrace and support the use of technology through:

Engagement with new and emerging technology, software, mobile applications and other tools in ways that are productive for employees, employers, and the public.

Implementation and Reporting:

Action plans, linked to the reform agenda outlined in the agreement will be developed for each sector of the public service and will be developed by sectoral management in consultation with unions.

These Plans will establish objectives, deliverables and timelines, and be submitted to the Secretary General of the relevant department by 31 March 2021. Plans will be published by the Department of Education.

In consultation with unions in relevant oversight or equivalent sectoral IR structures, sectoral management will subsequently report on:

- Delivery on the sectoral action plan, giving detailed information on progress delivery, and
- Compliance with the industrial peace provisions of this agreement.

The Secretary General of the DES will submit these reports to the Department of Public Expenditure and Reform at least one month before any scheduled pay increase under this agreement. Reports will be published by the relevant departments.

Key Elements of the Government's Reform agenda for Education are appended to the agreement as follows:

Education Strategy 2021-2023, annual Action Plans for Education and underpinning strategies and developments, curricular and assessment reform including Primary curriculum; continued reform of the Junior Cycle, and Senior Cycle reform within Schools; National Strategy to Improve Literacy and Numeracy (2011 to 2020); Digital Strategy; Gaeltacht Education Strategy; Science, Technology, Engineering and Mathematics (STEM) Education Policy Statement 2017-2026; Modern Foreign Language Strategy "Languages Connect" 2017-2026; and Strategy on Education for Sustainable Development.

CHAPTER 2:

Sectoral bargaining:

A Sectoral Bargaining Fund will be established to be allocated within sectors under this Agreement. The purpose of the sectoral Fund process is to deal with outstanding adjudications, commitments, recommendations, awards and claims within the terms of the Fund and within the Exchequer funding limit in place. All public servants covered by the Agreement will be encompassed by this process.

To balance the need to protect the Exchequer and to address pressure points as identified by trade unions a quantum of cost to be expressed as 1% of basic pay will be allocated to this Fund. Grade or sector-based pay claims and outstanding adjudications and awards will have to be resolved within this process.

In agreement with sectoral management, each sectoral bargaining unit or union will have the option of using some or all of the sectoral fund to address claims appropriate to the process or, in the alternative, to elect for the funds involved to be used as a sectoral pay round.

Where a sectoral bargaining unit opts to use the Fund to deliver a sectoral pay round, all the union/s encompassed by that sectoral bargaining unit agree that in so doing, they may not pursue any grade or pay or pay-related claims relating to that sector for the duration of this agreement.

Implementation Process:

A series of steps will be followed to identify appropriate sectoral bargaining units (by end February 2021) how the bargaining fund will be used (March 2021) and finalised proposals (June 2021).

Compliance with procedures and maintenance of Industrial Peace

Participation in the sectoral bargaining process will require full compliance with the terms of the Agreement by the union concerned, including and importantly cooperation with and operation of dispute resolution procedures and maintenance of industrial peace.

Where issues are not resolved at sectoral negotiations the parties will follow the dispute resolution process set out in the Agreement.

Participation in the process and the implementation of its outcome will be discontinued for any group that engages in industrial action on matters covered by this Agreement.

Sectoral Bargaining:

The agreement contains a clause to address sectoral issues. A fund equivalent to 1% of basic pay will be allocated to a fund where Grade or sector-based pay claims and outstanding adjudications and awards could to be resolved within the process. In the alternative, a sectoral bargaining unit such as teachers can elect for the funds involved to be used as a sectoral pay round whereby each member would receive a 1% pay rise. ASTI would have to pursue this matter by consensus in conjunction with the TUI and INTO.

The agreement does
nothing to provide
redress for members
who suffered extra
incremental freezes
arising from ASTI
industrial action in
2016.

Additional Working Hours under the Haddington Road Agreement:

As stated in the agreement, an independent body will be established by end-March 2021 to assess issues arising pertaining to the Haddington Road Agreement and make appropriate recommendations. The body will consider, and fully take into account, submissions made by the parties to this Agreement and will be tasked to report by end-2021. Reduction of Croke Park hours would be the key objective for ASTI.

Roll out of the body's recommendations will be initiated within the lifetime of this Agreement. To enable commencement of the recommendations during 2022, on the publication of the Report, an amount of €150m will be made available across all affected grades, groups or categories and affected sectors.

Pay:

This agreement is an extension of previous public service agreements, including the Public Service Stability Agreement (PSSA) 2018-2020. This section sets out the agreed approach to public service pay for the period 1 January 2021 to 31 December 2022.

