

ASTIR

Association of Secondary Teachers, Ireland



Jobs not debt

ASTI and reform of
Section 37

Junior cycle consultation

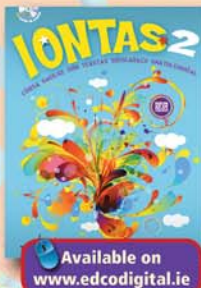
Planning for retirement

NEW PUBLICATIONS 2013

IONTAS 2

Junior Certificate Irish Ordinary Level
Yvonne O'Toole * Elizabeth Wade

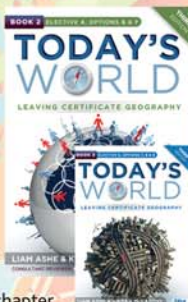
- A brand new, modern Irish text
- Oral, aural, reading and writing skills are developed in each unit
- A wide variety of exercises reinforce learning
- Provides a clear emphasis on literacy and oral skills
- Dedicated Oral unit
- A comprehensive revision booklet
- Student interactive resources at www.edco.ie/iontas2
- Free Teacher's Resource Pack
- Available online, with a bank of interactive resources



Available on www.edcodigital.ie

TODAY'S WORLD 2 & 3 3rd Edition Electives 4 & 5; Options 6, 7, 8 & 9

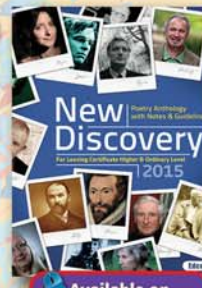
- Leaving Certificate Geography
Liam Ashe * Kieran McCarthy
Consultant Reviewer: M. Morrissey
- New and improved editions of the bestselling *Today's World 2 & 3*
 - New and up-to-date case studies, statistics and Census 2011
 - Clear, concise and straightforward language is used throughout
 - Exam questions at the end of each chapter
 - Packed with full-colour OS maps, photographs, charts, diagrams and satellite images
 - Sample answers for OS and aerial photograph questions
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 - Available online, with a bank of interactive resources



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NEW DISCOVERY 2015

- Leaving Certificate English
Higher and Ordinary Level
Kevin McDermott * Patrick Murray
* Karol Sadleir * Mary Slattery
- New and revised poetry anthology with clear and attractive presentation
 - Critical Commentary for each poem under key headings
 - Includes guidelines, glossaries and questions
 - Now with 8 sample exam essays, revision chart and timelines
 - Examination-style questions & answering guidelines
 - Snapshots of poems to aid revision
 - Guidelines for reading unseen poetry
 - Higher Level poetry charts
 - Personal response encouraged throughout

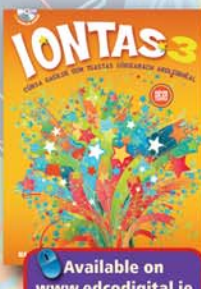


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IONTAS 3

Junior Certificate Irish Higher Level
Yvonne O'Toole * Elizabeth Wade

- A new and comprehensive Irish text for Junior Cert Higher Level
- Oral, aural, reading and writing skills are developed throughout
- A wide variety of exercises reinforce learning
- Packed with sample essays, stories, debates and articles
- Exam-style Cluastuisicint questions included
- Dedicated Oral unit covers the 'Sraith Pictiúr' and role play
- Contains a revision page in every themed unit
- A comprehensive revision booklet with a variety of tests
- Student interactive resources at www.edco.ie/iontas3
- Free Teacher's Resource Pack and DVD
- Available online, with a bank of interactive resources

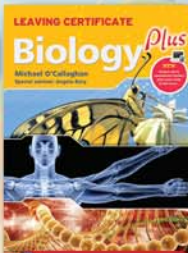


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LEAVING CERTIFICATE BIOLOGY PLUS

Incorporating online tests & assessment tracker

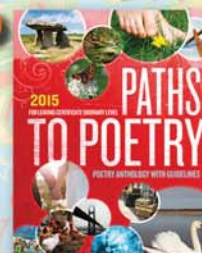
- Leaving Certificate Biology
Michael O'Callaghan
- A new, exam-focused text for Leaving Certificate Biology
 - Written in line with exam papers, recent interpretations from marking schemes & extensive feedback
 - Syllabus-based and exam-focused
 - Each chapter includes, learning objectives, revision questions, recent exam questions, a summary for quick revision & clear colourful diagrams, photos and sketches
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 - An extensive range of definitions included
 - Important terms & additional explanatory information
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PATHS TO POETRY 2015

- Leaving Certificate English
Ordinary Level
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* Karol Sadleir * Mary Slattery
- A brand new OL poetry anthology
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 - Biographical introduction for every poet
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 - Snapshots for each poem aid revision
 - Treatment of poems includes taking a closer look and imagining
 - Includes guidelines for reading poems, advice on answering questions and a glossary of poetic terms



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ICHALLENGE

Junior Certificate English
Larry Cotter * Della Meade
Kevin McDermott

- New and exciting Junior Certificate English text
- Outlines clear learning objectives at the start of each unit
- Dedicated sections on the key writing and reading tasks
- Includes much-loved texts and contemporary literature
- Contains a wide variety of tasks, exercises and activities
- Provides 'I Can' statements, Thinking Routines and students' self-assessment
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- Colourfully designed with a spacious student-friendly layout
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- Student interactive resources at www.edco.ie/ichallenge
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BIOLOGY EXPERIMENT BOOK

- Leaving Certificate Biology
Joe Rice * Siobhán Kirwan
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 - Enables students to create a personal log of the practical activities
 - Designed in a user-friendly layout
 - Theory section provides background knowledge for experiments
 - A new section allows students to evaluate skills used in the experiments and provides follow-up questions
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 - A very useful revision tool for the Leaving Cert Biology exam



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OTHELLO

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Edited with notes and guidelines by
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 - Each scene is accompanied by a plot summary, questions, key points and quotes
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 - Exam-based questions and guidelines on answering questions
 - Model answers to questions
 - Free Student Podcasts and revision material available at www.edco.ie/othello



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BIEN DIT! 2nd Edition

Leaving Certificate French
Oral & Aural
Seán McDermott

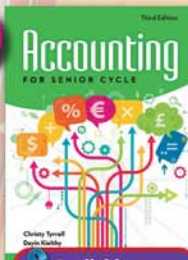
- A new, full-colour edition of the highly successful textbook *Bien Dit!*
- Practice and preparation for the Leaving Cert French oral exam
- Divided into easy-to-use sections
- Comprehensive examination section, with tips and exam advice
- 18 topic-based units, covering the most commonly asked topics
- Addresses 12 current issues, providing audio material and vocabulary and expressions
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- Free CDs include conversations and opinion pieces
- Free Script and 18 Oral-Exam Podcasts
- Available online, with a bank of interactive resources



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ACCOUNTING FOR SENIOR CYCLE 3rd Edition

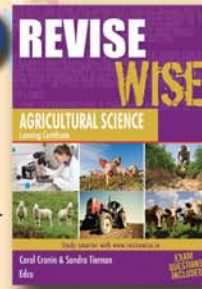
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Christy Tyrrell * Davin Kielthy
- New & fully updated version of the highly successful *Accounting for Senior Cycle*
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 - Available online, with a bank of interactive resources



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REVISE WISE AGRICULTURAL SCIENCE

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Agricultural Science
Carol Cronin * Sandra Tiernan
- The newest addition to the *Revise Wise* revision series
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 - Easy-to-understand language facilitates revision
 - Full-colour images and photographs
 - Exam questions at the end of every chapter
 - Presents up-to-date material, in tables, graphs, diagrams, and bullet points
 - Learning objectives and chapter summaries
 - Experiments with results and key terms highlighted
 - Revision study plan, exam hints & points to note
 - Dedicated chapters on plant and animal identification, scientific explanations and genetics



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Edco 2013

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Cover image: ASTI members took to the streets against continuing austerity on February 9.
Photo: Tommy Clancy

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The ASTIR Editorial Board is interested in receiving feedback on ASTIR. Members can email astirfeedback@astie.ie or text 087-9349956.

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Letters, comments and articles are welcome

All submissions will be considered by the ASTIR Editorial Board. Email astir@astie.ie.

It's your union

Two major events for our union will take place next month. The first is our Annual Convention, the second a Special Convention being held to review how the ASTI is structured and how it can adapt to better meet the needs of members. Convention is the supreme governing body of the Association. Decisions made by members at next month's events will have implications for our work and conditions, the education and well-being of our students, and the future of our union.

Challenges ahead

This is a challenging time for the ASTI. Many very difficult decisions are on the horizon, chief among them decisions on junior cycle reform and the outcome of public service talks – updates at www.asti.ie.

All ASTI decisions are taken by members or their elected representatives and delegates. The review of ASTI structures is aimed at encouraging more members to feed in to these important decisions, giving them the chance to become more involved and engaged with their union. Fundamentally, a trade union is about democracy and solidarity; the ASTI needs your views, opinions and ideas, it needs your involvement, and it needs your support. The ASTI can offer you a lot in return and we want to make sure you get the most out of your membership. Representatives of the American Federation of Teachers recently visited ASTI Head Office and one drew an interesting analogy between a trade union and a gym. If you sign up to a gym and pay your subscription each year, but never get involved, you will get no benefit from it. The same is true of a trade union.

Make the most of your union

The more you involve yourself in the ASTI, the more benefit you will get from it. So if you have never been to a branch meeting or an ASTI event before, I urge you to give one a try – go along to share experiences, progress ideas, and access information. If you have a question or you need representation, contact Head Office – the staff are there to help you with everything from queries on your pay and entitlements to information on education policy and union services. If you have an idea, bring it to the attention of your representatives – we represent you and we want to hear your views.

The ASTI is a democratic organisation, and as an ASTI member you can put your idea forward and have your say. I urge you to do that.

You can read what led some ASTI members to get more involved in their union on page 23 and more on the ASTI review proposals on page 11.

Meanwhile, all the information you need to get more out of your union is available at www.asti.ie.



Gerry Breslin
ASTI President

Difficult decisions

As this ASTIR goes to print the ASTI is preparing to ballot its 17,500 members on a set of proposals from the Labour Relations Commission (LRC), which are the outcome of talks on an extension of the Croke Park Agreement. The proposals follow decisions by ASTI's Standing Committee and Central Executive Council (CEC) that the ASTI participate in the talks between the unions and the Government. The Government had stated that in the event of the talks failing, it would be cutting the public sector pensions and pay bill by €1 billion without consultation with unions and through the use of the Financial Emergency Measures in the Public Interest Act (FEMPI).

