

ASTIR

Association of Secondary Teachers, Ireland



HOLD THE LINE
ON JUNIOR CYCLE

Equal pay
campaign continues

Teacher welfare
brochure launched

Convention
2017 preview



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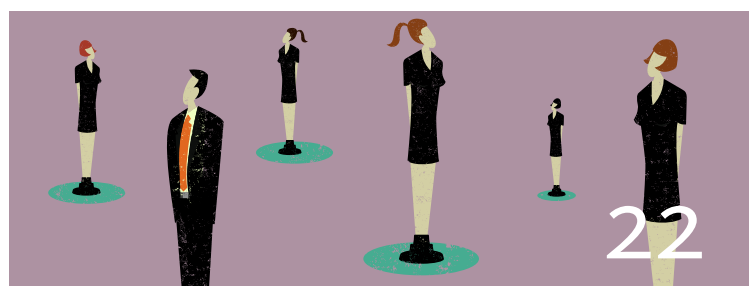
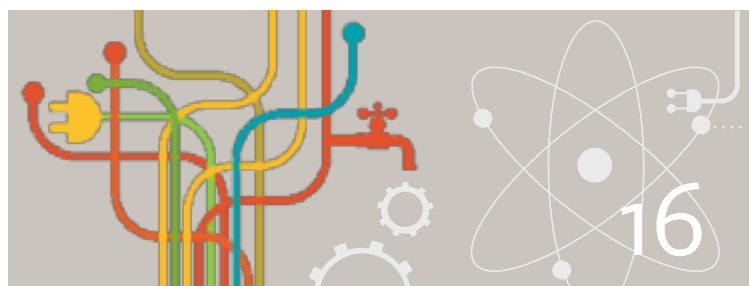
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Media and Communications Officer:

Gemma Tuffy

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Editorial: Ann-Marie Hardiman, Paul O'Grady and Colm Quinn

Design: Tony Byrne, Tom Cullen and Niamh Short

Advertising: Paul O'Grady

ASTI

Thomas MacDonagh House,
Winetavern Street, Dublin 8
Do8 P9V6

Tel: 01-604 0160

Fax: 01-897 2760

astir@asti.ie

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The ASTI reserves the right to edit all material submitted for publication.

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



ASTI MEMBERS HAVE SPOKEN

Since my last editorial we have had a ballot result on the proposals offered by the Department of Education and Skills (DES). The proposals, as I commented at the time, were described as a document of disagreement. It was the DES position to put both the Lansdowne Road Agreement (LRA) and the Junior Cycle together. The DES stated that: "there could be nothing agreed until everything was agreed". I did warn their negotiators that this was a dangerous step and almost certainly would mean rejection. My warning and the risk that the DES was willing to take has since come to pass. Our members did reject the proposals by a 5% margin. The belief of myself and many others is that the issues should not be linked. The wider public service does not have to accept changes to Junior Cycle to avail of the benefits of the LRA; this being the case, then it should not become a contingency for ASTI members.

This is not to suggest that we have no problem with the LRA. It remains a vehicle that cannot bring about a common basic scale or even highlight in principle the desire of pay equality. ASTI members have been to the forefront in the demand for "equal pay for equal work" and continue to refuse to co-operate with the 33 Croke Park hours while this open sore remains untreated.

The Junior Cycle remains unfit for purpose for the majority of ASTI members. A common business studies course that lacks bookkeeping remains a poor stepping stone to Leaving Cert. The English Junior Cert mocks have posed more questions than answers, and what answers we did get seem to be in the negative. For all the rhetoric around this reform it remains an outcomes-based model.

On a more positive note the State Exams Commission (SEC) has adopted the position that "it is not necessary for a student's work in CBA 2 to have been assessed by their teacher" for Junior Cycle English. The completion of the Assessment Task is a separate activity and will be marked by the SEC. This is in line with ASTI policy and we welcome the clarification.

I understand the general level of frustration of members and in particular the issues surrounding a withdrawal from supervision and substitution. Our problem is compounded by a difference of opinion between the DES and the Joint Managerial Body (JMB) as to whether a contingency can be put in place. The only thing we can say for sure is that when we withdrew on November 7 our members were 'locked out' and lost wages. This is likely to occur again on any future withdrawal. It is for that reason we have been slow to order a subsequent withdrawal. We need to be sure a contingency can and will be put in place.

Redundancy threats

Threats of redundancy represent another attempt to coerce ASTI members to accept a deal they rejected in a ballot. There is an effective redeployment scheme in place, which provides value for money to the State and the taxpayer. As we have already stated, if the Department moves to identify an ASTI member for redundancy, we will ballot on industrial action. We will stand up against the targeting of ASTI members for exercising their democratic rights.



Ed Byrne
ASTI President

THE FUTURE OF TEACHERS' PAY

Notwithstanding our current industrial action and indeed the events of the last number of months (on which the President writes in his notes on this page), members will note a substantial article in this issue that sets out our recent submission to the Public Service Pay Commission.

The remit of the Commission is to "examine pay levels across the public service, including entry levels of pay". It has to "provide authoritative and evidence-based analysis of pay matters". The Commission has commissioned research, as well as using existing data on pay and conditions. It has accepted submissions from the Irish Congress of Trade Unions (ICTU), individual unions, and others. It is also understood that it will publish its findings and the evidence on which its findings are based. The Commission's initial report is expected in April. Negotiations on a successor to the Lansdowne Road Agreement will begin immediately thereafter.

The ASTI has made a submission on the basis that it provides a platform to set out our demands for our members. It is important to take every opportunity to insist that teachers are not left behind in the journey to pay recovery, abolition of pay differentials, pension parity restoration and an end to the concept that public servants should work additional hours for free.

This submission is just one of the strands to our ongoing campaign work. The voice of teachers must be articulated clearly and unequivocally, whether for equal pay for equal work, Junior Cycle reform or on the unconscionable and draconian manner in which Financial Emergency Measures in the Public Interest (FEMPI) legislation has been used against the interests of our members.

Annual Convention

Speaking of making the voice of teachers heard, it is almost that time of year again when several hundred members will take time out of their Easter break to attend Annual Convention and participate in shaping policy for our union. This is vital work if we are to remain relevant to and focused on the needs of our members. If the recent ballots have shown us anything, it is that we enjoy the benefit of a high participation rate among our membership. A significant number of members are engaged in the life of their union. This year's motions for debate cover all the major challenges that must be addressed to ensure that the terms and conditions of employment of our members are maintained and enhanced, and that the quality of the education provided in our second-level schools is in keeping with expectations in a modern democracy. And of course, all the teacher conferences at Easter present an opportunity to highlight teachers' concerns to the general public and to place education to the forefront of public consciousness. In any open democracy, persuading the public of the merits of our case is a vital tool in the struggle to achieve our goals.



Kieran Christie
ASTI General Secretary

Indian teachers visit ASTI



Teacher union activists from the north eastern state of Meghalaya in India recently visited ASTI head office. Front row (from left): Raynold Basaiawmoit, Joyceline Kharumnuid, Jona Goswami, Moira Leydon (ASTI Assistant General Secretary), and Polycarpus Warlarpih (Union Secretary). Back row (from left): Kieran Christie (ASTI General Secretary), Diarmaid de Paor (ASTI Deputy General Secretary), Fabian Syiem, Everard Nongsiang (Union President), and Ed Byrne (ASTI President).

The People's Choice



James O'Leary, Reinier Offereins, Tom Murnane and Eoin Downing, students from Pobalscoil Inbhear Scéine, Kenmare, Co. Kerry, are pictured with their teacher Ann Piggott and film director Jim Sheridan at the Youth4Decent Work awards, where they won the People's Choice award. For more photos and information about the awards, visit www.youth-connect.ie.

ICT grants welcomed

The ASTI has welcomed the announcement by the Minister for Education and Skills, Richard Bruton, of the delivery of school grants for ICT infrastructure under the Digital Strategy for Schools. ICT equipment is both costly to purchase and to maintain in schools; therefore, the funding allocation of approximately €15,000 for a 500-student school will enable schools to upgrade their ICT infrastructure. The ongoing successful rollout of high-speed broadband to schools will underpin this investment in infrastructure. However, success in reaching the goal of integrating ICT into teaching and learning at every level will ultimately depend on supporting teachers in the classroom. We must now move towards ensuring that each classroom is wi-fi enabled.

Schools must be enabled to develop realistic e-learning plans which require, above all, time for subject teachers to meet and plan for both subject and whole-school approaches to using ICT in the classroom.

THINKING ABOUT VOLUNTEERING OVERSEAS? CHECK OUT OUR ONLINE COURSE

Designed to assist teachers and education workers, Comhlámh's short webinar series will guide and encourage you to think critically about your motivations for volunteering overseas. We invite you to engage in debate around education and development issues and the connection with responsible volunteering.

We will introduce approaches to development, the Code of Good Practice for Sending Agencies and examine the Volunteer Charter and explore how action for development continues after an overseas experience.

Each week, you will have the opportunity to offer your thoughts and reflections on the topic raised, engage with fellow participants in a community of learning and for registered participants of the webinar, to receive feedback from Comhlámh staff based on your submissions. Webinars take place live on-line on: Nov 25th, Dec 1st, Dec 6th and Dec 8th 13.00 to 15.15pm

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School leadership diploma

A new postgraduate qualification in school leadership, which is aimed at those teachers aspiring to senior school leadership positions, will begin in September 2017. Key elements of the programme will include:

- leading learning and teaching in the Irish context, including leading learning with the effective use of ICT and embedding 21st century skills
- leading school development, including leading change, school self-evaluation and building relationships
- building culture, capacity and teams, including supporting teacher learning, empowering staff, engagement with stakeholders and ensuring the well-being of all
- professional growth and development, including knowledge of research in the area of school leadership and building networks with other teacher leaders
- organisational management, including managing resources
- mentoring and coaching, including how to use coaching and mentoring as leadership tools.

The programme will constitute a part-time (18 months) blended-learning professional diploma, delivered in six regions throughout the country, with specific provision for teachers in Irish-medium schools. It will be open to approximately 200 participants annually and will be part funded by the Department of Education and Skills.

The new programme will be accredited jointly by UL, UCD and NUIG. Further support for the programme will be provided by WIT, CIT and the Association of Teachers' Education Centres in Ireland (ATECI). Some 4,600 coaching hours will also be available to 400 school leaders under a new coaching service that was rolled out in January 2017.


For more information see: www.ul.ie/cpe/node/1461.

Retrospective vetting

The Teaching Council has begun the process of retrospective vetting. This means that all teachers who were registered before 2007 and who are not vetted must now be vetted. The requirement to be vetted for both employment and registration purposes is provided for in law, under the National Vetting Bureau (Children and Vulnerable Persons) Act 2012-2016 and the Teaching Council Acts 2001-2015.

Letters are being issued to teachers for retrospective vetting on a phased basis. ASTI members are advised to apply for vetting when contacted and requested by the Teaching Council, in order for Teaching Council registration to be renewed.

For more information, see www.teachingcouncil.ie/en/Vetting/Retrospective-Vetting/Retrospective-Vetting.html.