The provisions of previous agreements apply save where varied by this Agreement.

The Parties have reached agreement to provide for the following pay adjustments over the period of this agreement.

- *A general round increase in annualised basic salary for all public servants of 1% or €500, whichever is greater, on 1 October 2021.*
- *The equivalent of a 1% increase in annualised basic salaries on 1 February 2022 to be used as a Sectoral Bargaining Fund in accordance with Chapter 2 of this Agreement.*
- *A general round increase in annualised basic salary for all public servants of 1% or €500, whichever is greater, on 1 October 2022.*

Basic pensionable pay is to be taken to mean basic pay inclusive of allowances in the nature of pay, which are fixed periodic pensionable allowances and pensionable premium pay.

CHAPTER 4:

Haddington Road Agreement and other matters

The parties to this Agreement recognise and accept that certain measures introduced under the Public Sector Stability Agreements (PSSA), including the "Haddington Road Agreement", are considered outstanding matters to be resolved as part of this Agreement and are to be addressed and implemented as follows.

Additional Working Hours:

An independent body will be established by end-March 2021 to assess issues arising in addressing this matter pertaining to the Haddington Road Agreement and make appropriate recommendations to be applied equitably across all affected grades, groups or categories and affected sectors. The body will consider, and fully take into account, submissions made by the parties to this Agreement and will be tasked to report by end-2021.

Roll out of the body's recommendations will be initiated within the lifetime of this Agreement. In this regard, to enable commencement of the recommendations during 2022, on the publication of the Report, an envelope of €150m under this agreement will be made available across all affected grades, groups or categories and affected sectors.

All parties commit fully to this process, and the process and delivery of outcomes are contingent on the parties adhering to the provisions of the section of this Agreement Resolving Disagreements and Ensuring Industrial Peace.

New Entrant Teachers:

The parties agree that, in final conclusion to the arrangements put in place in September 2018 as part of the Public Service Stability Agreement (PSSA) 2018-2020, the following measure will be implemented, to resolve in full the remaining salary scale issues pertaining to new entrant teachers.

New entrant teachers who have been recruited since 1 January 2011, after progressing to point 11 of the teaching salary scale will, on their next increment date, move to point 13.

New entrant teachers, recruited since 1 January 2011, who have already reached point 12 or higher on the teaching salary scale, will on their next increment date after the commencement of the Agreement, move one point further than they would under normal incremental progression.

Resolving disagreements and ensuring industrial peace:

This section of the agreement sets out the architecture of the machinery to be availed of to resolve disputes that arise.

It provides for a tiered approach consisting of local engagement, a Public Service Agreement Group and a Tripartite Implementation Body.

The parties agree that the TIB is the final arbitrator in relation to matters encompassed by the Agreement.

The delivery of industrial peace is an essential requirement of this Agreement. Accordingly, all forms of industrial action are precluded in respect of any matters relating to remuneration or to any matter covered by this Agreement.

The benefits of the Agreement will be confined to those employees represented by unions in membership of ICTU or other unions or representative associations which have notified the WRC of their intention to comply with the Agreement.

No Cost Increasing Claims

The Parties agree that there will be no cost-increasing claims for improvements in pay or conditions of employment by trade unions during the period of the Agreement.

Review of Agreement:

The Parties affirm that public service pay and pensions and any related issues shall not be revisited over the lifetime of this Agreement save where the assumptions underlying this Agreement need to be revisited. In such circumstances the Parties commit to prior engagement.

Pension Parity

The principle that there should be pension parity between serving and retired teachers has long been defended by ASTI. This is the concept that any increases in the pay of serving teachers are also applied to our retired members. ASTI pressed hard to ensure that this will be maintained for the duration of the agreement.

Subsequent to the release of the text of the proposed Agreement **Building Momentum – A New Public Service Agreement 2021-2022**, a letter has been issued by the Department of Public Expenditure and Reform.

Key extracts state as follows:

"As you are aware, the policy on pension increases which has been in place since 2017 is as follows:

- *An equitable approach must be adopted for the various public service pensioner cohorts who are not only differentiated by amount of pension in payment (determined by grade and service) as heretofore but also by date of retirement (in particular pre- and post-end February 2012).*
- *Accordingly, for those who retired or will retire post end-February 2012, to the extent that they retired on reduced salaries, they will receive pension increases in line with the pay increases due to their peers in employment.*
- *When alignment is achieved between pre- and post-end February 2012 pensioners, pay increases will continue to benefit pensions in payment."*

"Accordingly, I can confirm that the Minister for Public Expenditure and Reform has given approval to the continuation of the above policy approach for the period to the end of 2022."