Ballot on talks proposals

The talks concluded at the end of February when the LRC presented its proposals to both sides. Standing Committee has confirmed that it will ballot members on the proposals and is awaiting clarifications on a number of aspects of the proposals. The acceptance or rejection of these proposals will have consequences for every second-level teacher. The impact on members will vary depending on their employment status, salary and length of service. It is therefore vital that you examine the exact implications of acceptance or rejection of the proposals for you. Information on the proposals will be distributed to every school. A comprehensive guide to the LRC proposals for teachers is available at www.asti.ie. A 'Frequently Asked Question' section is also available. Please contact ASTI Head Office if you have a question that has not yet been covered on the website. Your participation in this ballot is vital.

Trade union solidarity

The economic crisis – significantly exacerbated by bank debt – has landed a huge burden on working people and their families. Unemployment, reduced incomes and a diminished public service are impacting on ordinary people in every community in Ireland. More than 100,000 of these people joined the ICTU 'Jobs, Not Debt' protest on Saturday February 9. The event re-affirmed that – 100 years after the 1913 Lockout – the Irish trade union movement is still a strong and influential voice, which has public support. This is despite the continuous attacks on trade union solidarity and values by certain sections of society. I believe that it has never been more important to be a member of a trade union and to be an active participant in that union. The February 9 demonstrations provided clear evidence that we are not a minority interest group, as some have described trade unions, but a vibrant and representative movement, which has the power to bring about social change.



Pat King
ASTI General Secretary

Bullying and mental health plans – resourcing needed

The ASTI has welcomed the recent publication of a new 'Action Plan on Bullying' and new guidelines on promoting positive mental health and suicide prevention in second-level schools.

However, General Secretary Pat King has pointed out that measures to address these important issues need to be set in a properly resourced context. "Four years of cutbacks have had a devastating impact on school communities. The moratorium on year head and other in-school management posts, and the withdrawal of ex-quota guidance counselling provision, are impacting directly on a school's ability to provide a supportive environment for vulnerable young people," he said.

The positive mental health promotion guidelines provide a framework

The Action Plan and guidelines are available to download at www.education.ie.

of strategic actions, with information for schools and agencies supporting schools on how to address issues of mental health promotion and suicide prevention (read more on page 20).

The Action Plan on Bullying sets out 12 actions to help prevent and tackle bullying in primary and second-level schools, making clear that preventing and tackling bullying requires support from parents and wider society, and is not a problem that schools can solve alone.

"While all teachers play a role in monitoring the well-being of young people in their classrooms, this is an increasingly difficult task given that classes are larger and many families are currently under stress. This is exacerbated by the fact that specialist resources – such as guidance counselling services, year heads, and form teachers – have been greatly diminished," said Pat King.

Voluntary redeployment pilot scheme for Sligo area

For some time, the ASTI has pursued a voluntary redeployment scheme for teachers in schools that are not in a surplus teacher position. It was agreed under the Croke Park Agreement to engage in a pilot voluntary redeployment scheme of that kind.

That pilot scheme is now operational for schools in the Sligo area. Depending on the success of the pilot, it is hoped that a voluntary redeployment scheme will eventually be rolled out nationally. Updates will be available on the ASTI website.

Maternity leave update

A circular implementing the Budget decision in relation to maternity leave entitlements for teachers has been issued by the Department of Education and Skills.

The ASTI opposed the changes when announced, and has met with the Department of Education and Skills on a number of occasions to express its opposition and to make the case for teachers' statutory rights. The ASTI has sought legal advice in relation to the maternity and adoptive leave changes, examining the potential of taking a legal challenge on the grounds of equality. Legal consultations have indicated that teachers who lose out under the Budget changes have stutable cases. Please contact the ASTI if you are affected.

The original Budget announcement had meant the ending of leave in lieu from May 1, 2013. The Circular issued does not fully abolish the entitlement to days' leave in lieu, but cuts it to the minimum in line with the requirements of the Organisation of Working Time Act.

Teachers' annual and public holiday leave accrued during maternity leave must be taken on existing school closure days that occur in the leave year in question, or if there are not enough school closure days in the leave year she may take the necessary days immediately before the maternity leave in the same leave year.

Full information is on page 26.

Dates for your diary

ASTI Convention 2013 – including junior cycle debate – April 1-4
See page 19
Special Convention – review of ASTI structures – April 26-27
See page 11
Young Teachers' Conference – May 11 – see www.asti.ie



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- MEd in Human Rights and Citizenship
- MEd in Teaching and Learning

The online/distance option will not require attendance at the College on Tuesday and Thursday nights. It is a flexible programme facilitated by the best use of appropriate online pedagogies and technologies.

Applicants should normally have an honours BEd or equivalent and relevant teaching experience. On the basis of applications, a short-list of candidates will be made and these will be interviewed. Application forms available for download from www.spd.dcu.ie
The Admissions Office, St Patrick's College, Drumcondra, Dublin 9.
T: 01 8842096 / 8842025 E: Admissions.Office@spd.dcu.ie

Closing date for receipt of completed applications is on or before: March 22nd 2013

Coláiste Phádraig, Droim Conrach, Baile Átha Cliath 9
COLAISTE DE CHUID OLLSCOIL CHATHAIR BHAILE ÁTHA CLIATH



New teachers' pay and allowances clarified

Following the review of public service allowances last year, it was announced that qualification allowances would be abolished for teachers not in receipt of them prior to February 1, 2012. At that time, it was also announced that the starting salary of teachers affected would be adjusted to take some account of the cut. In late January Department Circular 0008/2013 was issued setting out the new arrangements for the payment of these teachers. As detailed in the Circular, teachers affected by the cut to allowances will be paid according to a new salary scale starting at point 1: €30,702 – equivalent to point 4 on the previous scale – from February 1, 2012. If

you are a new entrant not in receipt of allowances you may be entitled to back pay. The ASTI has met with the DES Payroll Principal Officer to push for the transfer of teachers to the correct pay rate and the payment of any back pay owed as early as possible. For updates see www.asti.ie. The ASTI has always opposed cuts to the pay of new teachers. In particular the ASTI and other teacher unions highlighted the fact that teachers were disproportionately affected by cuts in pay to new entrants to the public sector. The decision to adjust new teachers' pay upwards (from point 1 of their pay scale to point 4) acknowledges the disproportionate impact of pay cuts on new teachers, but it does not go far enough. Full information on teachers' pay is available on the ASTI website, pay and conditions section.

Membership Plus – your member benefits programme

As an ASTI member, you can enjoy up to 50% discount at over 800 restaurants, shops, gyms, golf clubs, venues and much more through the Membership Plus benefits programme. Offers are available across all areas of the country and include such names as Jurys Inn, Stena Line, Pizza Hut, wagamama, DID Electrical, Carlton Hotel Group, Argos and many more. To view the full range of discounts, be kept up to date with new offers and enter fantastic competitions, simply register your Membership Plus card. To register your card, go to www.membershipplus.ie and click on the register button in the middle of the page. Fill in the requested information, including your Membership Plus card number, and press 'submit'. If you have any suggestions, comments or ideas about Membership Plus you can get in touch via the Membership Plus website. Likewise, if you would like to suggest places for a discount, you can do so online.

Mullingar retirement event



Pictured at a recent Mullingar Branch retirement event are: back row (from left): Brid Galligan; ASTI President Gerry Breslin; Audrey Hanlon; and, Peter Keaney. Front row (from left): retired Colaiste Mhuire Mullingar members Paschal Spellman, Frank Dillon and Joseph Fitzsimons.

Minister for Justice to amend Section 37

Minister for Justice Alan Shatter intends to bring forward proposals to amend Section 37 of the Employment Equality Act as a matter of priority. For some time, the ASTI has campaigned for an amendment to Section 37, which provides religious institutions with an exemption from the provisions of the Act on the grounds of religious ethos. For more, see page 16.

This issue in numbers...

€30,702

Starting salary (new point 1 of the salary scale) for teachers first employed after February 1, 2012
(page 6)

110,000

Number of people who marched against austerity on February 9 in Dublin, Cork, Galway, Limerick, Waterford and Sligo
(page 8)

Education International 20th anniversary

Education International (EI) celebrated its 20th anniversary in January. EI was founded in 1993, and has grown to represent over 390 organisations, including the ASTI, with almost 30 million members in over 175 countries and territories. EI has many times succeeded in defending, through concerted and co-ordinated action, member organisations or individual union members whose rights were infringed. Through its advocacy work and emphasis on the critical role of education professionals, EI has succeeded in keeping the provision of education for all as a top priority of the international community.

Teaching Council fee reduced to €65

The annual Teaching Council registration renewal fee has been reduced to €65 – a reduction of €25. The reduction, which follows ASTI lobbying for a decrease in the fee, will apply to annual renewals falling due after January 1, 2013. The fee continues to be tax deductible. Teachers should be aware of some important changes that were made to the registration renewal process in 2012. From now on a single registration renewal notice will be posted to teachers approximately four weeks in advance of their renewal date. If registration is not renewed by the expiry date, a final notice will be issued by registered post. If registration is not renewed within 30 days of the date on the final notice, the teacher's name will be automatically removed from the register.

A new video gives newly qualified and student teachers all the information needed to begin the registration process. Watch at www.teachingcouncil.ie.

Book rental scheme guidelines issued

New guidelines for developing textbook rental schemes in schools were launched in January. The guidelines give practical advice on how schools can establish and operate rental schemes for books and digital media. Many schools already operate successful book rental schemes that can save parents up to 80% of the cost of new school books – a significant saving when the cost of equipping students for second level can be as high as €500.

School book rental schemes operate on a self-financing basis, with costs met by rental income generated, supplemented by income from the Department of Education and Skills' Book Grant Scheme. The guidelines, which include sample timelines, policies, forms and accounts, are available at www.education.ie.

Certified sick leave talks

Changes to certified sick leave are due to come into operation on January 1, 2014, but will involve backdating, meaning that certified sick leave taken before January 1, 2014, may impact on your sick leave entitlement. Talks regarding the backdating of certified sick leave are ongoing.

When implemented, the new arrangements will allow teachers to take up to three months' certified sick leave with full pay, followed by up to three months' certified sick leave with half pay in a rolling four-year period. This may be followed by up to 18 months' sick leave on Temporary Rehabilitation Payment (TRP). Leave for certified sick leave for critical illness will be allowed for six months on full pay followed by six months on half pay in a rolling four-year period; this may be followed by 12 months' TRP. For more information see www.asti.ie.

New 'Arts in Education' Charter

A new Arts in Education Charter, which will include the development of 'Arts Rich Schools', was launched in January.

Under the Charter, the Arts Council will introduce a national scheme that will incentivise and recognise schools that make the arts a key part of school life. The Arts Council will set the criteria for recognition, which will be similar to those used to reward green schools.