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Specialist Areas

The M.Ed. programme offers the following distinct specialisms. Please note that not all specialisms may run in every academic year and all are subject to minimum student numbers.

- Drama in Education
- Early Intervention
- Foundation Studies
- Higher Education
- Language Education*
- Leadership and Management in Education
- Maths Education
- Music in Education
- Positive Behaviour Management
- Science Education
- Special Educational Needs

*Subject to the approval of University Council

Admissions

The closing date for applications for the academic year 2017/18 is 31st May 2017. Applications for all specialisms for 2017/18 can be made through the online system at <http://www.tcd.ie/courses/postgraduate/faculty/subjects.php?sub=AHS-ED>

Applicants to the 1-year full-time M.Ed. must submit a research proposal as part of the application process. For further details, and an outline of the format required, please contact master.education@tcd.ie

Further information

For further information please visit <http://www.tcd.ie/Education/courses/masters>. For all other enquiries please contact the course administrators on 01 896 3568/1290 or by email to master.education@tcd.ie

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<https://jobs.tcd.ie>

HPV vaccine: separating fact from fiction

Human papillomavirus (HPV) is spread by direct (usually sexual) contact with an infected person. Each year in Ireland, 90 women die from cervical cancer and over 6,500 are diagnosed with precancerous changes of the cervix that can progress to cancer if untreated.

On the recommendations of the World Health Organisation, HPV vaccine is recommended for all girls aged 12-13 years, as it has been shown to be most effective at this age. Two doses are required and HSE vaccination teams give the vaccine to first-year girls in second-level schools in September/October and again in March/April. While it creates some disruption to the school day, according to the HSE, there is overwhelming evidence to show that better uptake rates are obtained when vaccines are given in the school setting.

Vaccine uptake has exceeded the target of 80% since 2010/11. However, this fell to 72% in 2015/16 and it is estimated that only 50% of girls received their first dose for 2016/17 due to vaccine safety concerns.

The HSE has emphasised that the only known side effects of the vaccine include pain, swelling and redness at the injection site, headache, fever, nausea and fainting. All of these symptoms are transient. Allergic reactions are extremely rare. Over 100 million people have been fully vaccinated with Gardasil HPV vaccine worldwide, including over 220,000 girls in Ireland. Vaccine safety has been monitored for more than 10 years by many international bodies including the World Health Organisation and the European Medicines Agency, who continually report that there is no scientific evidence of an increase in the incidence of chronic fatigue syndrome, or any other long-term medical condition in vaccinated girls. Following the introduction of vaccination programmes, cases of precancerous changes of the cervix have reduced by 75% in Sweden and by more than 50% in Scotland. In August 2016, Australian Professor Ian Frazer stated that after ten years of Gardasil HPV vaccine use "the number of new cases of cervical cancer in women has halved".

Cervical screening is still necessary after vaccination as the vaccine only protects against seven out of 10 cervical cancers. Cervical cancer can be prevented through HPV vaccination but high uptake rates are the key to the success of this vaccine. The HSE strongly urges parents to protect their daughters with this safe and effective vaccine and is running a catch-up campaign during the school visit in March/April for girls who have missed the vaccine. Schools can help to support this lifesaving vaccination programme and are well placed to provide accurate vaccine information to students. Parents can be directed to the website www.hpv.ie for further information.

More information is available at www.hpv.ie
HSE National Immunisation Office: immunisation@hse.ie

Teacher fee refund scheme

If you successfully undertook a course/part of a course of study between September 1, 2015 and August 31, 2016, you may be eligible for a partial refund of course or examination fees through the Teacher Fee Refund Scheme.

Courses that qualify should be of benefit to schools, school management and the improvement of teaching and learning. Courses must lead to an award from an appropriate accreditation authority approved by the Department of Education and Skills. Please note that this scheme excludes courses that result in a qualification in respect of which an allowance is payable. Serving teachers who are fully registered with The Teaching Council are eligible to apply under the Scheme.

The closing date for applications is Friday, March 31, 2017. Application forms and further information are available on www.mie.ie/refundoffees.

Oral Irish: new Leaving Cert resource

TG4 has teamed up with NUI Galway to create TG4 Foghlaim. This is an innovative and attractive new audiovisual resource website that may prove to be of great assistance to post-primary students preparing for the oral Irish Leaving Certificate examination.

TG4 Foghlaim aims to ensure that students are well informed on topics relevant to the oral Irish exam, which is worth 40% of the overall subject grade. Other learners of all levels and ages, both nationally and internationally, are also encouraged to avail of the website free of charge to improve their oral Irish fluency.

The site encourages both teachers and students to engage with free audiovisual content and downloadable lesson plans. TG4 Foghlaim has been careful to maintain a balance between the three major dialects that are represented in its content. This has been extracted from popular TG4 programmes, or created exclusively for TG4 Foghlaim.

The new aid also offers visual interpretations of the poetry set for the oral exam. These interpretations not only explore the literal and metaphorical meanings of the poems, but also feature video profiles of the five poets who composed the works in question.



For more information visit: www.tg4.ie/ga/foghlaim/.

An bhfuil céim mhaith agat sa Ghaeilge?
Ar mhaith leat cur le do dhiseanna fostaíochta?



Cuirfidh Lárlonad de Bhaldraithe do Léann na Gaeilge, UCD Scoil na Gaeilge, an Léinn Cheiltigh agus an Bhéaloídis, cúrsaí máistreachta/diplóma iarchéime ar fáil i Meán Fómhair 2017 le freastal ar na deiseanna fostaíochta do chéimthe le sainscoilanna Gaeilge:

MA/Diplóma Iarchéime: Scriobh agus Cumarsáid

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- Na Meáin Ghaeilge
- Dlí-Aistriúchán
- Nuatheangacha

Tá líon áirithe scoláireachtaí ar fáil do na cúrsaí seo.

Sprioclá Iontrála: 30 Meitheamh 2017

Gheofar eolas breise faoi na cúrsaí agus faoi na scoláireachtaí ó: Dr. Regina Uí Chollatáin, Stiúrthóir an Chúrsa
Riomphost: regina.uichollatain@ucd.ie

Is cúrsaí leat seo atá á gcur ar fáil mar chuid lárnach de gheallúint UCD chun oideachas coannródaíoch ceathrú leibhéal a sholáthar agus a n-áirdear comhoibriú orthu tríd an Scoil Iarchéime, Coláiste na nEalaíon agus na nDeorachtaí, UCD. Tá na cúrsaí seo á gcur ar bun le tacaíocht ón Roinn Ealaíon, Oidhreachta, Grútháil Réigiúnacha, Tuaithe agus Gaeilge tríd an Údarás um An-Óideachas.

www.ucd.ie/icsf

PINK AND BLUE POWER A HUGE SUCCESS



Back row (from left): Ray St John (ASTI Honorary Treasurer), Roisin Kelly (Head of Risk Operations, Irish Life), Clodagh Ruddy (Client Services Manager, Cornmarket), and Kieran Christie (ASTI General Secretary). Front row (from left): Roddy Murphy (Managing Director, Cornmarket), and Ed Byrne (ASTI President).

In January, Pink and Blue Power for members of the ASTI Salary Protection Scheme was launched. Under this programme, over 5,000 ASTI members are being invited to attend a free, comprehensive breast or prostate health assessment. This initiative is sponsored by Irish Life, supported by Cornmarket and Breast Cancer Ireland, and delivered by Full Health Medical, Beaumont Private Clinic and Bon Secours Hospital, Dublin.

Huge uptake

Eligible members in Leinster have now received their invitations and the response has surpassed all expectations so far. There has been a huge uptake of appointments from both female and male participants.

Free referral

Where members need a referral for further tests, such as a mammogram, ultrasound, CT scan, MRI and/or a biopsy, this is arranged for them free of charge through the programme. Most importantly, they also get rapid access to a renowned team of medical professionals in Beaumont Private Clinic and Bon Secours Private Hospital, Dublin. All costs are kindly covered by the sponsors, Irish Life, in partnership with Cornmarket.

Coming to your area soon...

Members in the following areas will receive their invitations as follows:

Province	Month
Munster	Mid-March
Connacht	Mid-April
Ulster	Mid-April

Why should you participate?

Alarming, in the past two years, half of all the cancer claims paid out in the ASTI Salary Protection Scheme were due to breast cancer. Unfortunately, cancer doesn't discriminate based on age. Some who are diagnosed are often young and, otherwise, can seem healthy.

Pink Power was set up to ensure that female members under age 50 have access to a free breast health assessment and Blue Power was set up so that men aged 40 to 65 have access to a free prostate health assessment.

This is a once-off opportunity to take control of your health and find out if you are at risk. Attending your assessment will put your mind at ease.

100% confidentiality guaranteed

Please be assured that all assessments are carried out in a clinical environment with confidentiality guaranteed (no medical details will be disclosed to any unauthorised parties).

Did you know?
Breast cancer is the leading cause of cancer death in middle-aged women in Ireland, while prostate cancer is the second most common cancer among men.

A total of 537 assessments have been booked to date and some members have already been referred for further tests to Beaumont Private Clinic or Bon Secours Private Hospital.

For more information and eligibility, please log on to www.asti.ie or www.cornmarket.ie/asti.



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NEW PUBLICATION ON TEACHER WELFARE

‘Teacher Welfare: Rights and Responsibilities’ will help create a better working environment for teachers.



Pictured at the launch of ‘Teacher Welfare: Rights and Responsibilities’ are (from left): Patricia Murray (Health and Safety Authority), Kieran Christie (ASTI General Secretary), Ed Byrne (ASTI President), and Deirdre MacDonald (Chairperson, ASTI Safety, Health and Welfare Committee).

A new ASTI publication, ‘Teacher Welfare: Rights and Responsibilities’, aims to create greater awareness among teachers, school leaders/managers and others working in education of the role of the employer in identifying and addressing psychosocial hazards.

Speaking at the launch of the information leaflet, ASTI President Ed Byrne said that teachers are more exposed to psychosocial hazards for a number of reasons, including:

- the highly relational nature of teaching
- the emotional demands placed on teachers dealing with the diverse needs of large numbers of young people, and their parents and guardians
- the increased bureaucratisation of teaching
- the lack of professional mobility in teaching.

‘Teacher Welfare: Rights and Responsibilities’ explains the importance of recognising psychosocial hazards in schools and sets out the employer’s duties with regard to staff welfare. The publication also includes information on the use of a safety statement in the workplace and how the risks of psychosocial hazards can be limited in a school.

The launch was addressed by Patricia Murray, organisational psychologist with the Health and Safety Authority (HSA), who spoke about the stress teachers are under, and the positive impact ‘Teacher Welfare: Rights and Responsibilities’ could have on schools. She said: “Dealing with people is one of the great stressors, because you can’t predict what people are going to do. As teachers, you’re dealing with parents, you’re dealing with admin, you’re working with new technology. There may be some difficult cohorts within your group, and difficult issues within society, which are mirrored in your school. You have to be social workers, you have to be psychologists, you have to be teachers, and you have to be mentors. “Teachers are much respected and we need them for our young people and our next generation, so we do need to support teachers. That’s why I think it’s very important to look at this document, to get it out there to people and not just

have it as a document that sits there; it should be a document that is spoken about, engaged with, referenced and made alive in schools”.