This agreement
contains an unwieldy
set of dispute
resolution
mechanisms which
would mean
difficulties that
emerge will not be
dealt with in a timely
manner.



ASTI members will be signed up to deliver the Framework for Junior Cycle as outlined in *Joint Statement on Principles and Implementation and Appendix 22 May 2015* and in *Statement of Assurances 29 November 2016*.

PAY GAP REMAINS FOR POST 2010 TEACHERS

Under the proposed agreement, the scandal of pay inequality in the teaching profession will continue. Teachers who entered the profession after 2010 will remain on a different pay scale than their colleagues. They undertake the same duties and have equal responsibilities. Since January 2011, this assault on teachers' terms and conditions makes it impossible for new entrant teachers to earn a decent living. This has caused a recruitment crisis, with no applications for many positions.

Case studies 2011, 2012 and 2021 entrants:

Ciara started teaching in September 2011.
She holds a Primary Degree (Honours) and H. Dip. (Honours)

Under the 2010 salary scale, her gross earnings would have been
€33,041 + €1,236 + €4,918 (Point 3 of scale + H. Dip + Hons Primary Degree allowance)

Salary: €39,195

Because she entered the profession in September 2011 her gross earnings were
€27,814 + €1,112 + €4,426

Reduced Salary: €33,352

(i.e. 10% cuts in salary and allowances and she started on the 1st Point of scale)

€39,195 – €33,352

Pay Discrimination Gap: €5,843 (14.91%)

Position September 2019:

Under the 2010 salary scale as it evolved, her gross earnings would have been
€49,629 + €1,236 + €4,918 (Point 11 of scale + H. Dip + Hons Primary Degree allowance)

Salary: €55,783

Her actual salary (September 2019 Point 11 + H.Dip) €51,383 + €1,236

Actual Salary: €52,619

Pay Discrimination Gap: €3,164 (5.67 %)

Position October 2020:

Under the 2010 salary scale as it evolved, her gross earnings would have been
(Point 12 of scale + H. Dip + Hons Primary Degree allowance)

Salary: €58,816

Her actual salary (October 2020 – Point 12 of new pay scale + H.Dip)

Actual Salary: €55,424

Pay Discrimination Gap: €3,392 (5.77%)

Position October 2021:

Under the 2010 salary scale as it evolves, her gross earnings would be
(Point 13 of scale + H. Dip + Hons Primary Degree allowance)

Salary: €60,855

Her actual salary will be (October 2021 – Point 14 of new pay scale + H.Dip)

Actual Salary: €59,435

Pay Discrimination Gap: €1,420 (2.33%)

Position October 2022:

Under the 2010 salary scale as it evolves, her gross earnings would be (Point 14 of scale + H. Dip + Hons Primary Degree allowance)

Salary: €63,403

Her actual salary will be (October 2022 Point 15 of new pay scale + H.Dip)

Actual Salary: €61,494

Pay Discrimination Gap: €1,909 (3.01%)

John started teaching in 2012.

He holds a Primary Degree (Honours) and H. Dip. (Honours)

Under the 2010 salary scale, his gross earnings would have been €33,041 + €1,236 + €4,918 (Point 3 + H. Dip + Hons Primary degree allowance)

Salary: €39,195

Because he entered the profession in 2012 his annual gross earnings were

Reduced Salary: €30,702

(Qualification allowances abolished and he started on first point of the post 2012 new entrant scale)

€39,195 – €30,702

Pay Discrimination Gap: €8,493 (21.6 %)

Position September 2019:

Under the 2010 pay scale as it evolved, his gross earnings would have been €47,958 + €1,236 + €4,918 (Point 10 + H. Dip + Honours degree allowance)

Salary: €54,112

His actual salary (September 2019 Point 10 new entrant scale)

Actual Salary: €49,978

Pay Discrimination Gap: €4,134 (7.63%)

Position October 2020:

Under the 2010 salary scale as it evolved, his gross earnings would have been (Point 11 of scale + H. Dip + Honours degree allowance)

Salary: €57,099

His actual salary (October 2020 Point 11 new entrant scale)

Actual Salary: €52,410

Pay Discrimination Gap: €4,689 (8.21%)

Position October 2021:

Under the 2010 salary scale as it evolves, his gross earnings would be (Point 12 of scale + H. Dip + Honours degree allowance)

Salary: €59,404

His actual salary will be (October 2021 Point 13 new entrant scale)

Actual Salary: €56,386

Pay Discrimination Gap: €3,018 (5.08%)

Position October 2022:

Under the 2010 salary scale as it evolves, his gross earnings would be (Point 13 of scale + H. Dip + Honours degree allowance)

Salary: €63,403

His actual salary will be (October 2022 Point 14 new entrant scale)

Actual Salary: €58,702

Pay Discrimination Gap: €4,701 (7.41%)

For a teacher starting
in 2021, the difference
between the starting
point on the Pre 2011
scale and the Post
2010 scale is
circa €6,500
(see graph page 10).