Other key commitments in the Charter include:

- national cultural institutions will offer discounted tickets to those in full-time education;
- all publicly funded arts organisations and individuals will be obliged to donate time to a local education initiative; and,
- second-level schools will develop school policies and plans to reflect commitment to arts in education.

The Charter is a joint initiative between the Department of Arts, Heritage and the Gaeltacht and the Department of Education and Skills. The implementation of the strategy will be on a phased basis.



1/4/2013

Start of ASTI Convention

2013

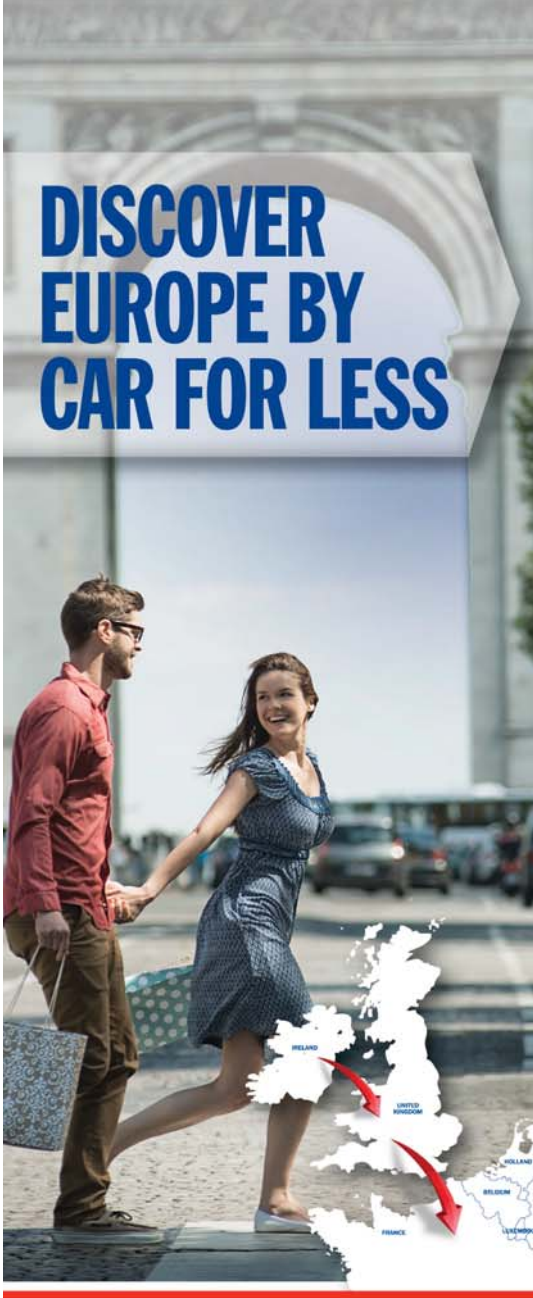
(Convention begins a day early to facilitate discussion of junior cert reform (page 19))



1/1/2013

The date after which new

entrants to teaching will be subject to the new public service pension scheme (page 25)



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ASTI members join



ASTI members Caoimhe O'Donnell, Sorcha Milton and Marian O'Neill at the Dublin protest. (Photo by Mark Stedman.)

Hundreds of ASTI members were among the 110,000 people who took part in demonstrations across the country in protest at the country's continued bank debt burden last month.

The protests, organised by the Irish Congress of Trade Unions, took place in Dublin, Cork, Galway, Limerick, Waterford and Sligo. Over 60,000 took part in the Dublin protest, while at least 15,000 turned out in Cork, 13,000 in Waterford, 10,000 in Limerick, 7,000 in Sligo and 5,000 in Galway.

The rallies heard personal testimonies from people affected by the crisis and ICTU General Secretary David Begg vowed that Congress would continue its bank debt campaign until the link between private bank debt and national debt was clearly broken.

"We saved the European banking system in 2008, an act of extraordinary solidarity with Europe – now we want some solidarity in return," Mr Begg said.

He pointed out that Ireland had already paid some €41 billion for the banking crisis, more than Germany, the UK, Spain or Portugal.

"So far, every Irish person has paid €9,000, while the average across the EU is €192. That is neither fair nor just," he said.



ASTI member Ann Piggott spoke at the Cork demonstration in her capacity as President of the Cork Council of Trade Unions. (Photo by Daragh McSweeney.)

110,000 in protesting bank debt



ASTI marchers were out in force on February 9.



ASTI flags fly in Waterford.



Pictured at the march (from left): ASTI Vice President Sally Maguire; Margaret Kinsella; Elaine Devlin; and, Liz Crummy.



ASTI members on Dublin's Dame Street.



ASTI General Secretary Pat King and Deputy General Secretary Diarmaid de Paor march with ASTI members in Dublin.



ASTI members march down Dublin's Dame Street.

Photos by Tommy Clancy.

Job security success

The ASTI works to achieve and improve job security for members whenever possible. Here are two recent successful cases.

CID for job-sharing member teaching in excess of 11 hours

A teacher has been awarded a CID thanks to a Rights Commissioner appeal taken by the ASTI on her behalf. The member had been teaching in a Connaught school on more than 10 successive fixed-term contracts, the final seven of which specified that she was employed to cover job-sharing hours. In each of her four final contracts, however, the teacher was employed to teach in excess of the 11 hours allowed for job sharing. The teacher made a claim to the school for a contract of indefinite duration (CID) during the 2010/2011 school year, but was informed that she did not meet the criteria for the granting of a CID.

The circular governing the granting of CIDs states that a teacher is excluded from entitlement to a CID where they are covering for another teacher absent on approved leave and where this is set out as an objective ground in their contract.

In the case taken on behalf of the member to the Adjudicator, the ASTI argued that as the teacher was employed for hours in excess of the 11 hours allowed for job sharing, she was therefore employed to teach hours not attributable to a ground on which the school could rely to exclude her for qualification for a CID. The Adjudicator agreed with this argument and ruled that the teacher should be entitled to a CID for the full hours she held in the year 2010-2011.



The teacher was represented by Ann Marie Ryan, ASTI Industrial Relations Official.

The school refused to implement the decision of the Adjudicator and the member was forced to pursue her claim to the Rights Commissioner Service. At a hearing with the Rights Commissioner the school put forth the same argument that the teacher was not entitled to a CID as she was covering for a teacher on approved leave. In addition, the school argued that to award the teacher a CID would pose difficulties in terms of its curricular provision and teacher allocation.

The ASTI argued that any difficulties could potentially be catered for through the redeployment scheme and again put forth the argument that the teacher was employed for hours not attributable to cover for leave.

The Rights Commissioner found in favour of the ASTI's case, stating that as the hours the teacher worked each year for four continuous years exceeded the job-sharing maximum of 11 hours, the teacher should be issued with a CID with effect from September 1, 2011, and paid retrospection owed.

ASTI case increases CID hours

A case taken on behalf of a teacher in Munster resulted in hours taught under fixed-term contracts being added to her contract of indefinite duration (CID).

The teacher had been employed in the same school since the 1999/2000 school year. She held a CID for 17 hours and 25 minutes from September 2005. From 2007 onwards the teacher taught approximately four hours and 15 minutes of additional hours under successive fixed-term contracts. These hours derived generally from Department of Education and Skills- (DES) funded concessionary hours, except during the 2010/2011 school year, when the school paid the teacher privately.

The school sought to convert the teacher's fixed-term contract to a CID on September 1, 2011, and completed the appropriate form declaring its responsibility to do so. However, the DES refused to sanction the CID, stating that the teacher did not have appropriate continuous teaching service in an Oireachtas-funded post. The Department's argument was that the year when the teacher was employed privately by the school constituted a break in service.

The ASTI supported the member in a case to the Adjudicator, who deemed that the service was not continuous and found against the member. The ASTI then appealed this decision to the Rights

Commissioner. The ASTI case referred to Circular 0034/2009, which states that: "Where the school has unassigned hours, these may be offered to a part-time CID holder on a fixed-term basis. A separate fixed-term contract shall be offered in respect of these hours ... In the event of these hours continuing for four years they will be subject to assessment for a contract of indefinite duration in accordance with Paragraph 4.2".

The teacher's ASTI representative argued that as the aggregate of the teacher's fixed-term contracts exceeded four years on September 1, 2011, her fixed-term contract should be deemed a CID for four hours and 15 minutes from that date.



The teacher was represented by Maire Collins, ASTI Industrial Relations Official.

The Rights Commissioner found in favour of the teacher, stating that she was at all times employed by the school, and therefore, in accordance with Section 9(3) of the Fixed-Term Work Act, her contract for four hours and 15 minutes from September 1, 2011, should be deemed to be a CID.

Review of the ASTI's structures

The ASTI represents over 17,500 teachers in schools and branches around the country. The Association has a long history and a diverse and committed membership, many of whom devote much time and energy to their union involvement.

In 2010, ASTI Convention identified a need to improve and widen that involvement and commitment, and to work towards developing a union prepared and organised to meet the needs of all members, to build on its success into the future. Over the last three years, the Officers of the ASTI have led an examination and review of the union's structures, rules and organisation, with a view to making the ASTI more effective, democratic and member centred.

It has been a complex process, encompassing multiple considerations and taken in careful steps. To achieve an informed starting point, a preliminary survey of members identified the areas to be prioritised for attention. Following that, in November 2011, Genesis Consulting was retained to undertake a more wide-ranging consultative exercise with a cross section of members and to report observations, findings and recommendations. The consultants met with school stewards, staff groups, elected branch officers and national representatives, and provided the Officers with their observations.

Since Convention 2012 the ASTI Officers have engaged in an in-depth analysis of the structures and rules of the union, taking into account the Genesis report. Proposals for actions have now emerged and will be considered at a Special ASTI Convention next month.

The proposals

At the Special Convention next month the Officers will bring forward a range of proposals and rule changes dealing with the following areas:

- how the union operates at school level and how members can become more engaged with the ASTI;
- how the representative structures of the union can be made more efficient and effective in serving the needs of ASTI members;
- the role of committees in the operation of the union; and,
- the position of various categories of ASTI members, for example associate members and non-permanent teachers.

Your views on your union

Full details of the proposals are included in a document that is being prepared as this edition of ASTIR goes to print. This report will be widely distributed to members.

This review is about making sure you and your views are represented by your union. We encourage you to read the proposals, discuss them with colleagues and at branch meetings, and make sure your delegates and representatives are informed by your opinions when the proposals are debated at the Special Convention next month.

A Special ASTI Convention running from April 26-27 will consider and make key decisions on the review proposals.