Deirdre MacDonald, Chairperson of the ASTI Safety, Health and Welfare Committee, also spoke at the launch and said: “This document is there as a document of awareness raising for our members, of their statutory rights. This is not an add-on, a nice extra. This is one of the terms of your employment, your safety in your workplace, and it is the obligation of the management bodies to ensure that you are working in a safe environment. There is growing recognition of the issues around mental health, and I really do hope that our document will progress that recognition and that significant change will come sooner rather than later”.

She continued: “There is still a stigma around mental health issues, particularly in our profession. Our life experience, which we bring into the classroom every day, and into the staffrooms we walk into every day, means that we walk in there each day as full beings. We may have a mental illness, but that doesn’t mean we’re not full beings. Our life experience adds to our professional lives, in the staffroom and in the classroom, and recognition of that is long overdue. Our health is education’s wealth”.

WHAT IS A PSYCHOSOCIAL HAZARD?

A hazard is anything which can cause harm to people, property or the environment. A psychosocial hazard is one of a number of factors which can lead to stress and diminish emotional and physical well-being if they go unchecked. These hazards threaten mental health in the same way that physical hazards threaten the physical safety and health of employees.

‘Teacher Welfare: Rights and Responsibilities’ is available from your school steward and online at www.asti.ie.

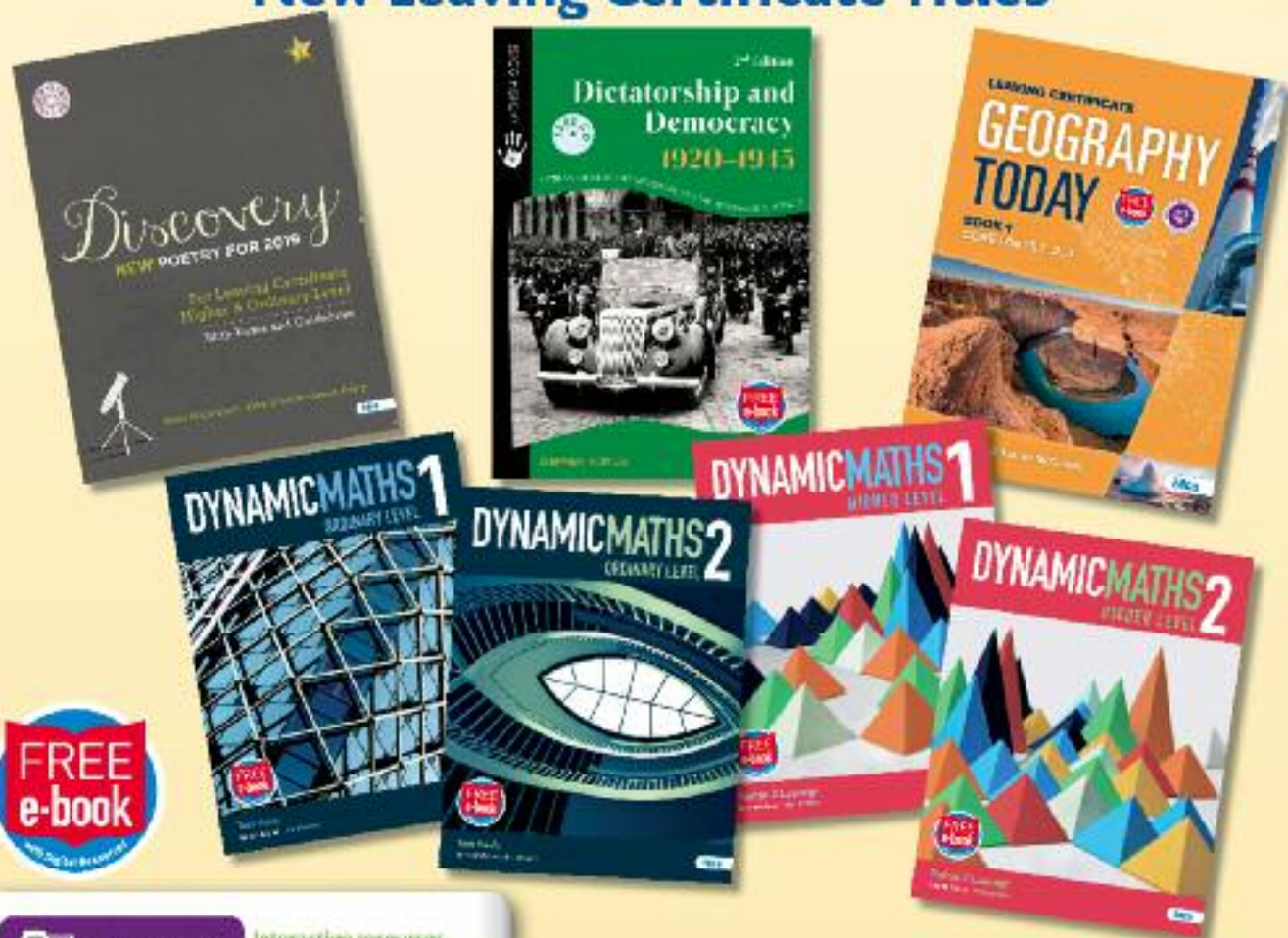
New Publications 2017

The Educational Company of Ireland

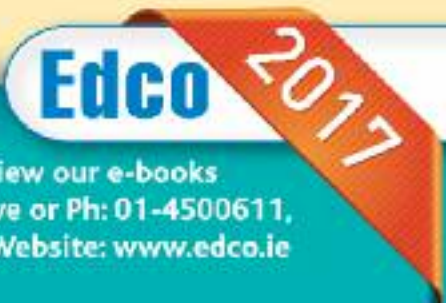
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If you would like a sample copy or to view our e-books please contact your local representative or Ph: 01-4500611, Fax: 01-4607330, Email: info@edco.ie, Website: www.edco.ie

CALL TO ACTION

Every ASTI member can get involved to communicate the key messages of our campaigns.

In January, ASTI members voted to reject the proposals contained in “Outcome of Talks between the Department of Education and Skills and the ASTI”. The ballot result confirms once again that ASTI members are committed to standing up for their most vulnerable colleagues and to holding the line on Junior Cycle reform. The ballot has also presented a fresh opportunity to re-focus on the ASTI’s key issues. These are:

- Equal Pay for Equal Work
- sound Junior Cycle reform
- repeal of the Financial Emergency in the Public Interest legislation.

The success of these campaigns depends on having passionate advocates in every community in Ireland talking to parents and the wider public. Here’s how you can get involved:

Campaign #1: Equal Pay for Equal Work

If young teachers have no future, how can they build a future for your children? An ASTI teacher starting out today has a salary that is nearly 21% below the 2010 starting salary. That means they earn an astonishing €8,000 less a year. That gap continues year after year, meaning young teachers will never earn the same as their colleagues.

Spread the word

- The ASTI has produced an information leaflet, 'Equal Pay for Equal Work', which has been distributed to school stewards. Please help spread the word by handing the leaflet to parents and others who are interested in teaching and education.
- Encourage parents and others to watch the ASTI Equal Pay for Equal Work video –<http://www.asti.ie/news/campaigns/equal-pay-for-equal-work/>.
- Retweet and share our social media messages on Equal Pay for Equal Work.
- In conjunction with this public information campaign, a political lobbying campaign is being undertaken by your elected representatives.
- Attend ASTI Convention or join us on social media during Convention to support our Equal Pay for Equal Work campaign activities.

The ASTI has a mandate for industrial action up to strike action on this issue.

Campaign #2: Junior Cycle

In 2012, unsound proposals to overhaul the Junior Cycle programme were announced. The Junior Cert was to be abolished and replaced by school exams graded by students’ own teachers. The ASTI successfully campaigned against this and called for:

- independently-assessed exams
- a State certificate for Junior Cycle students
- more modes of assessment
- maintenance of high standards
- fairness and equity
- minimal additional bureaucracy
- a wide range of subjects for students
- well-being learning to be assessed and certified.

Despite the decision to abandon the worst aspects of the 2012 reform proposals, the reforms that are currently being implemented contain a number of unsound changes, including:

- teachers assessing their own students (Classroom-based Assessments feed into the Assessment Task, which is graded by the State Examinations Commission)
- no opportunity for students to experience an independent State-certified assessment of their oral skills
- greatly increased bureaucracy and workload for teachers
- less time teaching
- lack of different exam levels in most subjects.

Spread the word

- The ASTI has produced an information leaflet, 'Protect Your Child’s Future', which has been distributed to school stewards. Please help spread the word by handing the leaflet to parents and others who are interested in teaching and education.
- Make sure the ASTI Directive on the Framework for Junior Cycle is prominently displayed in your school. Holding the line on Junior Cycle reform is working.
- Retweet and share our social media messages on Junior Cycle reform.
- In conjunction with this public information campaign, a political lobbying campaign is being undertaken by your elected representatives.
- Visit the Junior Cycle campaign page at www.asti.ie for up-to-date information and activities.
- Attend ASTI Convention or join us on social media during Convention to support our Junior Cycle campaign activities.

Campaign #3: Repeal of the Financial Emergency in the Public Interest legislation

The Financial Emergency Measures in the Public Interest (FEMPI) legislation gives extraordinary powers to governments to impose unilateral changes to the pay and working conditions of public sector workers without any negotiation. FEMPI is anti-democratic and anti-trade union. It diminishes the role of collective bargaining and normal industrial relations processes. It has been used by governments to undermine the democratic nature of trade unions and industrial relations. FEMPI and other measures are currently being used by the Government to penalise ASTI members who voted to reject the Lansdowne Road Agreement (and more recently the “Outcome of Talks” proposals).

The ASTI is seeking the repeal of FEMPI legislation.

Spread the word

- Visit our Repeal FEMPI page at www.asti.ie.
- Raise awareness among colleagues about how the Government is using FEMPI to target members of the ASTI.
- Retweet and share our social media messages on FEMPI.
- A political lobbying campaign is being undertaken by your elected representatives.
- Attend ASTI Convention or join us on social media during Convention to support our Repeal FEMPI campaign activities.

Don't damage our world-class schools

Why is the government undermining and degrading your child's education by targeting and punishing our young, bright teachers? Salary discrimination and precarious contracts are grossly unfair and divisive. Ireland's second-level schools have performed impressively in international comparisons. Our 15-year-olds score 3rd out of 35 countries in reading literacy and significantly above average in science and maths. But our schools' performance will plummet because of these destructive policies. Teachers will be pushed out. Morale will suffer. Cutting and devaluing education means undermining your children's future.

Targeting young teachers means targeting young students

Today your child's youngest and brightest teachers are being targeted and demoralised. Second-level teachers are now educated to Master's level. Despite this, a significant number of teachers under the age of 30 are on contracts of a year or less. Many others survive on part-time hours. This downgrading of our strong education system will mean your daughters, sons and grandchildren won't receive the quality and consistent education they deserve.