For a teacher starting in 2021, the projected cumulative difference – after 5 years of teaching – between the Pre 2011 scale and the Post 2010 scale is circa €29,000 (see graph).

For a teacher starting in 2021, the projected cumulative difference – after 10 years of teaching – between the Pre 2011 scale and the Post 2010 is circa €52,900 (see graph).

Katie will start teaching in 2021/2022 school year.
She holds a Primary Degree (Honours) and a PME (Honours)

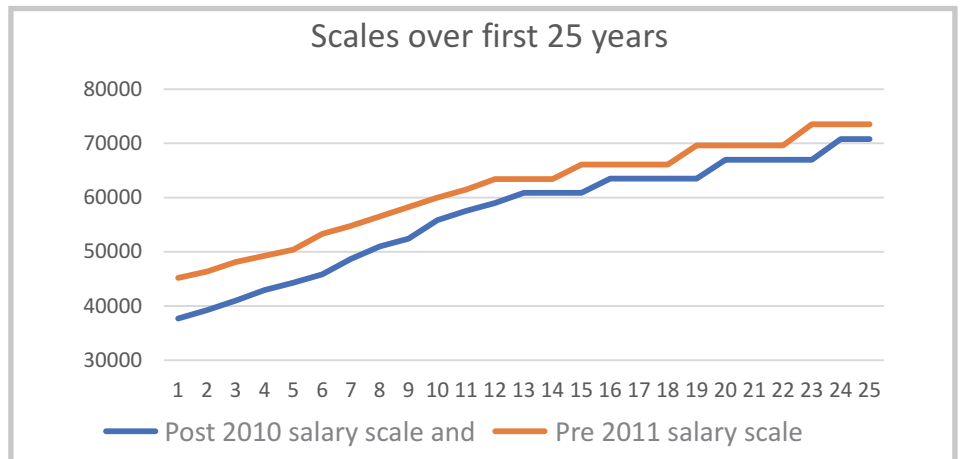
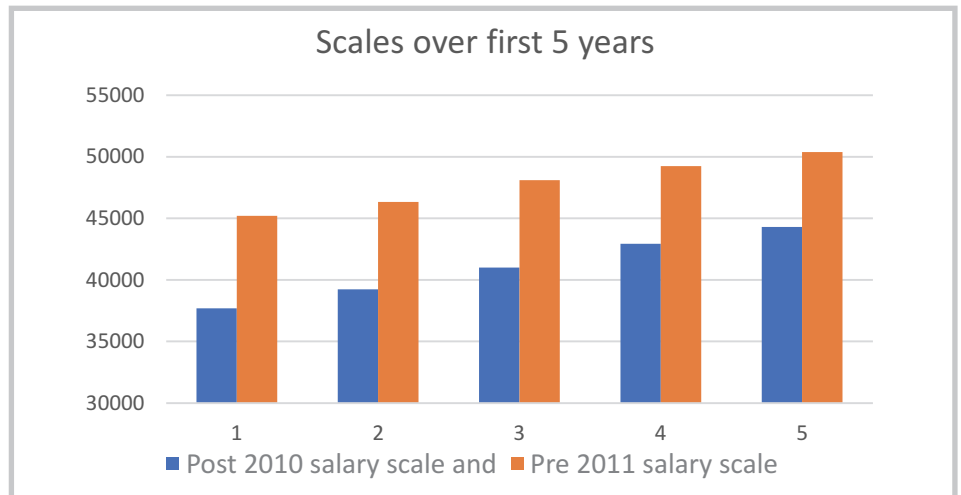
Under the 2010 pay scale as it evolved her gross earnings would be €37,725 + €1,301 + €5,177 (Point 3 + H. Dip + Degree allowance)

Salary: €44,203

Her actual salary (September 2021 Point 1 of new pay scale)

Actual Salary will be: €37,692
Pay Discrimination Gap: €6,511 (14.73 %)

We have projected Katie's earnings using the Pre and Post 2010 salary scales over the coming 25 years.



Notes:

Gap will narrow in future years due to increment skips when reached. On current figures, the pay discrimination gap will be approximately 8% to 10% in her first ten years of teaching.

Calculations are based on gross figures for salary and allowances.