THE ASTI OFFICERS:

President	Gerry Breslin
Vice President	Sally Maguire
Immediate Past President	Brendan Broderick
Honorary Treasurer	Ray St John
General Secretary	Pat King

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Myths in the media

We took a look around the internet to see what myths and views about teaching and teachers were popping up in forums and comment.

MYTH: Teachers have their pensions paid for them

FACT: Teachers pay for their pensions. Teachers pay up to 6.5% of their overall income towards their pensions. In addition, teachers pay a public service pension levy of an average of 7% of income. Teachers' pension contributions are paid to the State, which finances pension benefits from current expenditure.

MYTH: Teachers are not subject to any reviews

FACT: All second-level schools are subject to four different methods of inspection: whole school inspection (WSE); subject inspection; whole school inspection – management, leadership and learning (WSE-MLL); and, incidental or unannounced inspections.

The majority of inspections involve a team of inspectors visiting the school, inspecting teachers in the classroom, evaluating school planning, examining teachers' teaching and learning plans, and conducting interviews with teachers. WSE-MLL inspections involve surveying parents and students.

The resulting inspection reports are published on the internet and are available to any member of the public.

MYTH: Teachers' jobs are protected

FACT: A teacher's permanent contract entitles them to the same employment rights and protections as any other permanent employee. The fact is that hundreds of teachers have been redeployed and thousands of teachers have lost their jobs over the last number of years due to the increase in the pupil-teacher ratio and changes to guidance allocation.

Far from 'protected' jobs, almost one-third of teachers have insecure temporary jobs. They have no guarantee that their job will even exist in the next school year; 16% of them have less than one year's service with their school, while 37% have one to two years' service.


MYTH: Teachers will never know what it's like to compete for jobs

FACT: Over 1,500 second-level teachers will graduate this year. They will compete, along with similar numbers from previous years and other experienced teachers, for the limited number of teaching jobs that will be on offer in the 2013/2014 school year.

If they are lucky enough to secure employment, it will be temporary, most likely covering leave or uncertain concessionary hours. Competing for jobs is a huge concern to the hundreds of teachers who contact the ASTI for advice on improving their job security, finding job opportunities, and increasing teaching hours.

MYTH: The older generation has pulled up the ladder behind them and abandoned young teachers

FACT: The restoration of a single pay scale for all teachers is a central aim of the ASTI and its members. ASTI members voted to accept the Croke Park Agreement to protect their pay and to protect their jobs. They did not vote to cut the pay of new teachers – the Government made that decision and all ASTI members stand behind the decision to oppose it. To that end, the ASTI has established a dedicated strategy committee to pursue the issue and has continued a campaign of opposition to attacks on new teachers. On an individual basis, the ASTI provides advice and representation to hundreds of young teachers to ensure that their rights are not infringed and to improve their working conditions and job security whenever possible (see page 10).



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OVERVIEW

Hibernia College's online M.A. in Teaching & Learning (MATL) provides today's primary and post-primary teachers with the knowledge and skills necessary to deal with current issues in the modern classroom. Specific areas covered include additional learning needs; diversity, development and disadvantage; i-learning and contemporary issues in education.

Delivered by experienced educators with a focus on application in the Irish classroom, the programme provides the tools and knowledge to enable teachers bring the latest innovations and best practice into the class setting. Because the content is based on strategies and techniques (rather than a particular classroom curriculum) graduates from the programme will be able to apply their new skills regardless of the age of the students with whom they work.

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- Focuses on application in the Irish classroom
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- Delivered by experienced educators
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- Duration: 2 years taught plus thesis
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- Now enrolling October 2013

WHAT OUR STUDENTS SAY

"The content of the course was relevant and very practical. I feel much more confident and more up to date on not only the Irish education system but also on best practice internationally. I never felt isolated and compared to face-to-face courses I have undertaken, the online environment provided more opportunities to communicate and connect with my peers. I think the most beneficial aspect of the course has been the forming of friendships with teachers from every corner of Ireland" - Fionnuala Murphy, MATL student.



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Tackling key issues

The ASTI has been featured extensively in the media discussing college admission, bullying and austerity.

Moira Leydon, ASTI Assistant General Secretary, was interviewed about the new pilot college admission scheme to be employed by Trinity College.

"The ASTI very much welcomes this initiative by Trinity. The initiative recognises the strengths of the Leaving Certificate as an externally assessed, balanced and transparent examination system, which prepares and enables young people to enter third level. Having said that, it also makes the point that CAO points alone are not necessarily all that a college needs to know about a student's suitability for success and sustainability at third level."

Drivetime, RTÉ Radio 1, January 14

The ASTI reacts to the Government's Action Plan on Bullying and mental health promotion guidelines

"ASTI General Secretary Pat King said any action to support schools in tackling bullying was welcome, but the plan comes at a time when cutbacks to education budgets were "impacting directly on a school's ability to provide a supportive environment for vulnerable young people."

The Irish Times, January 30

"The Association of Secondary Teachers Ireland welcomed the supports for schools but said the loss of year head posts and reduced availability of guidance counsellors are having a devastating impact on their ability to support vulnerable young people."

Irish Examiner, January 30

"There are few of us who have not been touched in some way, directly or indirectly, by suicide. Teachers have always been caring for their pupils but there is a lack of counsellors and the cutbacks in counsellors in schools is not a good thing ... If a teacher is not in a good place themselves, they are not in a great position to be helping a child. There should be more recognition that teachers need help and guidance. Teaching is tough."

ASTI President Gerry Breslin quoted in the *Donegal News*

Lift the Burden – Jobs Not Debt demonstration

Fergal Canton, an ASTI member who works as a teacher in Kilkenny CBS, said he was marching against the deterioration in terms and conditions for teachers, and in services provided to schools. "I have a 16-year-old who is interested in becoming a teacher, but pay and services conditions are being attacked in new Croke Park talks.


"Because of the country's debt we have bigger classroom sizes, fewer SNAs [special needs assistants] and larger class ratios, [which] means talented young graduates are losing jobs."

Sunday Business Post, February 10

The ASTI also raises Irish educational issues with UK and international media, and recently featured in an article in the Irish Post on Irish teachers looking for work in the UK, which focused on the high calibre of teachers Ireland provides

overseas. In the last year, the ASTI has also contributed to publications including *The Guardian*, *The Scottish Times*, and *Bloomberg*.





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- All module assessment is by project work leading to the eventual completion of a minor dissertation based on students' chosen area of professional research interest
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Further details (including a list of modules on offer in 2013/14) are available from <http://www.ucc.ie/en/study/postgrad/what/acss/masters/education/>.
If you require any further information about the programme please contact Claire Dooley (cdooley@education.ucc.ie) or Anita Cronin (a.cronin@ucc.ie) at (021) 4902467
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Closing date: 26 April, 2013.

If all places are not filled there may be an additional closing date in June



UCC
Coláiste na hOllscoile Coimhreach, Éire
University College Cork, Ireland

Campaign for equality

MAIRE MULCAHY on the ASTI's long campaign for an overhaul of Section 37 of the Employment Equality Act.

Since its enactment in 1998, the ASTI has used every opportunity to advocate for a repeal or amendment of Section 37 of the Employment Equality Act, 1998. We have not been alone in this, with the same call coming from other teacher unions, trade unions and lesbian, gay, bisexual and transgender (LGBT) rights organisations.

Section 37.1 states:

"A religious, educational or medical institution which is under the direction or control of a body established for religious purposes or whose objectives include the provision of services in an environment which promotes certain religious values shall not be taken to discriminate against a person if:

- a) it gives more favourable treatment, on the religion ground, to an employee or a prospective employee over that person where it is reasonable to do so in order to maintain the religious ethos of the institution, or

- b) it takes action which is reasonably necessary to prevent an employee or a prospective employee from undermining the religious ethos of the institution."

ASTI campaign

The ASTI has always viewed Section 37 as totally unnecessary and way in excess of what an institution requires to protect its ethos, and has been campaigning for its repeal or amendment since 1998.

- In 1998, the ASTI met the then Minister for Justice, Mervyn Taylor, to seek the repeal of Section 37.1.
- The ASTI ran a seminar in conjunction with the Equality Authority in 2000, stating our belief that teachers should be treated no less favourably because of their sexual orientation.
- The ASTI Gay and Lesbian Network was established in 2007. The network identified the existence of Section 37 as a licence to discriminate and acknowledged its repeal as the chief requirement of Network members. The Network was adamant that such a potentially discriminatory provision has no place in a statute designed to give employees rights to equal treatment and a workplace free of discrimination.
- In 2007 the ASTI put a motion to the ICTU biennial conference seeking a call from Congress for the repeal of Section 37. This motion was adopted and the quest for its repeal was thus given added weight.
- Subsequent to the ASTI motion being adopted, ICTU delegations, including teacher unions, met the relevant Ministers to advocate for change. While there was receptivity to the case made, no amendments were tabled.
- The ASTI made the case directly to Minister for Education and Skills Ruairi Quinn in 2012, and then ASTI President Brendan Broderick made a direct request to the Minister in his 2012 presidential address at ASTI Convention. The Minister advised the ASTI that the Government intended to amend the legislation.
- The ASTI supported the Section 37 amendment bill tabled in the Seanad by Senator Averil Power in 2012. The amendment was not carried, but both the Minister for Justice and Minister for Education and Skills stated their commitment to addressing this issue.

For information on the ASTI Gay and Lesbian Network or the ASTI Equal Opportunities Committee, see www.asti.ie.

The ASTI is happy to assist any member who might fall foul of the provisions of Section 37, or any member who believes that their employer has discriminated against them on any of the nine grounds of equality, including the ground of sexual orientation, family status or religion. See the ASTI website for information on how to get in touch.

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The argument for amendment

There is certainly an overwhelming argument for the amendment of Section 37. It is unnecessary and excessive in terms of the goal it is intended to serve.

The ASTI has little, if any, experience of members employed in schools being accused of contravening the ethos of the school so the evidence from schools, going back to 1998, offers no support for the existence of this provision. Teachers meet and respect their employers' expectations and that includes transmitting respect for the ethos of the school in their daily work.

It is not possible to know the extent, if any, to which teachers are denied access to employment or promotion, or are treated in any other less favourable manner because of their faith beliefs, absence of them, or their family arrangements. It is possible that discriminatory decisions in cases such as the appointment of teachers go unreported. However, it is the use to which the statutory provision *could* be put that unnerves teachers in same sex partnerships or members whose family arrangements differ from those sanctioned by churches. This is the overriding fear as expressed by teachers in all three teacher unions.

Progress on the horizon?