3 identical teachers 3 vastly different rates of pay

An ASTI teacher starting in 2016 has a salary which is nearly 20% below the 2000 starting salary. That means they earn an astonishing €8,000 less a year! That gap continues year after year meaning young teachers will NEVER earn the same as their colleagues. That's shocking discrimination. There are schools where these three differently-paid teachers work shoulder-to-shoulder in the same classrooms, teaching the same students. The government is downgrading our education system and setting colleague against colleague.

The looming crisis

The discrimination against young and new teachers undermines the entire foundation of our education system. How can we ask young people to consider a life dedicated to teaching and guiding our children? Unless we restore the simple principle of EQUAL PAY FOR EQUAL WORK, the future of our children's education will never be secure. Our children deserve so much more from us.



There is a simple solution – fairness

Reason and common sense tell us that your child's teachers should receive equal pay for identical work, skills and qualifications.

Don't let them degrade your child's education by punishing Ireland's dedicated young teachers.

Support your child's school and its brightest and youngest teachers. Please support our reasonable and common sense call for fairness. Thank you.

**EQUAL PAY FOR
EQUAL WORK**

Further actions proposed

In addition to current industrial actions, Standing Committee and Central Executive Council (CEC) have made a number of decisions to be implemented in the event of a rejection of the "Outcome of Talks" proposals.

These actions include:

- ASTI members will continue with the withdrawal from the 33 Croke Park hours
- the ASTI Directive on Junior Cycle will remain in place
- the mandate to take strike action on the issue of recently qualified teachers remains in force
- there will be an orderly withdrawal from the supervision and substitution scheme (it may be necessary to continue doing supervision and substitution unpaid for a period of time to ensure schools do not close)
- ASTI members will be balloted to withdraw co-operation with initiatives in schools to be agreed by Standing Committee or CEC
- if necessary, principals or acting principals will be balloted to refuse to co-operate with any request to identify teachers for redundancies
- in the event of an ASTI member being made redundant as a result of the redeployment scheme being withdrawn from ASTI members, ASTI will ballot its members to take industrial action, up to and including strike action.

For more information visit the ASTI ballot information page www.asti.ie/news/latest-news/news-article/article/outcome-of-talks-important-information/.

UCD Summer School in Irish Art and Language

**Scoil Samhraidh
Ealaíne agus Ghaeilge
an Choláiste Ollscoile,
BÁC**



Dates: 26-30 June 2017

Dátaí: 26-30 Meitheamh 2017

For more information, contact/Chun tuilleadh eolais a fháil, déan teagmháil le:

**Bairbre Ní Chonchúir
Riarthóir Scoile (Nua-Ghaeilge)**

T: +353 (0)1 716 8385

Email/Riomhphost:
bairbre.nichonchuir@ucd.ie

**Elizabeth Varley
School Administrator
(School of Art History
and Cultural Policy)**

T: +353 (0)1 716 8162

Email/Riomhphost:
elizabeth.varley@ucd.ie



PROTECTING THE VULNERABLE

ASTI members have been continuing to spread the message about our campaigns and highlighting new issues that affect teachers.



"I always look after GAA in my school. We still value those things. My previous school Marian College used to put on a musical, and still does, that would be the envy of the professional troupes. Teachers give an amazing amount of time for the enjoyment of helping young people and that continues. There are other issues. The 33 hours are a symptom, they are not the problem – they were used badly. There is nothing worse than sitting in a room for two to three hours wasting your time. Twelve hours to parent–teacher meetings; I've sat after they were due to close for one hour or two because if parents were good enough to come and see me, I would wait for them."

Ed Byrne, ASTI President, *The Pat Kenny Show*, Newstalk, February 16

"Left unaddressed they [psychosocial hazards] can lead to low morale, sleeping problems, absenteeism and major illnesses such as depression and cardiovascular disease. These symptoms are the result of unhealthy work systems. The solution lies not with the individual teachers, but at system level."

Ed Byrne, ASTI President, *Health & Safety Times*, Issue 43

"Reduced pay for newly-qualified teachers, introduced in 2011, has been a huge disincentive to stay in Ireland... It's not hard for Irish teachers to secure work abroad and, due to the strong regulation around entry and qualification requirements here, they are often more qualified than native teachers."

Moira Leydon, ASTI Assistant General Secretary, *The Irish Times*, January 11

"ASTI president Ed Byrne said there was no immediate threat of renewing industrial action unless the Department of Education moves to threaten redundancies, teachers who become surplus to requirements arising from a school closure, amalgamation or a drop in pupil numbers in a school."

Ed Byrne, ASTI President, *Irish Independent*, February 2

"Speaking on Junior Cycle earlier, another contributor said that ASTI had gotten 90% of their wants. 90% of a very poor educational system is a poor education system. We have held out because what they are trying to introduce is not fit for purpose. That's as simple as it is."

Ed Byrne, ASTI President, *Newstalk Breakfast*, Newstalk, February 3

"The ASTI's President Ed Byrne says teachers are 'standing up for their most vulnerable colleagues'. 'Our members are standing firm and telling us to continue to hold the line on Junior Cycle reform and to vigorously pursue equal pay for equal work for our young teachers'."

Ed Byrne, ASTI President, *The Journal.ie*, February 2

"We believe it is vital that all elements of Junior Cycle assessment are undertaken in a fair, impartial and transparent manner ... Children get one chance to go through second-level education and it is important we get reform right. We will continue our campaign to ensure sound reform of the Junior Cycle. We welcome different modes of assessment including practicals, orals and portfolio work. These reduce the burden on students arising from one final written exam. But in order to maintain our high-standard State exams system, which is valued by students, their parents and teachers, all assessment components must be treated in the same manner as written exams."

Ed Byrne, ASTI President, *Irish Times*, March 10

"They've done it [rejected "Outcome of Talks" proposals] in the face of extraordinary draconian threats and FEMPI legislation and cuts and so on, so they are to be heavily commended for that, for the fact that they're standing up for standards in education, particularly the issue of lesser paid teachers working alongside them. They will not countenance that any more; it has to be dealt with."

Kieran Christie, ASTI General Secretary, *Six One News*, RTÉ One, February 2

"We're teachers and we're very conscious that at this time of year mock exams are happening, projects are being done; we're very conscious of the needs and requirements of our students between now and the end of May. I'm not going to do anything and neither is our leadership going to do anything that's going to jeopardise the education of our students. We are very conscious of that. Read into that result carefully. The Junior Cert was included in that vote and people perceive it as a lowering of standards. We are very much advocates for our students. That's why there is such a resistance to Junior Cert among our members, because we want to advocate for our students, not to adjudicate for them."

Ger Curtin, ASTI Vice President, *Newstalk Drive*, Newstalk, February 2





WORLDWISE GLOBAL SCHOOLS DEVELOPMENT EDUCATION GRANTS FOR POST-PRIMARY SCHOOLS

WORLDWISE GLOBAL SCHOOLS

WorldWide Global Schools (WWGS) is Ireland's national programme for Development Education at post-primary level, funded by Irish Aid.

WWGS builds the capacity of schools (and especially teachers) to embed development education into teaching and learning, and to empower students to fulfil their role as active global citizens.

WWGS supports available:

- Grant Funding
- 5-Step DE programme
- Teacher Training
- Annual Conference
- Global Passport Award
- Curriculum Resources
- Tailored advice and guidance

WHAT IS DEVELOPMENT EDUCATION?

Also known as Global Citizenship Education, Development Education (DE) enables students to develop the knowledge, skills, attitudes and values necessary to become global citizens who take action to transform the world we live in for the better.

There are a myriad of relevant DE themes that teachers can explore with students, connected to issues covered in the curriculum, students' interests and/or what is happening in the news.

CURRICULUM LINKS:

Development Education/Global Citizenship Education allows learners to acquire **Key Skills** as set out in the Junior and Senior Cycle, along with many other skills such as empathy, self-awareness and reflection, ability to manage complexity and uncertainty, informed and reflective action.



GRANT CALL 2017 (GRANTS FOR SCHOOL YEAR 2017-18)

Applications open: 7th March 2017

Deadline for applications: 7th April 2017

All post-primary schools in the Republic of Ireland are eligible to apply to WWGS for DE grant funding, with categories of grants ranging from €600 to €2000

How much can our school apply for?

- **Starter grants (up to €600)** – schools that are relatively new to DE
- **Established grants (up to €2,000)** – schools that are experienced in DE and have previously engaged with WWGS

Successful applicants will be supported to integrate DE into curricular and extra-curricular activities as well as broader aspects of the school community, ethos and management.

Examples of activities that may be funded include:

- Teacher capacity building activities including planning and learning time for DE
- Student capacity building activities such as DE debates, workshops and action research projects
- Whole-school activities and events to take action on global justice issues.



An Roinn Gnóthaí, Eachtracha agus Trádála
Department of Foreign Affairs and Trade

WWGS is being implemented through a consortium comprising Gorta-Self Help Africa, Concern Worldwide and the City of Dublin Education and Training Board Curriculum Development Unit.



HOW DO I APPLY?

For more information please contact:

Tel: 01 686 2078

Email: info@worldwiseschools.ie

Web: worldwiseglobalschools.ie/register-your-interest

STRIVING IN STEM

ASTIR spoke to some of the female STEM teachers inspiring the next generation of girls into STEM careers and asked them what they find helps get girls interested in “boys’ subjects”.

Secondary school was where Karen O’Callaghan realised science was for her: “I was always strong at science. I enjoyed it. I can definitely think of a turning point in school in about second year when I went: ‘Oh, I love this’”.

She is a science, chemistry and IT teacher at girls-only St Wolstan’s Community School in Celbridge, Co. Kildare. Last year, Karen helped one student to success in STEM. Her pupil, Caolann Brady, won the national science fair competition, SciFest, with a project on asthma research.

The co-founder of SciFest, Sheila Porter, is a former science teacher and says that since the competition started in 2008, there have always been more girls in it than boys. Sheila believes the fact that SciFest starts off local, is free to enter and is a non-threatening environment helps girls. She thinks teachers should “be aware of the important role they play in inspiring students and that they should actively try to challenge stereotyping in the classroom”.