Taxation measures such as changes to USC, pension levy etc. not included as these applied to all public servants including new entrants.

Incremental freezes applied to all public servants have been taken into account

Incremental freezes applied specifically to ASTI members due to industrial action have been excluded from the calculations.

Supervision and Substitution payments are not included in calculations.

The 1% Sectoral Bargaining clause in *Building Momentum – A New Public Service Agreement 2021 -2022* has not been included as it is unclear how this will be apportioned within teaching.

ASTI Equal Pay for Equal Work campaign – achievements to date

The ASTI campaign has already secured some important gains, narrowing the pay gap since the debacle began in 2011.

- (1) In 2013, a reversal of the cut in qualification allowances for those who entered teaching in the period 1st January 2011 to 31st January 2012 was achieved.
- (2) In the negotiations leading to the Haddington Road Agreement, ASTI secured improved pay scales for both the post 1st January 2011 and post 1st February 2012 entrants. These pay scales came into effect from 1st November, 2013.
- (3) In 2016, ASTI action secured the incorporation of the Honours Primary Degree allowance into the pay scale of new entrant teachers.
- (4) In 2018, the removal of the 4th and 8th points of the new-entrant pay scale was secured.

ASTI Equal Pay for Equal Work campaign – our record

The ASTI has been to the forefront of a campaign to challenge this injustice and have it reversed.

- (1) We refused to vote to accept any proposals that have emerged to deal with the issue as they did not bridge the pay inequality gap.
- (2) We took strike action in 2016, seeking to have the injustice resolved.
- (3) In taking strike action, ASTI members endured the full force of emergency legislation (FEMPI) imposed upon them (increment freezes, pay freezes, withholding of supervision and substitution payments etc.) even though the crisis had long since been declared over by senior government ministers.
- (4) ASTI protests have been many and varied.
- (5) ASTI has intensively lobbied politicians of all parties and none.

ASTI Equal Pay for Equal Work campaign – consequences of the pay gap

The pay gap that is in place is divisive, unfair and destructive. By cutting and devaluing new-entrant pay and conditions the Government has undervalued their work. Lesser paid teachers endure stress and a constant struggle to make ends meet. Many have left or are leaving the job they love. The recruitment and retention crisis is growing unabated. Morale among those who entered the teaching profession since 2011 is at an all-time low. This will negatively impact on education. Teachers and the students they teach deserve better.



Who gets to vote?

All members are entitled to vote in this ballot.



**Have your
voice heard –
make sure
you vote**

For further
information visit
www.asti.ie

What does a NO vote mean?

The ASTI is affiliated to the Irish Congress of Trade Unions (ICTU). ICTU's policy on public sector pay is decided by an aggregate vote of all affiliated unions representing public sector workers. That decision will be taken in mid-February. Unions can choose whether or not to be bound by a public sector agreement. If the ASTI rejects ***Building Momentum – A New Public Service Agreement 2021-2022*** and engages in industrial action which is interpreted as repudiation of the agreement, then ASTI members cannot avail of the terms of the agreement. Rejection of a public sector agreement does not necessarily mean repudiation. Repudiation may be interpreted as industrial action which is deemed to breach the Agreement. If the ASTI rejects ***Building Momentum – A New Public Service Agreement 2021-2022***, but does not repudiate any of its terms, then the agreement will be applicable to its members.

What does a YES vote mean?

ASTI members will be signed up to ***Building Momentum – A New Public Service Agreement 2021-2022*** in its entirety.

The Agreement does not deliver equal pay for lesser paid teachers during its lifetime. The pay gap remains.

The following important documentation is available on the ASTI website:

Building Momentum – A New Public Service Agreement 2021-2022

- Education Strategy 2021-2023
- National Strategy to Improve Literacy and Numeracy (2011 to 2020)
- Digital Strategy
- Gaeltacht Education Strategy
- Science, Technology, Engineering and Mathematics (STEM) Education Policy Statement 2017-2026; Modern Foreign Language Strategy "Languages Connect" 2017-2026
- Strategy on Education for Sustainable Development
- Junior Cycle Reform – Joint Statement on Principles and Implementation and Appendix to the Joint Statement 22 May 2015
- [Junior Cycle Reform] Statement of Assurances 29 November 2016
- Senior Cycle reform documents/portal

For further information visit www.asti.ie

ASTI CEC is recommending that members vote NO to the proposed agreement.

Please ensure your completed ballot paper reaches ASTI Head Office by 5.30p.m. on February 9th.

YOUR VOTE – YOUR FUTURE
Stand up for teaching – Vote NO