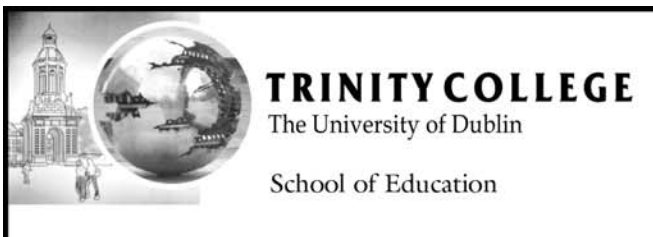
The Minister for Justice, Alan Shatter TD, has indicated that he intends to bring forward proposals to amend Section 37 of the Employment Equality Act as a matter of priority. The Minister intends to prepare proposals on the issue as soon as the views of the Irish Human Rights and Equality Commission are to hand, with a view to early enactment. While Minister Shatter's amendments have yet to reach the Dail, on November 20, 2012, he stated that: "It is unjust that people whose wages are paid by the taxpayer and who are employed to provide essential public services, like education and healthcare, should feel oppressed or feel a need to live their lives in secret for fear that their sexual orientation should lead to victimisation by an employer". Minister Shatter posited an alternative to the current Section 37.1, which would strengthen the protections available to employees against an arbitrary or unfair action by an employer by providing that "reasonable action to prevent an employee or prospective employee from undermining the religious ethos of the institution (section 37(1)(b)) may only be taken where an employee actively undermines or seeks to undermine, or where there is a belief based on demonstrable evidence that a prospective employee would so undermine or seek to undermine the religion ethos of the institution concerned. This section would be without prejudice to a person's constitutional right to privacy or freedom of expression."

The ASTI has written to Minister Shatter welcoming the move and seeking more detail on both the content and passage of an amendment, when they are available. Information will be provided on the ASTI website as soon as it is available.



Maire Mulcahy

Maire is ASTI Assistant General Secretary:
Industrial Relations/Equality.



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For all other enquiries please contact the course administrators on 01 896 3568/1290 or by email to master.education@tcd.ie.



Junior cycle consultation

The results of the ASTI consultation on the proposed Framework for Junior Cycle are in – ASTIR reports.

Teachers were shocked when Minister for Education and Skills Ruairí Quinn announced his proposals for reform of the junior cycle last October. Without any consultation with the teaching profession, the Minister announced that he planned to abolish two cornerstones of second-level education – external assessment and a State certificate at the end of the junior cycle.

The ASTI immediately reacted. Fearing that education standards might be at risk, the union set in motion a comprehensive consultation process with all of its members to gauge the views of those best placed to offer their analysis – teachers on the ground, who engage with students and school life every day.

More than 320 school meetings were held around the country to discuss the potential impacts of the Minister’s plans and views were reported back to ASTI Head Office. What your responses told us is that some aspects of the Framework do have the potential to improve educational experiences, but only if they are properly considered, planned and resourced, and only if assessment and certification procedures are fair, transparent and objective, and do not undermine educational standards. It is clear from the consultation that teachers have engaged with the Minister’s plans; they have informed themselves about the Framework and they have found it wanting. Fundamentally, teachers want to do what is best for students, but they are not convinced of the merits of some of the changes proposed, especially in relation to assessment.

Aspects of the Framework do have the potential to improve learning outcomes

Teachers believe the Framework’s focus on activity-based learning, including the integration of key skills and greater focus on learning outcomes, could lead to better student engagement, particularly for weaker students and students with special educational needs. However, teachers are strongly of the view that this potential remains contingent on fair, transparent and objective certification and assessment arrangements.

Education standards and benchmarks may be at risk

Teachers are concerned about the Framework’s impact on curriculum content and subject depth. They have deep reservations about the removal of core quality assurance mechanisms at junior cycle – externally assessed terminal examinations and the State certificate. They worry that their replacement by a school-based moderation system and school certificate could irrevocably undermine education standards.

Students and parents need objective and valid statements of achievement

The current means of assessment for junior cycle allow for consistency and comparability of standards. Arguably, the teacher is best placed to assess a student’s progress over time but perceptions of fairness could lead to an erosion of trust in the assessment process, particularly as no

information is available on how any internal moderation system would work in practice. Teachers worry that their relationships with students would suffer under the new plans; they feel uncomfortable being placed in the position of judge, and believe that successful teaching and learning can only emerge in the context of strong, respectful and positive relationships.

Transition to senior cycle may be disrupted

Teachers worry that the Framework plans could disrupt students’ progression to more the challenging curriculum at senior cycle and undermine their preparedness for high-stakes Leaving Cert exams. The current Junior Certificate serves as a major motivational focus for young people, equipping them with important life skills such as time management and self-discipline.

School certification could deepen inequality

Teachers believe the decision to replace a State certificate with a school certificate is fundamentally unfair to students. They worry that, depending on the school and its catchment area, different certificates will carry different value and this will deepen existing social inequalities. In addition, some students will leave school without a State certificate.

More information is needed on short courses

Teachers need much more information on short courses – their content and the resources that will be needed to provide quality learning experiences for students. While acknowledging the educational potential of short course, teachers are concerned that schools may reduce subject choice in favour of short courses, which would negatively impact not only on students but on teachers’ employment. Teachers question how short courses will be integrated into school timetables, they feel ill-prepared to design short courses, and are concerned about whether short courses at junior cycle might limit subject choice at senior cycle. Another major apprehension is that some schools simply would not have the financial resources to provide short courses.

Timeframe for implementation is lacking

Teachers are hugely concerned about the lack of an implementation strategy for the introduction of the Framework. Schools are highly complex organisations and forward planning to take account of student needs, enrolment demands, and staffing requirements is necessary for any reform, but particularly for reform of this scale. Schools are already struggling to implement existing reform measures and their recent experience of phased curriculum change in maths has added to the sense of foreboding, in particular in relation to professional development.

What next?

Your feedback has informed policy motions to be debated at ASTI Annual Convention next month. A day of Convention debate will be

Junior cycle reform will be a major focus of next month’s ASTI Annual Convention.

dedicated to ASTI policy on junior cycle reform. Whatever policy positions are decided by your representatives at Convention will be brought to the Minister, the Department of Education and Skills, to parents and to other stakeholders. We will insist that teachers are listened to on far-reaching reform plans that will impact on their jobs, their students and Ireland's education reputation.

A full report on the ASTI consultation outcomes has been circulated to members and is available on the ASTI website. The motions for ASTI Convention are also available at www.asti.ie.

A look ahead to Convention 2013

Next month more than 500 ASTI members will gather in Wexford to discuss and determine ASTI policy priorities for the coming year. A particular focus this year will be on junior cycle reform.

This year's Convention will dedicate a day of debate to junior cycle reform and the outcomes of the ASTI consultation on the junior cycle. Other priority issues will include education cutbacks, talks on public sector pay, and the situation facing new and non-permanent teachers.

Delegates will debate motions on:

- junior cycle reform;
- posts of responsibility;
- CIDs and teachers' contracts;
- teachers' pay; and,
- education cuts.

Convention will be addressed by:

- ▶ ASTI President Gerry Breslin;
- ▶ ASTI General Secretary Pat King; and,
- ▶ Minister for Education and Skills Ruairí Quinn.

Key speeches will be streamed live on the ASTI website on Tuesday, April 2.

Elections

A number of important elections take place at Convention, including the election of ASTI President and Vice President 2013/2014. More information on the candidates for election is available in *Nuacht* and on the ASTI website.

KEEP UP WITH WHAT'S HAPPENING

You can still keep up with Convention on Twitter and Facebook.
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Convention will be covered in the national media and a report on Convention will feature in the next edition of *ASTIR*.

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FEATURE

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The Centre for Excellence in
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The course runs one Saturday each month over a three-year timeframe. It suits teachers, tutors and school leadership, including school principals. The course fee may be paid as €150 per month and/or €1,800 per annum approximately.

For additional information please contact the course Administrator Mairead Condon on 086- 4065371 or at Mairead.Condon@ul.ie or Dr. Geraldine Mooney Simmie, Course Director at Geraldine.Mooney.Simmie@ul.ie.

Well-being in schools

New guidelines for mental health promotion and suicide prevention were issued in January. FRANCES SHEARER explains.

Post-primary schools have a unique role to play in supporting the positive mental health and well-being of young people. They do this by creating caring environments, by educating young people about their health, and by providing support for those experiencing difficulty. While most young people cope well with the challenges of adolescence, it is estimated that one in ten children and teenagers experience mental health difficulties that impact on their relationships and day-to-day coping skills. Many mental health problems emerge in childhood and early adolescence. Ireland has a high rate of youth suicide, especially among teenage boys. In addition, rates of self-harm are rising for young men.

In order to support schools in their work with young people, the National Office for Suicide Prevention, the Health Service Executive and the Department of Education and Skills (with representatives from the Social, Personal and Health Education Support Service, the National Educational Psychological Service [NEPS] and the Inspectorate), have developed 'Well-Being in Post-Primary Schools: Guidelines for Mental Health Promotion and Suicide Prevention'.

The Guidelines were developed following a review of the relevant literature, and a process of consultation within the health and education systems.

The Guidelines outline a good practice model, which is evidence based. They draw together the various elements that provide for effective student support and acknowledge the very good work already taking place in schools.

Schools are advised to implement a continuum of support for students based on the World Health Organisation (WHO) model. The NEPS recommends the same continuum of support approach in its work with schools.

The continuum encompasses a graduated approach as follows:

- School Support for All;
- School Support for Some; and,
- School Support for a Few.

School Support for All

The focus of School Support For All is on preventing mental health problems by creating school environments that are supportive and inclusive, and in which students feel connected and valued. Good relationships with teachers have a significant role to play in helping young people to avoid negative health outcomes.

Under this heading, the Guidelines look at the whole-school guidance plan, student support structures, the role of social, personal and health education (SPHE) and relationships and sexuality education (RSE), and the Health Promoting School framework.

The key strategic actions for positive mental health promotion include:

- developing and maintaining a safe and caring environment within the school;
- building positive teacher–student and student–student relationships;
- actively involving young people and their parents in developing and implementing mental health policies;
- supporting and implementing a well-planned, consistent and integrated SPHE/RSE curriculum;
- actively supporting participation in extra-curricular activities;
- fostering an ethos that accepts and values diversity; and,
- facilitating access to continuing professional development for school staff on the promotion of mental health and well-being.

Student launches mental health app

Despite preparing to sit his Leaving Cert in June, Adam Harris has spent the last year working on a smartphone app that gives young people who are suicidal or suffering from depression instant access to local support. The app is aimed at those who need help or are worried about a friend. It will locate nearby services and lets users connect to support instantly. A student at St David's Secondary School, Greystones, Co. Wicklow, Adam has been working on the app for over a year, in partnership with the GRASP Life Foundation. He has gained the support of major organisations, including Aware and Console, as well as financial backing from Bray Lyons Club.