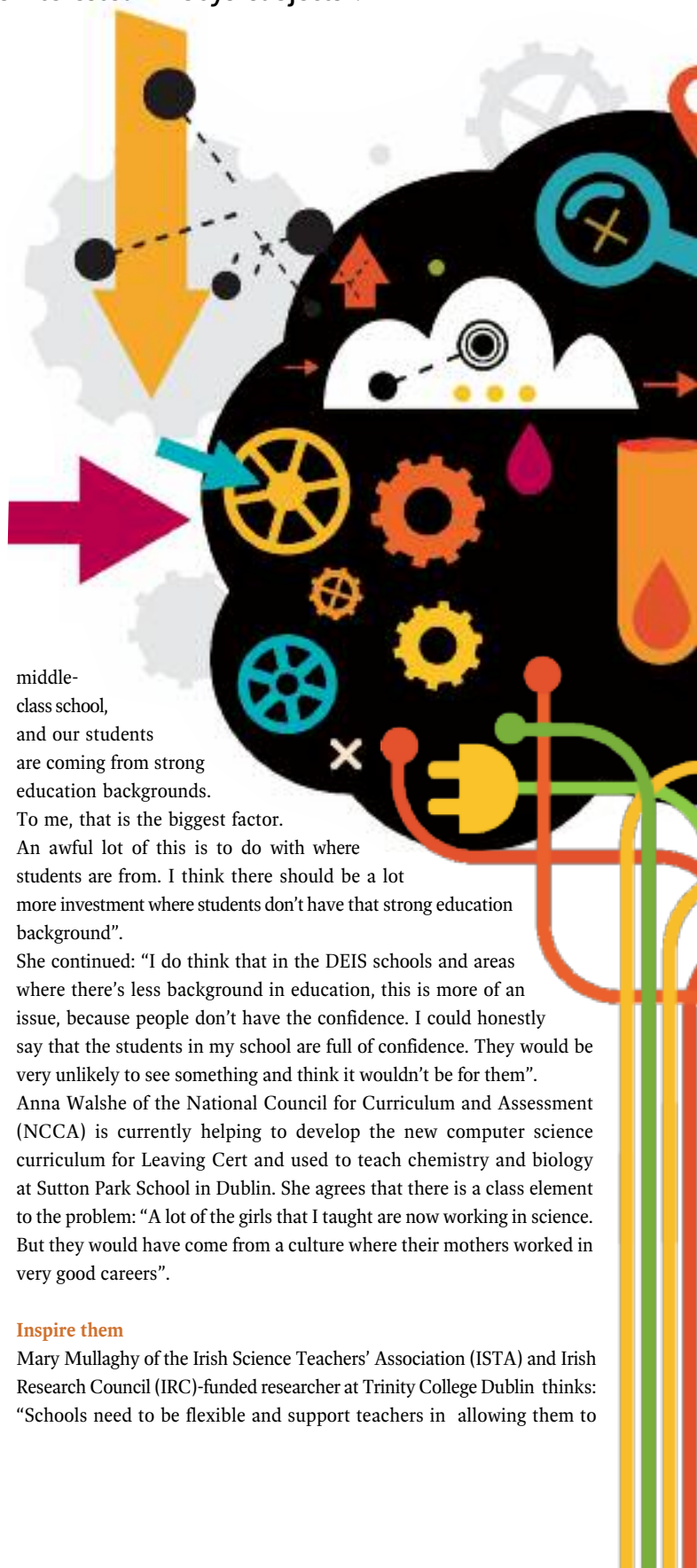
Biology, chemistry and maths teacher Aoife Meagher of mixed school Gaelcolaiste Mhuire A.G. in Cork city says if you try to make a subject fun, interesting and engaging, they’ll all jump on board, regardless of gender.

Science, maths and biology teacher Dr Niamh McNally has been at Loreto Balbriggan girls’ school (of which she is a past pupil) since she started teaching eight years ago, and spoke of the importance of introducing students to STEM early: “When I was a student in Loreto, I was brought on a tour of the genetics department in Trinity College. I really think that played a big role in me getting my love for science. So introducing students and collaborating with third level, which we do a lot – bringing them into a working lab, getting them to see how a real research lab works and what goes on there – is inspirational. I went around that lab when I was 15, 16, and that was what I always wanted to do and I have my doctorate in genetics now”.

Getting girls interested

Karen says girls are interested in science but there is a challenge: “I think they come into second-level school really excited about the new subjects. I think the problem is keeping them interested. Especially when they get to about third year, they’re so driven by exams and exam focus, that that inquisitiveness that they had coming into secondary school disappears and it is hard to spark that again”.

Breda Lynch, maths teacher at the all-girls’ Muckross Park College in Donnybrook and incoming ASTI Vice President, says her students do well in STEM but that it may be different in other areas: “Our school is a very



middle-class school, and our students are coming from strong education backgrounds.

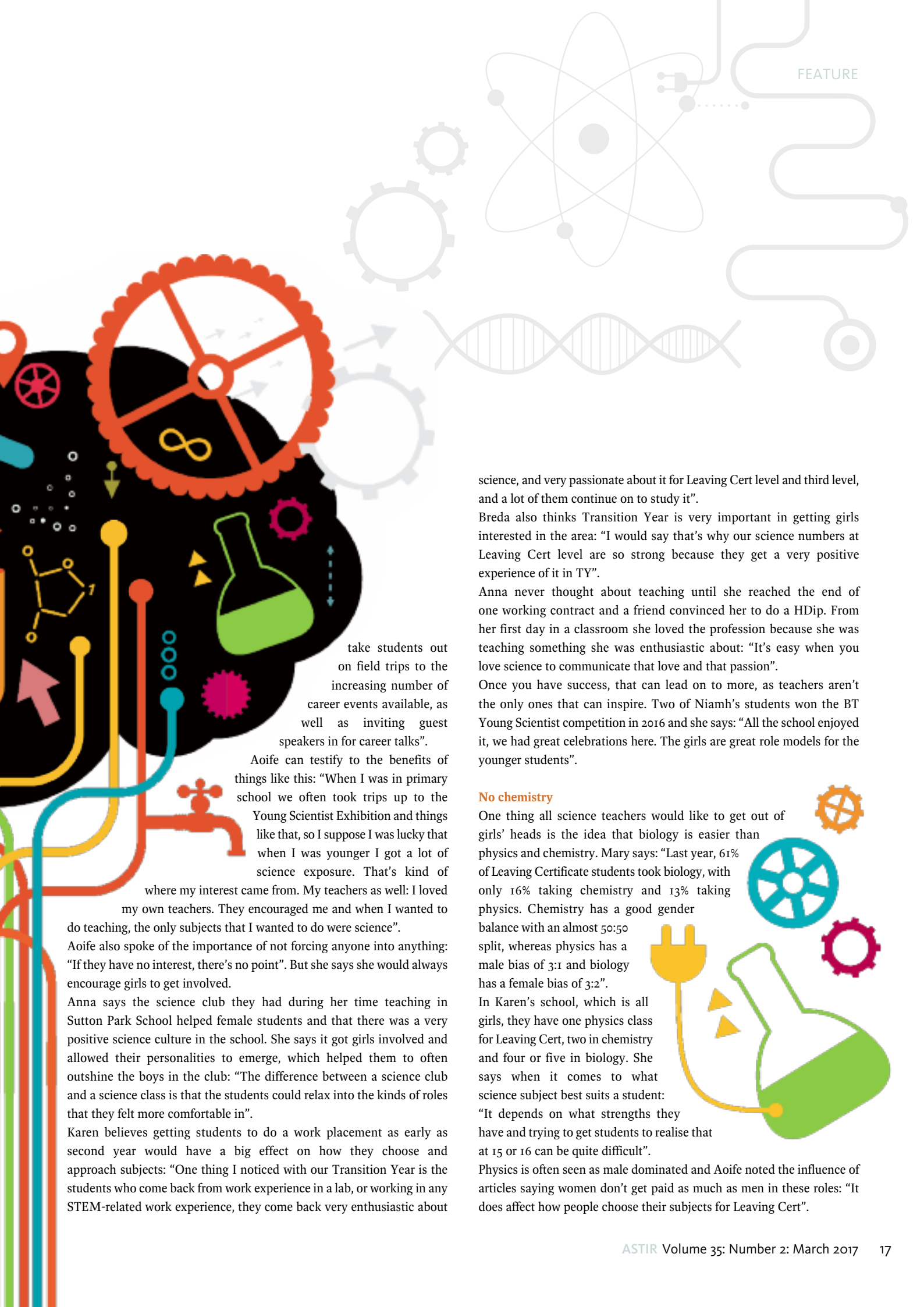
To me, that is the biggest factor.

An awful lot of this is to do with where students are from. I think there should be a lot more investment where students don’t have that strong education background”.

She continued: “I do think that in the DEIS schools and areas where there’s less background in education, this is more of an issue, because people don’t have the confidence. I could honestly say that the students in my school are full of confidence. They would be very unlikely to see something and think it wouldn’t be for them”. Anna Walshe of the National Council for Curriculum and Assessment (NCCA) is currently helping to develop the new computer science curriculum for Leaving Cert and used to teach chemistry and biology at Sutton Park School in Dublin. She agrees that there is a class element to the problem: “A lot of the girls that I taught are now working in science. But they would have come from a culture where their mothers worked in very good careers”.

Inspire them

Mary Mullaghy of the Irish Science Teachers’ Association (ISTA) and Irish Research Council (IRC)-funded researcher at Trinity College Dublin thinks: “Schools need to be flexible and support teachers in allowing them to



take students out on field trips to the increasing number of career events available, as well as inviting guest speakers in for career talks”.

Aoife can testify to the benefits of things like this: “When I was in primary school we often took trips up to the Young Scientist Exhibition and things like that, so I suppose I was lucky that when I was younger I got a lot of science exposure. That’s kind of where my interest came from. My teachers as well: I loved my own teachers. They encouraged me and when I wanted to do teaching, the only subjects that I wanted to do were science”.

Aoife also spoke of the importance of not forcing anyone into anything: “If they have no interest, there’s no point”. But she says she would always encourage girls to get involved.

Anna says the science club they had during her time teaching in Sutton Park School helped female students and that there was a very positive science culture in the school. She says it got girls involved and allowed their personalities to emerge, which helped them to often outshine the boys in the club: “The difference between a science club and a science class is that the students could relax into the kinds of roles that they felt more comfortable in”.

Karen believes getting students to do a work placement as early as second year would have a big effect on how they choose and approach subjects: “One thing I noticed with our Transition Year is the students who come back from work experience in a lab, or working in any STEM-related work experience, they come back very enthusiastic about

science, and very passionate about it for Leaving Cert level and third level, and a lot of them continue on to study it”.

Breda also thinks Transition Year is very important in getting girls interested in the area: “I would say that’s why our science numbers at Leaving Cert level are so strong because they get a very positive experience of it in TY”.

Anna never thought about teaching until she reached the end of one working contract and a friend convinced her to do a HDip. From her first day in a classroom she loved the profession because she was teaching something she was enthusiastic about: “It’s easy when you love science to communicate that love and that passion”.

Once you have success, that can lead on to more, as teachers aren’t the only ones that can inspire. Two of Niamh’s students won the BT Young Scientist competition in 2016 and she says: “All the school enjoyed it, we had great celebrations here. The girls are great role models for the younger students”.

No chemistry

One thing all science teachers would like to get out of girls’ heads is the idea that biology is easier than physics and chemistry. Mary says: “Last year, 61% of Leaving Certificate students took biology, with only 16% taking chemistry and 13% taking physics. Chemistry has a good gender balance with an almost 50:50 split, whereas physics has a male bias of 3:1 and biology has a female bias of 3:2”.

In Karen’s school, which is all girls, they have one physics class for Leaving Cert, two in chemistry and four or five in biology. She says when it comes to what science subject best suits a student: “It depends on what strengths they have and trying to get students to realise that at 15 or 16 can be quite difficult”.

Physics is often seen as male dominated and Aoife noted the influence of articles saying women don’t get paid as much as men in these roles: “It does affect how people choose their subjects for Leaving Cert”.