According to Adam: "I decided to try to help people my own age who may be feeling low or are worried about someone close to them. There has been a focus on the negative effects technology can have, but this

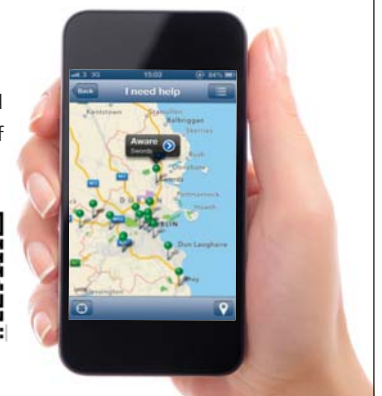
app is an example of how technology can be used to help those who are vulnerable or in crisis".

To download the app, go to the Apple or Android app stores and search for GRASP or scan one of the codes below.



iPhone

Android



While the issue of suicide is naturally one of great concern to schools, these Guidelines do not recommend bringing in outside speakers to talk about it, as the evidence is not sufficiently strong to support such an approach. The Guidelines provide information on dealing with suicide or suicidal behaviour, should it occur.

At the School Support For All level, the primary tasks are to create healthy environments for all, to educate young people about their health, to improve the staff's understanding of mental health, and to have clear systems in place for responding to concerns about a student.

School Support for Some

Support for Some focuses on the early identification of a smaller number of young people who may be showing mild or moderate signs of mental or emotional health problems. This could relate to issues such as bereavement, bullying or changing family situations. Schools are advised to act quickly in order to prevent problems becoming more acute, to provide these students with additional support from within the school and, where necessary, to seek advice from external agencies.

School Support for a Few

Support for a Few looks at supporting young people with more complex or enduring mental or emotional health needs. Supports for young people at this level will generally be more intensive and individualised,

and the school may need, with parental agreement, to refer to external agencies. Advice is also provided on how to help young people who may be at risk of suicidal behaviour.

Case studies, questionnaires and checklists are also available in the Guidelines.

Access to support

The last section of the Guidelines provides information for schools on the services and agencies they can access for support. 'Well-Being in Post-Primary Schools: Guidelines for Mental Health Promotion and Suicide Prevention' is available at www.education.ie.

Frances Shearer

Frances is an ASTI member, and National Co-ordinator for SPHE.

ASTI response to guidelines

The ASTI has pointed out that adequate resourcing is necessary to properly support student well-being. Unfortunately, the structures intended to provide support for students are at risk in many schools due to the moratorium on posts of responsibility, changes to guidance allocation, etc.



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Meet your Committee Chairs

As we approach Convention 2013, *ASTIR* introduces some of the Chairpersons of the many ASTI committees working for members' best interests.



Paul McGrath.



John O'Donovan.



Martin Talbot.



Lily Cronin.

Paul McGrath

*Chairperson of the ASTI Non-Permanent Teachers Advisory Committee
Cork South Branch*

I got involved in the ASTI because... it's our profession, our future, our responsibility. Did you know that education cuts have caused the equivalent of 2,000 teaching jobs to be axed at second level since 2008? This has resulted in financial hardship and emotional distress for non-permanent teachers and their families.

The biggest issues for my committee right now are... Our committee is very active in pursuing a range of issues that affect temporary teachers, for example equality of pay and conditions for newly qualified teachers, and panel rights to enable the temporary teacher to secure a permanent post. Teachers should not lose their hours/job if another teacher is redeployed into the school where they are working.

People may not know... John Mulcahy, a former teacher of mine and past ASTI President, has been a positive influence on my understanding of education and the trade union movement. I am a big fan of Bach and Mozart, and a hurling fan too. Many moons ago I rowed for UCC. Currently, I enjoy competitive sailing on a friend's boat; we sailed across the Irish Sea last year.

John O'Donovan

*Chairperson of the ASTI Principals' and Deputy Principals' Advisory Committee
Kerry Branch*

I got involved in the ASTI because... I believe in trade unionism and I continue my involvement inspired by the many dedicated trade unionists I have encountered in this union over the last 28 years. Budget decisions such as the moratorium on posts of responsibility and the inclusion of guidance counsellors in schools' general teacher allocation have diminished the capacity of schools to deliver pastoral care programmes. The workload of the principal and deputy principal has increased as a result of the cutbacks.

The biggest issues for my committee right now are... to manage the upcoming changes in education, endeavouring to prevent further deterioration in our pay and conditions in these tricky times when all public servants seem to be fair game. The workload of the principal and deputy principal is the biggest issue facing us now and we must make

the Department aware that it has reached breaking point. We need to manage these changes in our own interest and in the interests of our pupils and education itself.

People may not know... that I am married with a 23-year-old son, a daughter aged 22 and a daughter aged 15 and I'm principal in a school in one of the most picturesque towns in Ireland – Ballybunion, Co. Kerry – overlooking the nuns' beach.

Martin Talbot

*Chairperson of the ASTI Community and Comprehensive Advisory Committee
Carrick-on-Shannon Branch*

I got involved in the ASTI because... of the need to highlight issues that are particular to community and comprehensive schools.

The biggest issues for my committee right now are... to maintain recruitment levels in community and comprehensive schools where school stewards face competition from the TUI, and to stress the importance of union membership to young teachers. I like to feel that the C&C Advisory Committee brings the ideas, suggestions, problems and concerns of school stewards to Head Office via the extremely able Maire Mulcahy.

People may not know... my interests include singing with a local choir, high handicap golf and beating the slugs to the veg in the garden!

Lily Cronin

*Chairperson of the ASTI Teaching Council Advisory Committee
Kerry Branch*

I got involved in the ASTI because... of a pay dispute in my early career where I felt new entrants to teaching were unfairly treated. The Kerry Branch's involvement in organising Convention was a major factor in my union activity.

The biggest issues for my committee right now are... to make sure that teachers' and education's best interests are represented in matters such as teacher induction and probation, teacher supply, initial teacher education and the vetting of teachers.

People may not know... I am a trustee of Muckross House in Killarney, chair of the board of management of a local national school, and I have a huge interest in Celtic folklore.

Planning your retirement

Whether you are considering retiring soon or planning for further down the line, read our guide to retirement and pensions.

When can I retire?

You can retire at any age; however, pension benefit is only payable under certain conditions and age restrictions.

You must give at least three months' formal notice of your retirement to your school or VEC, and apply to the Department of Education and Skills for pension benefit at least three months in advance of your intended retirement date.

Compulsory retirement

Teachers who commenced teaching before April 1, 2004, must retire no later than the end of the school year in which they reach their 65th birthday. There is no compulsory retirement age for teachers who came into the system after April 1, 2004.



Optional retirement at age 60

Teachers who commenced teaching before April 1, 2004, may opt to retire on pension at age 60 or at any time thereafter, and will receive a pension based on number of years' membership of the superannuation scheme.

Optional retirement at age 55

A teacher who has reached the age of 55 and has 35 years' actual teaching service may apply to retire on pension. Actual teaching service includes all service given as a teacher in the Irish Republic. You may also include two additional years if you have four years' pre-service training (typically for a HDip), or one year if have three years' pre-service training (typically qualifying without a HDip). In addition, while a teacher on job share earns a half year of pensionable service for every year worked on job share, they may count their job-sharing years as full years for the purposes of qualifying for the 55/35 early retirement scheme. Please note, these additional years are counted for the purpose of qualifying for the 55/35 early retirement scheme only, and do not form part of a teacher's pensionable service, on which their pension benefits are calculated.

Cost-neutral retirement

Teachers who entered service before April 1, 2004, may retire with pension from age 50, and those who entered on or after April 1, 2004, may retire from age 55. This option is defined as 'cost neutral', as actuarial reduction is applied to the pension and lump sum based on the age of the retiring teacher.

Retirement on grounds of ill health

Teachers who are not capable of performing their duties due to ill health may retire with a disability pension if the Department of Education and Skills is satisfied that due to infirmity the teacher is not capable of performing his/her duties and the infirmity is likely to be permanent.

Preserved benefits

If you have a minimum of two years' service and wish to leave teaching before your pension is payable, you can defer drawing down pension benefits until you reach pension age.

If you are considering retirement, you can apply to the Department of Education and Skills for a statement of your retirement benefits to help figure out if retirement is financially viable for you.

What are my pension benefits?

On retirement you will be entitled to a fortnightly pension and a lump sum, provided you have a minimum of two years' actual pensionable service. Pension and lump sum payments are determined by:

- total pensionable service – based on completed years and days of service subject to a maximum of 40 years; and,



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- pensionable remuneration on the last day of service – broadly speaking, pensionable remuneration is made up of incremental salary plus pensionable allowances plus pensionable supervision and substitution at the time of retirement. Averaging of pensionable allowances occurs where a teacher has not held an allowance over the last three years of pensionable service.

Lump sum

The lump sum you receive on retirement will amount to 3/80ths of gross pensionable remuneration for each year of pensionable service, subject to a maximum of 120/80ths. This payment is currently tax free up to €200,000.

Pension

If you pay D Rate PRSI, your annual pension will be 1/80th of your pensionable remuneration for each year of pensionable service.

If you pay A Rate PRSI, you will receive what is known as a 'co-ordinated pension'. The amount of your annual pension will be 1/200th of your pensionable remuneration that does not exceed the maximum personal rate of State Pension (Contributory) multiplied by 3.333333 plus 1/80th of the pensionable remuneration that exceeds that figure for each year of pensionable service.

Pension benefit for fixed-term employees is based on notional full-time salary and actual service, pro rata.

Pension payments are made fortnightly into your bank account by the retired teachers' payroll section of the Department of Education and Skills, which makes any appropriate deductions, including income tax.

How can I enhance my pension?

A number of options are available to enhance your pension benefit on retirement.

Purchase of previous actual service

A 'buy-back' scheme through which teachers in the pension scheme can purchase pension benefit for years when they were in actual service but not yet a member of the pension scheme is available. This option provides excellent value for teachers and costs less than the other options listed below.

Purchase of notional service

The Notional Pension Service Scheme, in essence, allows teachers to purchase pension benefit for years when they were not actually teaching through regular salary deductions or by lump sum payment.

Additional voluntary contributions

Cornmarket Financial Services provides an additional voluntary contribution (AVC) scheme for ASTI members. This scheme allows members to enhance their retirement and death in service pension scheme benefits in a manner that is tax efficient.

Cross-border pensions (UK and Ireland)

Where a teacher has left one jurisdiction to take up a position in another it is possible to transfer accrued pension service to their new pension scheme instead of just preserving their entitlement to their original pension scheme. The full term of service will not necessarily transfer. It is extremely important that independent financial advice be sought if one is considering this scheme.