On the right track

According to the Teaching Council, of the 7,067 science teachers in second-level schools in Ireland, 4,889 are female. Mary says when she started teaching in 1988, the physical sciences were dominated by men. Now, 69% of chemistry teachers are female and in physics there is almost a completely even gender split.

Karen says: "I do believe that girls are interested in STEM but I suppose there's a stereotype towards females that they're weaker in STEM subjects, but I do think that's changing and I think it's changed a lot in the past few years".

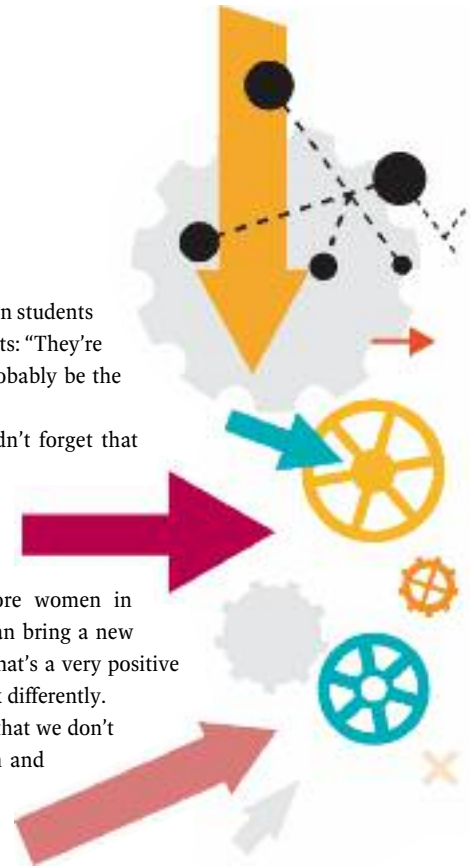
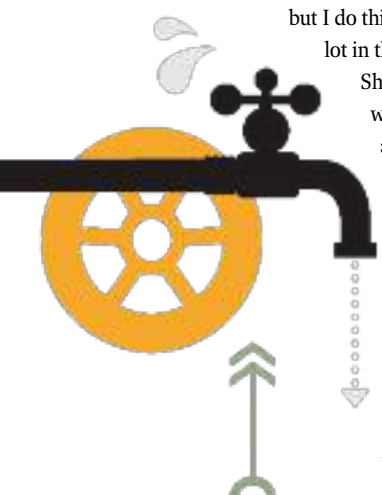
She thinks curriculum reform done in the right way would increase interest in science among all students, not just girls.

Mary believes: "If a teacher has a passion for their subject this is often subconsciously transferred to their students who may develop a liking for it and follow that career path".

Things done, more to do

Karen believes, in general, Ireland has been doing well in the STEM areas but believes there is still room for improvement.

Aoife says that in chemistry when students are taught about famous scientists: "They're all male; Marie Curie would probably be the only female who is mentioned". Breda also says that we shouldn't forget that STEM subjects aren't the only ones in the world: "As a maths teacher I love the area but I also feel it's important to have balance. I think we need more women in science because I think they can bring a new dimension to the area. I think that's a very positive thing. Men and women do think differently. "But I also think it's important that we don't go completely in that direction and undervalue the humanities. Life is all about balance and it's important to keep that in education. I think sometimes there is an emphasis, or an overemphasis on investment in STEM and other subjects can get lost in it somewhere, or are seen as less significant, less important. I think in all things balance is essential. There are students who are very talented artistically and they have a huge role to play in life".





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Educating the future






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- M.A. in Education and Well-being of the Older Person
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FURTHER INFORMATION

www.mic.ul.ie/postgradstudies/pages/default.aspx

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An Irish QA network connecting VET practitioners



For more information visit
www.QQI.ie

MALAWI TRIP FOR STUDENTS AND TEACHERS

Two students who won the ActionAid Ireland Speechwriting Competition visited Malawi with their teachers to see one of the charity's programmes in operation.



Jane Oyenuga and Lauren Conway with Chiza Gondwe during their trip to Malawi.

In March 2016, Lauren Conway from Coláiste Éinde, Galway, and Jane Oyenuga from Loreto College, Kilkenny, were the winners of the ActionAid Ireland Speech Writing Competition, which took place at the Royal Irish Academy in Dublin. The prize for the winning students was a trip to Malawi in August, when the girls travelled with their teachers Séamus Kelly and Niamh Maye to see how ActionAid is changing the lives of women and communities.

Malawi, a small landlocked nation in southern Africa, is one of the poorest countries in the world where poverty rates, malnutrition and child mortality rates remain high, as does violence against women – the focus of ActionAid's women's rights programme. In the northern region of Malawi, women leave their home place once they are married to live among their husband's family and neighbours. This can isolate them and give them nowhere to turn if the relationship is violent. Very few women are allowed to work or even socialise outside the home. Within traditional marriages polygamy still occurs. Women leaders in the community are rare, with women often seen as being incapable of leading, not only by the men in the villages, but also by the women themselves.

New chances

However, change is taking place. ActionAid is working with local groups of women to transform their lives and communities by building awareness of women's rights, arranging skills training for their communities, providing counselling services for victims of violence, settling minor domestic disputes, and seeking justice for victims of abuse through working with other local groups. One key focus, for example, is to ensure all in the community become literate – the visiting schoolgirls and teachers witnessed two of the older women in the community demonstrate their newly-learned literacy by proudly

writing their names on a whiteboard. Village savings and loans groups have been set up as a way for women to start small businesses and to help fund their children's education.

The work has also targeted the most violent men in the communities to teach them about women's rights and involve them in ActionAid's work to end violence. The students met with a group of these 'Real Men', as they call themselves, who told them how the training had improved relationships with their wives and families.

ActionAid is bringing about this change. Chiza Gondwe, one of the first female village chiefs in her district, told the visitors that she never believed that a woman could be head of a village until she received training on women's leadership from ActionAid. She has since been made Group Village Head, overseeing the chiefs in 17 villages: a fitting leader for a changing community. You can be part of this change by encouraging your students to take part in ActionAid's Speech Writing Competition. Commenting on this year's competition, teacher Séamus Kelly was enthusiastic in expressing his support: "The competition was a great exercise in raising awareness in the school community of issues in the developing world. The trip to Malawi was a wonderful opportunity for both students and teachers to gain an insight into ActionAid's work. The welcome we received from the villagers, who treated us to their local song, dance and food, will remain with me forever".

The third ActionAid Speech Writing Competition will be open to all secondary students aged 14 to 17 from early October, and two winning students, along with their teachers, will have the opportunity to visit and experience an ActionAid programme. Visit www.actionaid.ie for details of how to enter.

JOIN US ONLINE FOR CONVENTION 2017

Tune in to ASTI Convention 2017 for updates on teachers' key concerns.

Each Easter up to 500 ASTI members, teachers from all over the country, gather at ASTI Annual Convention to determine the ASTI's policy priorities for the coming year. This year they are meeting in the INEC Convention Centre, Killarney, from Tuesday to Thursday, April 18-20, 2017.

Delegates will debate motions that decide the union's policy for the coming year, and listen to key speeches from President Ed Byrne and guest speaker Geraldine Mooney Simmie. These speeches will be livestreamed on the ASTI website on Tuesday afternoon.

Key issues for Convention 2017

A number of issues of concern to teachers will be debated at Convention 2017, including equal pay for equal work for recently qualified teachers, the deterioration of teachers' terms and conditions, and students' second-level education.

Recently-qualified teachers

Convention 2017 will debate a motion, submitted by the Fingal Branch, that the union vigorously oppose any future national pay agreement that does not guarantee equal pay for equal work. An ASTI teacher starting out today has a salary that is nearly 21% below the starting salary in 2010. In their first year of teaching, recently-qualified teachers earn €8,000 less per year than their colleagues did at the beginning of their careers. The salary gap continues year after year for recently-qualified teachers, meaning young teachers' lifetime earnings will never match those of their colleagues who qualified just a few years earlier. This motion also states that the ASTI must oppose any pay agreement that does not terminate the Financial Emergency Measures in the Public Interest (FEMPI) legislation. FEMPI legislation is currently being used to worsen the conditions of ASTI members because they voted to reject the Lansdowne Road Agreement.

Students' education

On Wednesday April 19, there are several motions up for debate at Convention 2017 that deal with students' education. This includes a motion calling on the ASTI to seek the full restoration of posts of responsibility in schools. Second-level schools have endured a series of savage cuts to resources since 2008. These cuts included a moratorium on posts of responsibility. ASTI research has found that pastoral care services were severely impacted by the loss of posts of responsibility in schools.

Another motion that will be debated on Wednesday asks that the Department of Education and Skills facilitate repeat exams in summer/autumn for Junior and Leaving Cert students who experience extraordinary situations during their exams – such as losing an immediate family member or becoming seriously ill.

Other education motions focus on the need to support science education by appointing lab technicians in schools with more than 300 students, and the need to ensure the active involvement of teachers in the design stage of curricular reform.

Tune into convention

The ASTI website and social media accounts mean that you can experience Convention virtually as well. Even if you aren't attending Convention, you can keep up with what's happening and share your views by following the ASTI website and social media accounts.

Web

Log on to www.asti.ie for the latest updates from Convention and a list of the key media coverage each day. You can also watch key speeches live from 4.25pm on the ASTI website on Tuesday, April 18. The text of key speeches will also be available on the ASTI website.

Facebook

Log on to 'like' the ASTI facebook page – www.facebook.com/astiteachers/ – for photos from Convention and reports on the decisions made at Convention.

Twitter

Follow the ASTI twitter account: @astionion, to find out what's happening as it happens, at Convention 2017. Don't forget to use the hashtag #ASTI17 to see all the latest tweets from Convention and to join in the discussion.

For more information and to see the full list of motions for Convention 2017 visit www.asti.ie.



Maynooth University
National University of Ireland Maynooth

Ollscoil Mhá Nuad
Ollscoil na hÉireann Má Nuad

DEPARTMENT OF EDUCATION

UNDERGRADUATE PROGRAMMES

- BSc Science (with Education) MH212
- BSc Mathematics (with Education) MH213
- Contact: admissions@nuim.ie
(plus automatic transfer to year 2 of PME (Secondary) to gain teaching qualification)

RESEARCH OPPORTUNITIES

- PhD in Education
- Doctor of Education with Specialism (Ed.D)
Teacher Education or Educational Leadership
- MLitt in Education

TAUGHT POSTGRADUATE PROGRAMMES

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- Master of Education (School Guidance Counselling) MH53G
- Master of Education MH52G/MH52G (full-time and part-time)
- Postgraduate Diploma in Educational Leadership and Management (Future Leaders) (Currently pending final university approval)
- Professional Master of Education (Secondary) PEM01

For further details on our programmes and for application deadlines visit our website at: <https://www.maynoothuniversity.ie/education/our-courses>

All applications must be made online via the Postgraduate Applications Centre at www.pac.ie

PUBLIC SERVICE PAY COMMISSION

The Government set up the Public Service Pay Commission in October 2016 to examine pay levels across the public service. Along with many other organisations, the ASTI has made a submission to the Commission.