The ASTI website has a dedicated retirement and pensions section, which includes more detail on the information above – www.asti.ie/pay-and-conditions/retirement-pensions.

Single pension scheme for new teachers

Teachers who enter the profession from January 1, 2013, will enter a new single public service pension scheme in which pension benefits are earned each year and are up-rated each year by reference to the Consumer Price Index (CPI).

The Minister for Public Expenditure and Reform, Brendan Howlin TD, signed the order commencing new pension provisions for new entrants to the public service in January. The main provisions of the new scheme are:

- minimum pension age for most members is linked to the State Pension age (66 years initially, rising to 67 in 2021 and 68 in 2028);
- compulsory retirement at age 70;
- final salary no longer used to calculate pension benefits; instead, a pension and lump sum amount accrue each year and are up-rated each year by reference to the CPI;
- post-retirement pension increases are linked to the CPI;
- members of the scheme will pay 3.5% of net pensionable remuneration (pensionable remuneration less twice the value at that time of contributory state pension) plus 3% of pensionable remuneration in contributions;
- early retirement is allowed from age 55 on an actuarially reduced pension;
- ill-health retirement is allowed with immediate payment of benefits accrued with no actuarial reduction; and,
- death in service and survivors benefits are payable.

The ASTI consistently opposed the new pension scheme and, together with the other teacher unions, commissioned Trident Consulting to analyse the proposed changes. Trident Consulting reported that the scheme would see some teachers pay more into the scheme than they would ever get out, when the pension levy is taken into account.

The teacher unions presented the Trident Report and their concerns to Minister Brendan Howlin (left). The public services committee of the ICTU, of which the ASTI is a member, also met with the Minister and Department of Public Expenditure and Reform officials on a number of occasions to express its concerns.

The information provided in the article on the left does not apply to new entrants to teaching who are subject to the new single public service pension scheme, i.e., those who entered teaching after January 1, 2013.

Teachers who have a break in service of more than 26 weeks – other than on an approved leave scheme – will be placed on the new pension scheme on return to work.

Maternity leave

Everything you need to know about changes to maternity leave entitlements for teachers.

The following information is based on Circular 0009/2013, issued in February 2013 and based on Budget 2013 decisions. Please note: leave in lieu accumulated up to April 30, 2013, will be granted under the previous Maternity Protection Entitlements for Registered Teachers Circular 0011/2011. The ASTI has sought legal advice in relation to the changes to maternity leave and is examining the potential of taking a

legal challenge on the grounds of equality. Legal consultations have indicated that teachers who lose out under the Budget changes have statable cases. Please contact the ASTI if you are affected.

How much maternity leave am I entitled to take?

Teachers who reach their 24th week of pregnancy have an entitlement to 26 weeks' paid maternity leave, followed by up to 16 weeks' additional unpaid maternity leave. A teacher who completes the 26 weeks' paid leave and 16 weeks' unpaid leave may take unpaid leave to the end of the school year, i.e., August 31, at the discretion of the board of management. Paid and unpaid maternity leave must be consecutive and must encompass consecutive weeks. So, for example, periods of school closure during maternity leave cannot be used to discount or extend leave.

Am I entitled to any leave for public holidays that occur during maternity leave, or annual leave accrued while on maternity leave?

Teachers are entitled to 26 weeks' paid and 16 weeks' unpaid maternity leave. This time is treated as though you have been in employment, and can be used to accumulate statutory annual leave and public holiday entitlement. Under Circular 0009/2013, annual leave and public holiday leave accrued during maternity leave must be taken on existing school closure days that occur in

the leave year in question (September 1 - August 31) – both before and after the maternity leave period. If there are not enough school closure days in the leave year to absorb all statutory annual leave entitlements, you can take the necessary days immediately before the maternity leave in the same leave year. Alternatively you can carry the balance forward to the following leave year, but in that case the days must be taken during school closures.

There are nine public holidays in a year and full-time teachers are entitled to 20 days' annual leave in a year. So, in essence, a full-time teacher must be afforded 29 days of school closures in a leave year, outside of her maternity leave. If there are not that number of school closure days occurring outside of her maternity leave, the teacher may take the difference immediately prior to her maternity leave or on school closure days in the next leave year.

As a non-permanent teacher, do I have any entitlement to maternity leave?

A teacher on a fixed-term contract (regular part-time, non-casual part-time) has full maternity leave entitlements during the term of their contract. This means that you are entitled to take maternity leave on the same terms as a permanent teacher, but your entitlement to maternity leave ceases on the expiry of your contract unless that contract is followed directly by another 'back-to-back' contract.

How am I paid during my maternity leave?

In the case of Department-paid teachers, full salary is paid for 26 weeks. For an A-class PRSI contributor this is made up of Maternity Benefit from the Department of Social Protection and the balance from the Department of Education and Skills. Once 26 weeks' paid leave is exhausted, you may take unpaid leave as detailed above. Teachers who pay Class A PRSI are entitled to Maternity Benefit for 26 weeks, payable by the Department of Social Protection. This payment issues directly to the teacher, so a deduction of the same amount is made from salary by the Department of Education and Skills. It had been the case that Maternity Benefit was not taxable; however, from July 1, 2013, it will be treated as taxable income.

If I fall ill due to pregnancy, does this period of illness count towards my sick leave entitlement?

Pregnancy-related sick leave is not counted as sick leave, and if your doctor certifies your illness as pregnancy related your absence should be entered on the On Line Claim System as 'pregnancy-related illness'. Under Circular 0009/2013 the principal should seek the advice of Medmark, the occupational health provider, where a teacher is certified as having pregnancy-related illness and is approaching her maximum entitlement to paid sick leave.

Beat the blues with Aware

More than 18,500 senior cycle students in schools around Ireland have taken part in Aware's revised positive mental health programme 'Beat the Blues' since the beginning of the school year. The programme focuses on positive mental health and how to deal with challenges in life, as well as building strength and resilience for the future. Beat the Blues is available free of charge to every secondary school in Ireland. More information is available on www.aware.ie.



Pictured with students from St Kevin's College, Dublin, at the launch of Aware's new look secondary schools programme, Beat the Blues, are: RTÉ's Louise Heraghty (left of pic); Ray D'Arcy; Dr Claire Hayes, Aware; Leanne Delaney, Tesco Ireland; and, actress Tara Lee (from RTÉ's RAW).

Concern video and writing competitions

Concern is calling on students to try their hand at either the Concern Writing Competition or the Concern Video Competition. For the writing competition, students can choose to give a speech accepting the Nobel Peace Prize for improving the lives of the world's poorest people, post a blog on how they would end world hunger, or tell the story of what it is like to live in Haiti, three years after the devastating earthquake. Entries should be between 750 and 1,000 words.

The video competition is open to anybody aged between 12 and 26, and entrants are asked to make a three-minute video, entitled 'Why Hunger'. There are great prizes for the winners. For information log on to Concern.net.

Poetry and therapy workshop

A workshop exploring the intersection between poetry and therapy will be presented by Poetryreach Ireland on Saturday March 23 in the Glenroyal Hotel, Maynooth, Co. Kildare. Two prominent psychotherapists from Britain and Ireland will offer workshops exploring close links between poetry and the schools of counselling psychology. A fee of €70 for the day applies. For more information or to book, see poetryreach.wordpress.com or contact Niall Hickey, Tel 01-629 1066/085-858 6405.

Free access to online encyclopaedias

All schools have had access to the Britannica Online School Edition for the last three years, but now students and teachers can access the resource anywhere, anytime, at www.scoilnet.ie.

Poster competition

A poster competition open to those aged 10-18 years encourages young people to learn how cancer can be prevented, by creating posters that can communicate what you can do now to prevent cancer later in life. For full details of the competition, please visit www.facebook.com/EclYouthCompetition. The closing date for entries is April 19.

Share my lesson from EI

Education International has introduced a new online teacher resource and collaboration platform, Share My Lesson. Resources have been designed by teachers for teachers and have a proven track record – and they are free. Teachers in more than 50 countries are already using Share My Lesson, so see for yourself at www.sharemylesson.com

ASTI member's Cybersafe campaign



Alan White, a teacher at Bishopstown Community School, has developed a wristband to both highlight and help report incidences of cyber bullying. Each wristband has an attached USB

memory key pre-loaded with information on the steps to take if you are being bullied online and instructions on how to keep evidence. Young people can use the USB key to save the evidence before reporting the abuse to someone they trust. The wristbands also raise awareness of the dangers associated with cyber bullying and symbolise that the wearer will not stand by and do nothing if they witness cyber bullying. Contact cybersafebcs@gmail.com for more information.

Join TEAM Diabetes Ireland

Diabetes Ireland has launched a new initiative called TEAM Diabetes Ireland to encourage people to undertake fundraising for the national charity while participating in individual sports events. The objective is to create a greater experience on the day of the event for those who undertake to fundraise for the charity, but also to build a sense of team identity and a team environment for those who often participate in such events on their own. Find out more by contacting Gary Brady, Tel: 01-836 3022, or Email: gary.brady@diabetes.ie.

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WORLD MAPS

Laminated world maps including maps of individual countries; periodic table of the elements; and, anatomy wall charts, ideal for the classroom, are available from www.worldmaps.ie
Contact Vera Behan by email at worldmaps@eircom.net
or by telephone at 059 863 1706 or 087 791 2799.

Attracta Beirne

1955-2012



Deep sadness surrounded Carrick on Shannon Community School last October as news spread of the death of well-respected teacher Attracta Beirne. Attracta taught business studies and maths in the town for 35 years. A native of Athlone, Attracta joined the staff of the then Marymount College in 1977 before joining the staff of the new Community School when the amalgamation with the

Vocational School took place in 1994. She will be sadly missed by her colleagues in the teaching staff, the hundreds of pupils she taught and her many friends in the town and the surrounding community of North Roscommon where she lived.

Her love of her job and her respect for the pupils she taught was palpable every day. As well as dedicating herself to the teaching of her subjects, she pioneered the introduction of the Leaving Certificate Applied course in the school and co-ordinated the programme after its introduction in 1997. She taught a number of modules and organised the work experience – a large part of the programme. She taught the Link Modules when the Leaving Cert Vocational Programme was introduced. She played a key role in the development of Post-Leaving Cert courses in Carrick on Shannon in the last 20 years and was, for the last number of years, an examiner with the Further Education and Training Awards Council (FETAC).

More recently Attracta became the Transition Year Co-ordinator in Carrick on Shannon Community School. She taught the Enterprise Module while also organising guest speakers and trips. Always generous with her time, Attracta accompanied the students on a bonding trip to Edinburgh two years ago. She prepared the students for the County Enterprise Board-sponsored competition, Young Entrepreneur of the Year, and achieved national success in this competition in Croke Park three years ago.