The Public Service Pay Commission was established to advise the Government on public service remuneration policy ahead of any negotiations to establish a successor to the Lansdowne Road Agreement. The six members of the Commission, along with its Chairperson, Kevin Duffy, have been appointed by the Minister for Public Expenditure and Reform, Paschal Donohoe TD, and a number of organisations, including the ASTI, have already made submissions.

The terms of reference for the Commission state that it will: "contribute to and inform Government's considerations in relation to public service remuneration and ... assist the Department of Public Expenditure and Reform in discharging its negotiation function on behalf of Government". The Commission is further tasked with considering other remunerations matters, as appropriate, such as:

1. Providing objective analysis on the appropriate pay levels for identifiable groups within the public sector.
2. Comparing appropriate rates for identifiable groups with prevailing private sector/market rates. This should have regard to evidence on recruitment and retention trends in respect of each group.
3. Comparing appropriate rates for identifiable groups within the public service with their equivalents in other jurisdictions, particularly where internationally-traded skillsets are required, having due regard to differences in living costs.
4. Providing objective analysis on the appropriate pay levels for officeholders' pay and pensions.

The Commission's role will be to provide evidence-based analysis on pay matters, and the Minister has said that it will operate in a transparent fashion, and its findings will be published.

A range of stakeholders, including Government departments, political parties, employers' organisations and trade unions, have already made submissions to the Commission. These include:

- Department of Education and Skills
- Economic and Social Research Institute
- IBEC (Irish Business and Employers Confederation)
- ICTU Public Services Committee
- IMPACT Trade Union

ASTI submission

In its submission to the Commission, the ASTI sets out its position on a number of key areas. The union regards it as vital that teachers' interests are represented in this process, which will feed directly into the next stage of negotiations on public service pay and conditions.



The submission notes that the Commission's terms of reference include providing input as to how the unwinding of the Financial Emergency Measures in the Public Interest (FEMPI) legislation should proceed. ASTI members have been particularly impacted by the provisions of FEMPI, which have included measures that would not be countenanced in any normal industrial relations climate. It is the ASTI's view that the emergency has passed, and FEMPI should be removed from the statute books as a matter of great urgency.

Equal pay for equal work

A new pay agreement must have fairness as its cornerstone, and the ASTI's submission calls for the restoration of the common basic pay scale for teachers to address the two-tier system whereby new entrants to teaching are subject to significantly lower rates of pay than longer-serving colleagues. It further states that such measures as are necessary to implement equal pay for equal work must be front-loaded at the beginning of any agreement.

Fair pay and conditions are crucial to the continued retention and recruitment of teachers within the education system. The ASTI's submission to the Commission states that any new pay agreement must provide a clear pathway towards the full restoration of teachers' pay to pre-crisis levels. Teachers and other public servants have earned the right to share in the benefits of any recovery, and a compelling case can now be made for full restoration as better than expected growth and 'fiscal space' has emerged.

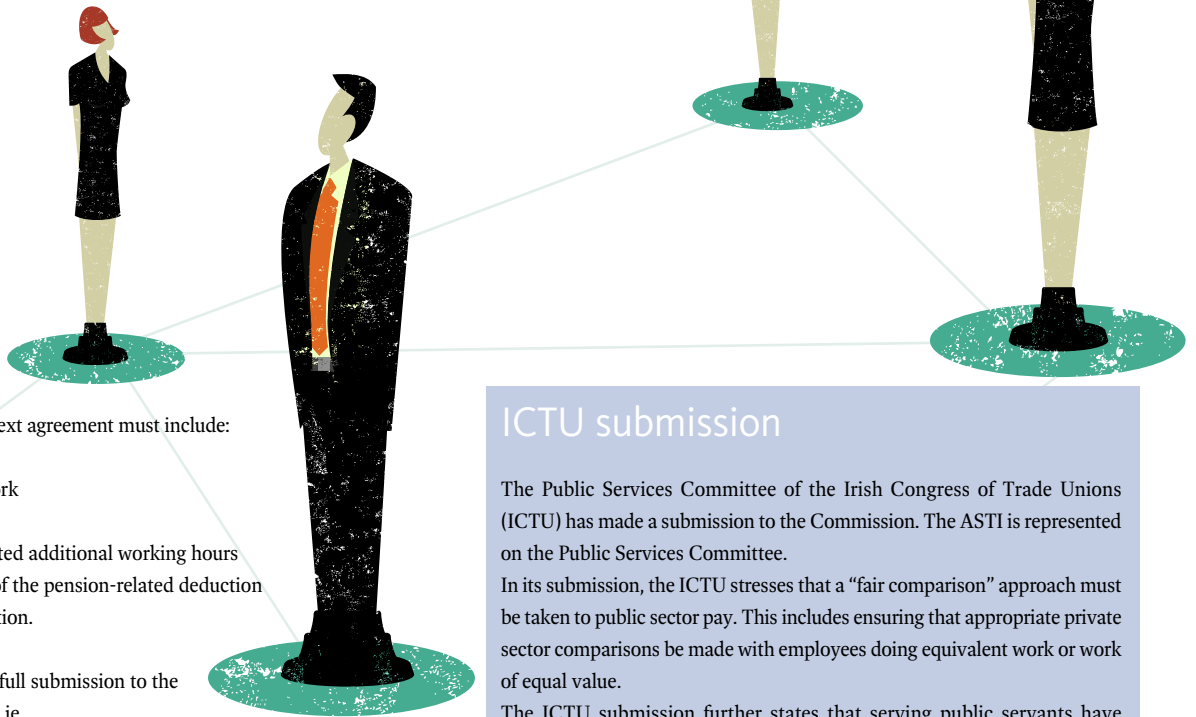
The Commission's terms of reference also include conditions of employment, and the ASTI submission calls for it to address the imposition of unpaid hours, with a view to their removal.

Pensions

The ASTI is committed to the principle of pension parity for retired teachers (i.e., that movements in pensions track movements in pay for serving teachers), and in its submission it asks the Commission to recommend restoration of full pension parity. The submission also points to research carried out in 2010 on behalf of the teaching unions by Trident Consulting, which assessed the impact of the introduction of the 'career average' pension in combination with a later retirement age. It found that under the new arrangements the value of members' contributions, including the pension levy, will exceed the value of the benefits that they will receive.

The ASTI believes that the Lansdowne Road Agreement is seriously flawed. It does not provide for the restoration of the pay differential for new entrants to the public service and it underestimated the strength of the growth in the economy. For the next agreement to be acceptable, it must address the major grievances of public sector workers – both general and sectoral. This is essential if industrial unrest is to be avoided.





The key elements of the next agreement must include:

- equal pay for equal work
- full pay restoration
- an end to unremunerated additional working hours
- accelerated abolition of the pension-related deduction
- pension parity restoration.

You can read the ASTI's full submission to the Commission at www.asti.ie.

The ICTU's full submission is available at www.ictu.ie.

The Commission is to provide an initial report to Government in April 2017. Further information is available at www.paycommission.gov.ie.

ICTU submission

The Public Services Committee of the Irish Congress of Trade Unions (ICTU) has made a submission to the Commission. The ASTI is represented on the Public Services Committee.

In its submission, the ICTU stresses that a "fair comparison" approach must be taken to public sector pay. This includes ensuring that appropriate private sector comparisons be made with employees doing equivalent work or work of equal value.

The ICTU submission further states that serving public servants have suffered two, and in some cases, three pay cuts and are understandably aggrieved and often demotivated. New entrants to the public service have experienced a pay cut. In addition, some new entrants suffered the unilateral abolition and variation of well-established allowances in 2012, further reducing their incomes.



Holocaust Education Trust Ireland
Learning from the past - securing the future

Berlin Study Visit

18-21 April 2017



Photograph by: © iStock.com / J. P. Jones

A visit to the city of Berlin, where National Socialism originated. It includes an overview of Jewish Berlin and its history and also visits to authentic Holocaust sites. Working with Holocaust scholars and educators, the programme allows participants to grasp the enormity of the Holocaust and its repercussions within the city.

Visit includes:

- Tour of Jewish Museum; Topography of Terror Exhibition; Walking Tour with a focus on Jewish historical sites and commemoration of Nazi victims; Memorial for the murdered Jews of Europe; House of the Wannsee Conference; Grosswald Deportation Site; Buchenwald Concentration Camp; The Anne Frank Centre; Otto Weill House and the Silent Heroes Archive

Cost: €695 (includes of travel, hand luggage, hotel and entrance fees)

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Holocaust Education Trust Ireland, Clifden House, Lower Fitzwilliam Street, Dublin 2, Ireland.
Tel: +353 1 8860593 Email: info@holocaust.org www.holocaust.org

Seminar at Yad Vashem, International School, Jerusalem

Continuous Professional Development
for teachers and educators

24 June - 03 July 2017



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An eight day programme for teachers at Yad Vashem International School for Holocaust Studies. This course is specifically tailored for Irish teachers, providing an in-depth exposure to the many facets of the Holocaust, working at the exceptional Holocaust Museum and Archives Centre, participants can avail of resources, expertise and personal testimonies.

Fee: On application

This programme can be taken independently or as part of the Certificate in Holocaust Education awarded by Trinity College






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Holocaust Education Trust Ireland, Clifden House, Lower Fitzwilliam Street, Dublin 2, Ireland.
Tel: +353 1 8860593 Email: info@holocaust.org www.holocaust.org

TEACHING COMPLAINTS AND INQUIRIES

The Teaching Council can now hold Fitness to Teach inquiries with far-reaching powers; what does this mean for teachers?

The Teaching Council was established as the statutory regulatory body for the teaching profession in 2006. The Council is responsible for promoting and regulating professional standards in teaching. To date, it has established a register of teachers, published a code of professional conduct, reviewed and accredited initial teacher education programmes, developed procedures for induction, and commenced work on a framework for professional learning – Cosán. Collectively, these measures are aimed at underpinning the high level of public trust in the teaching profession.

In July 2016, the Fitness to Teach regulatory function of the Council was commenced. This means that the Council can now receive complaints about registered teachers and can conduct investigations and hold inquiries, where deemed appropriate. Except in exceptional circumstances, the Council can only consider complaints where the matters complained about took place on or after July 25, 2016. Every registered teacher has already received an information booklet from the Council on these new regulatory functions. Accompanying this booklet was a copy of the revised 'Code of Professional Conduct for Teachers'. The Code represents the benchmark of professional standards against which complaints against teachers will be examined.

Who can make a complaint against teachers?

Any person, including members of the public, employers and other teachers may make a complaint about a registered teacher. In addition, The Teaching Council can itself make a complaint.

What happens when the Council gets a complaint?

The Council has developed procedures to enable it to engage with complaints in a manner which is fair to teachers. All complaints will be screened via the Director's office in order to ensure that they are not frivolous, vexatious, made in bad faith, or are an abuse of process. The Council's booklet clearly states that it cannot generally look into a complaint unless the school's disciplinary procedures (established under section 24 of the Education Act, 1998) have been exhausted (or come to an end). The exception to this is where there are good and sufficient reasons. Good and sufficient reasons may include where children or vulnerable persons are, or may be, at risk of harm. Similarly, complaints about incidents which took place before July 25, 2016 may be considered in certain circumstances, including when the conduct complained about may give rise to a real concern that the teacher may harm or contribute to harm or potential harm, of any child or vulnerable person.