Attracta liaised with Young Enterprise Northern Ireland to keep the school involved in the Key Programme for the last ten years. This is a cross-border, cross-community initiative where each year, 12 students from Carrick on Shannon were given the chance to take part in business training and outdoor activities with students of a similar age from both sides of the divide in Northern Ireland.

Attracta's contribution to education in Leitrim and further afield was enormous. She will be sadly missed by all who knew her. The entire community of Carrick on Shannon Community School extends its deepest sympathies to her husband Michael, her daughter Aoife, her mother Annie and her siblings, Mary, Angela, Eithne, Seamus and Pascal. May she rest in peace.

Ar dheis Dé go raibh a hanam dílis.

A tribute by the staff of Carrick on Shannon Community School.

Una Glynn

1944-2012



Like a colourful patchwork quilt, Una presented to the world a unique and captivating personality. Sligo born and educated in the Ursuline schools, Una studied for an arts degree in English and German and lived for a year in Germany. She became a secondary school teacher in Waterford, and worked also in Mountbellew, Templemore, returning to the Ursuline College, Sligo, in February 1981.

An educator of great integrity, Una shared her immense knowledge of theatre, literature, classical history, and German language and culture with her students. She loved Irish and was on stage in the Hawkswell in *An Triail*, participated in Irish dancing and met for Irish conversation with Comhra. She organised public speaking in the school and was very involved in Concern debates over many years, instilling in her students a deep insight into Third World problems and development. The girls enjoyed her vast knowledge as well as her colourful, dangling earrings! She would recognise the various difficulties of her students and would often give a student self-belief in a novel way. Una worked with other English teachers in creating a team, discussing individual students, texts and teaching methods. She was a dedicated member of the group of German teachers in the Ursuline, promoting the language whenever possible. She was an early member of the ASTI in Sligo and participated at meetings over decades.

Her Catholic faith pervaded everything she did, motivating her to be involved in St Anne's parish as a reader, a minister of the Eucharist, and a member of the Parish Council and the Legion of Mary. She helped so many she met, showing great warmth and generosity.

Travel excited her – to Russia to learn the language, to Italy on several occasions with the Amicizia Society, to Sweden, and to Spain. Una loved a challenge and adventure.

She was also a member of the Toast Masters in Sligo. Over 20 years she achieved the highest public speaking standard demanded by the organisation.

Una married Ray Reilly in 1997 and in 2004 retired from teaching. She took up new studies and received an MPhil in Peace Studies from the Irish School of Ecumenics Trinity College Dublin at the Milltown Institute of Theology.

She then faced one of the biggest challenges of her life: her illness, which she accepted with amazing courage. Her sister Mary looked after her with great love in Galway and all who visited her were heartened by her dignity.

Una was committed to so many organisations and to each person she met. She made everyone feel special. Una touched our hearts.

May she rest in peace.

A tribute by the staff of Ursuline College, Sligo.

RSTA AGM goes to Cork



This year, the RSTA's 51st Annual General Meeting will take place from Tuesday May 7 to Thursday May 9 in the Gresham Metropole Hotel, MacCurtain Street, Cork, and we look forward to seeing as many members as possible. Those wishing to attend should book directly with the hotel, using the code 'RSTA'. The closing date for bookings is March 31.

There will be a Gala Dinner on Wednesday, May 8, and tickets cost €35 per person. These should also be booked directly with the hotel.

The RSTA has been given the following discounted rates for accommodation:

B&B in a double or twin room: €45 per person per night.

B&B for single occupancy: €65 per person per night.

Late bookings may be accepted but availability/preferential rates are not guaranteed. The Gresham Metropole can facilitate special dietary requirements and the use of the leisure complex is complimentary for guests. Car parking is available on the quay behind the hotel (collect voucher at reception) – 24-hour fee is €7.50. The train and bus stations are a 10-minute walk from the hotel.

For further information and booking contact the hotel:

T: 021-464 3700

F: 021-450 6454

E: conference@gresham-hotels-cork.com

The 2013 AGM Programme of Events and related forms will be published in the next RSTA Newsletter and on the RSTA website – www.rsta.ie.

We look forward to seeing you all at the AGM. There is so much to see and do in Cork and if last year's highly successful AGM in Waterford is anything to go by, it should be a wonderful few days.

RSTA MEMBERSHIP APPLICATION

First name	<input type="text"/>
Surname	<input type="text"/>
Address:	<input type="text"/>
	<input type="text"/>
	<input type="text"/>
Home phone	<input type="text"/>
Mobile	<input type="text"/>
Email	<input type="text"/>

Which RSTA Branch do you wish to join? Cork

Donegal Dublin Galway Kerry Kildare

Kilkenny Limerick Mayo Midland North East

Sligo Tipperary Waterford Wexford Wicklow

Annual subscription €24

Subscription payment options: Pension deduction

Direct debit Online bank transfer Cheque

Cheques should be made payable to 'RSTA'.

Please return the completed application to: Mrs Muriel McNicholas, RSTA Hon. National Treasurer, Cordarragh, Kiltimagh, Co Mayo

Mandate for deduction of RSTA annual subscription from pension

Pension Payroll No.

Position:

Date when deductions are to commence:

Signature:

Date of signature:

I hereby authorise the Payroll Division of the Department of Education and Skills to make a deduction directly from my pension in respect of the *Retired Secondary Teachers' Association* and to pay this amount to the *Retired Secondary Teachers' Association* on my behalf. I understand and agree that: The deduction at source facility is being made available solely as a matter of convenience to me. Beyond paying the sums deducted to the *Retired Secondary Teachers' Association* the Department of Education and Skills accepts no responsibility of any kind in the matter. The deduction is to commence as soon as possible and to continue until and unless I serve further written notice to the *Retired Secondary Teachers' Association*. The *Retired Secondary Teachers' Association* has the right to alter the amount of this deduction in line with agreed amendments in the rate of subscription. Any arrangements for refund of deductions or collection of arrears are to be made directly with the *Retired Secondary Teachers' Association* and that the Department of Education and Skills will not be responsible for such matters. It is my own responsibility to ensure that the correct deduction is made from my pension and to notify the *Retired Secondary Teachers' Association* if I wish to amend or cancel the deduction from my pension. There may be a delay in commencing or ceasing my deduction due to payroll scheduling. I will correspond directly with the *Retired Secondary Teachers' Association* in relation to the deduction from my pension.

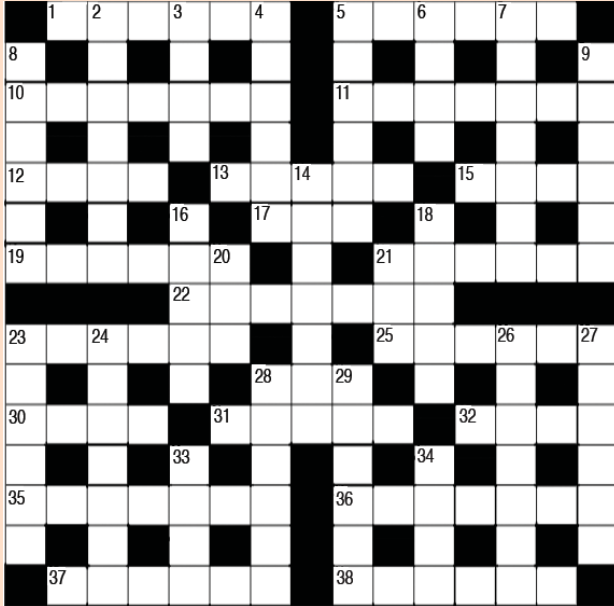


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ASTIR CROSSWORD NO. 1302

The winner will receive €200

If you wish to keep your copy of *ASTIR* intact you may send a photocopy of the crossword. One entry only per member.



Name

School

Address

ASTI Branch

Entries to: Astir Crossword No. 1301, Think Media, The Malthouse, 537 NCR, Dublin 1.

To arrive by: Friday April 19, 2013

CLUES ACROSS:

- 1 Obstruct the food basket (6)
- 5 Teased into being calm and staid (6)
- 10 Charges for account purposes (7)
- 11 Within earshot (7)
- 12 across and 34 down:
No fellow for social interaction (4,4)
- 13 One in charge of a measuring aid (5)
- 15 Hardy girl in East Essex (4)
- 17 Are you a listener? (3)
- 19 Desperados serenade an idle person (6)
- 21 Most people have five of them (6)
- 22 Dried fruit in harem (7)
- 23 See 3 down
- 25 Attack 31 across in the same way! (6)
- 28 A flop whatever way you look at it (3)
- 30 Without 21 across? (4)
- 31 Abe set out to be attacked on all sides (5)
- 32 Sounds like the horned creatures seek favour or attention (4)
- 35 Look out for the horse in the massacre (7)
- 36 Annoyed with pain-relieving drug (7)
- 37 The adviser energises in a calm and peaceful manner (6)
- 38 Known as no incompetent Irish soccer player! (6)

CLUES DOWN:

- 2 It's up to counsel when he/she concludes! (7)
- 3 down and 23 across:
A stiff examination! (4,6)
- 4 The bawdy squire! (6)
- 5 A girl and sister in there on ice (6)
- 6 The tragic queen did nothing (4)
- 7 Allow bats some pills (7)
- 8 Oscar wrote one on Reading Gaol (6)
- 9 Do a thesis on bank robberies (6)
- 14 One hardly runs after it! (4,3)
- 16 Steer the broken bone to fix it (5)
- 18 As yet it is used in beer (5)
- 20 An odd daiquiri ingredient (3)
- 21 Answer, in short, to help students in schools (1.1.1)
- 23 Make threats to cane me (6)
- 24 Some err on the side of extreme guilt (7)
- 26 Examine it and you'll find the girl sounds as if she's lying (7)
- 27 Little bird permitted to hang around pub (6)
- 28 Computer key (6)
- 29 A Lib Dem and a forceful request (6)
- 33 Knighted woman (4)
- 34 See 12 across

Solution to ASTIR Crossword No. 1205

Across	Down
1. Offspring	2. Frugal
9. Mousse	3. Sorrow
10. Surrogate	4. Regret
11. Stereo	5. Natural
12. Saboteurs	6. Routinely
13. Snacks	7. Ostracise
17. Alb	8. Repossess
19. Errands	14. Detonated
20. Enlists	15. Greenhorn
21. HSE	16. Incognito
23. Ocelot	17. Ash
27. Conundrum	18. Bee
28. Athene	22. Scourge
29. Promotion	24. Summit
30. Egrets	25. Editor
31. Perturbed	26. Furore



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