Are teachers notified of the complaint?

Yes, the Council will provide a copy of the complaint and accompanying documentation.

If there are good and sufficient reasons to investigate, what happens next?

The Council's Investigating Committee of 11 members will examine the

complaint. It may look for further information from the school, thereby informing the school of the complaint. At the conclusion of the Investigation Committee's consideration of a complaint, it can announce a decision that no further action is required or refer all or part of the complaint to the Disciplinary Committee for an inquiry. A copy of the Investigation Committee's decision will be provided to both the teacher and the school.

What happens if the complaint is referred to the Disciplinary Committee for an inquiry?

Generally, an inquiry will take the form of an oral hearing before a panel comprising three to five members of the Disciplinary Committee. This hearing is similar to a hearing in a court and witnesses give evidence under oath. The hearings will take place in the offices of The Teaching Council in Maynooth. Generally, hearings will be in public, unless the panel decides that it would be inappropriate to do so.

What happens after the inquiry?

If a complaint is proven, the panel can impose a sanction appropriate to the adjudged misconduct or professional performance. These range from issuing advice; admonishment or censuring; placing conditions on registration; suspending from the register for a period of time up to two years; to, removal from the register.

Can a teacher challenge the outcome of an inquiry?

If the panel imposes a sanction (excluding advice, or admonishment or censure) under the legislation, the teacher can appeal the decision to the High Court within 21 days of being notified of the decision.

Will teachers get a fair hearing throughout this process?

The Teaching Council has a teacher majority: 22 out of 37 members are teachers. Other members of the Council are former teachers now representing management bodies or are teacher educators.

Before the commencement of the Fitness to Teach function in July 2016, the Council developed detailed internal guidelines for each step of the complaints process to ensure due process. Members of the Council who sit on the Investigation and Disciplinary Committees have received extensive training, including observing the operation of similar processes in Wales and Scotland. Teachers who appear before a disciplinary inquiry will be entitled to have representatives present.

The three teacher unions are currently working together to examine a range of protections to be made available to teachers in the event of a complaint against them concluding in an inquiry by the Disciplinary Committee.

Moira Leydon

ASTI Assistant General Secretary, Education and Research

New titles for Leaving Certificate

French Oral Vocabulary and Practice Book

Valérie David-McGonnell

Designed as a practical, flexible tool for teachers to fully prepare students for the oral component of the French Leaving Certificate examination.



Physics Extra!

Tim Kerins

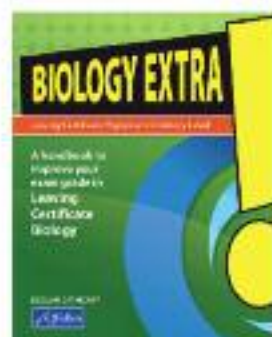
Acts as a companion – a personal tutor – for the duration of the Physics course, comprehensively preparing students for examination.



Biology Extra!

Declan Cathcart

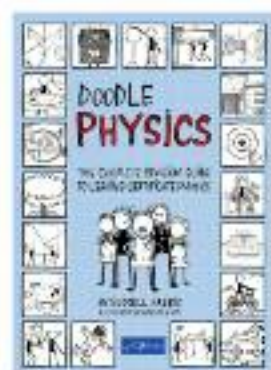
Exam-focused and designed to maximise results on the day, as well as a revision guide, *Biology Extra!* can be used as a complete textbook.



Doodle Physics

Russell Harris

The first of its kind to use a graphic novel approach, *Doodle Physics* acts as a complete revision guide to Leaving Certificate Physics.



Exploring Biology

Peter Jackson

Exploring Biology is a concise, accessible textbook to accompany the Leaving Certificate Biology course at both Higher and Ordinary Levels. Accompanied by a workbook.



ASTI DIRECTIVE ON THE FRAMEWORK FOR JUNIOR CYCLE

Some clarification of issues around the ASTI's Directive on the Framework for Junior Cycle.

Can I be involved in administering the Framework for Junior Cycle Assessment Task for English in my school?

At its meeting on March 10, 2017, ASTI Standing Committee decided to advise members to co-operate with recent guidelines issued by the State Examinations Commission (SEC) for the completion of the Junior Cycle English Assessment Task. The guidelines are in line with ASTI policy that teachers should not be involved with the assessment of their own students for the Junior Cycle. Previously, the Department of Education and Skills had indicated that only students who had completed Classroom-Based Assessments (CBAs) could undertake an Assessment Task in English. Department of Education and Skills Circular 24/16 states that: “students must complete their second CBA in order to undertake the associated Assessment Task”. The SEC guidelines remove this requirement.

What does this mean for the ASTI Directive on the Framework for Junior Cycle?

The ASTI Directive on the Framework for Junior Cycle remains in place. The Directive prohibits any engagement with school-based assessments for the purpose of the Junior Cycle Profile of Achievement (i.e., the Classroom-Based Assessments), attendance at in-service, etc. You can read the ASTI Directive at www.asti.ie.

Does the ASTI Directive prohibit me from using sample exam papers?

No. Sample exam papers may be used as this is not prohibited by the ASTI Directive.

Can I attend a cluster meeting in my area on the new Junior Cycle well-being programme?

No. These meetings relate to the well-being programme of the Framework for Junior Cycle. As such, attendance at these meetings is prohibited by the ASTI Directive. The Directive states that ASTI members must not “attend meetings associated with the Junior Cycle Framework proposals”.

As an English teacher, how can I fulfill the obligations of the English specification while at the same time adhering to the ASTI Directive?

The English specification contains three strands – Oral Language, Reading and Writing. ASTI members are required to teach the new specification. In this regard, they are required to teach Oral Language as part of the specification. Students demonstrate their achievement in this strand by providing a presentation of a maximum of three minutes in length – as individuals or as a group – to their class on a theme of their choice.

The ASTI Junior Cycle Directive does not prohibit teachers from facilitating such student presentations as part of mainstream classroom activity. What it does

prohibit is the awarding of the descriptors – Exceptional, Above Expectations, In Line with Expectations, Yet to Meet Expectations – to such presentations as part of CBA 1 and the recording and reporting of such descriptors in the Junior Cycle Profile of Achievement.

Similarly, the specification requires that students engage in a Collection of Texts as part of the Reading strand. The ASTI Directive does not prohibit teachers from facilitating students in creating a Collection of Texts as part of mainstream classroom activity. Rather, it prohibits the awarding of the descriptors – Exceptional, Above Expectations, In Line with Expectations, Yet to Meet Expectations – to students’ texts as part of CBA 2 and the recording and reporting of such descriptors in the Junior Cycle Profile of Achievement.

For updated FAQs on the Junior Cycle, visit www.asti.ie.





Want to teach in the UAE?
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Contact: richie.hogan@e-frontiers.com
www.e-frontiers.com/education

FINGAL BRANCH

Branch chairperson and current ASTI President ED BYRNE discusses his branch.



Fingal Branch CEC (from left): Mary McFadden (CEC), Seamus Keane (Secretary), Ed Byrne (Chairperson and ASTI President), and Kathlyn Hennelly (Treasurer, Vice Chair) at a Branch retirement function in the Red Bank restaurant.

Branch Officers

Chairperson	Ed Byrne
Secretary	Seamus Keane
Treasurer	Kathlyn Hennelly
Vice Chair	Kathlyn Hennelly

Central Executive Council (CEC) 2016-17 CEC 2017-18

Kathlyn Hennelly	Kathlyn Hennelly
Seamus Keane	Sinead Moore
Mary McFadden	Mary McFadden

Meetings

The Fingal Branch meets an average of five times in a school year. During periods of industrial unrest, meetings can be more frequent. We have held our branch meetings in a number of different locations in recent years; however, at present we hold our meetings in the Balrothery Inn, Balbriggan. Our treasurer of many years, Kathlyn Hennelly, is always on the lookout for value for money and currently, the Balrothery fits the bill.

Members

Meetings of the Fingal Branch are always interesting and all issues are given a thorough examination. You would expect nothing less with teachers of the calibre of Seamus Keane, Eddie McCarthy, Kathlyn Hennelly, Anita Irwin, Mary McFadden and ex-president Sheila Parsons present. We also have the added attraction of our current Standing Committee representative Mark Walshe at every meeting, who is usually good for a speech or two.

Key issues

The issues at our recent meetings have tended towards the national. The single biggest issue is the absence of a common basic scale and the plight of those teachers who have joined since 2011. The opposition to the proposed new Junior Cycle is usually unanimous but always debated. The wasting of the 33 hours given free of charge for many years is usually widely

criticised. Concern around the situation regarding supervision and substitution and the November 7 lockouts were hotly debated recently.

At the more local level, issues of bullying and adherence to directives within schools are regularly raised and debated.

The Branch is rightly proud to have produced two ASTI presidents in recent years. I am currently serving as ASTI President and in 2005, Fingal member and stalwart Sheila Parsons became President of the union. Sheila is a major influence within the Branch and an absolute mine of information when it comes to rules and procedures.

Activities

As a branch, we always book a table at Annual Convention dinner. We have retirement dinners from time to time, usually in the Red Bank Restaurant in Skerries.

Fingal Branch is behind a key motion for debate at ASTI Convention 2017: Motion 12 – Pay and FEMPI

That the ASTI vigorously oppose any future national pay agreement that does not:

- guarantee equal pay for equal work
- provide an end date for pay restoration
- terminate FEMPI legislation

This motion will be debated on Tuesday, April 18



National Leadership Local Support

EDUCATION OFFICER

Down Syndrome Ireland is currently seeking applications for the post of Education Officer.

Down Syndrome Ireland's Education Officer provides advice, information and advocacy to parents of children with Down syndrome (DS) in the education system (Preschool, Primary, Post primary and Special schools). We work to promote the best educational outcomes for children and young people with DS. The Education Officer works directly with schools and provides information, advice and training to education professionals. The role also involves research and the development of best practice, along with driving DS's lobbying efforts for improved educational entitlements.

We are seeking a creative, motivated and dynamic team person to fill this role.

Requirements:

- Relevant Teaching and/or Educational Psychology qualification(s).
- Minimum 5 years' experience working within the Irish education system.
- Experienced in teaching/working with children and young adults with Down syndrome.
- Knowledge of the specific learning profiles associated with Down syndrome.
- An empathy and understanding of issues relating to people with learning disabilities.

Full details of the role and how to apply are available at www.downsyndrome.ie/vacancies

Closing date for applications: 31st March 2017

For more information on how you can get involved in your local branch visit www.asti.ie.

THE RSTA NEEDS YOU!

New members are always wanted and welcome to fight for public pensions fairness.

The RSTA is alerting retiring teachers and those who have already retired to the urgent need for retirees to join the organisation. The future as regards public service pensions is uncertain. The Government is subsuming specific occupational pensions into one common public service pension scheme. Pensions paid under this scheme will be index linked to the consumer price index. Consequently, there is an urgent need for retirees to be organised.

The RSTA is working in conjunction with the ASTI, the Retired Workers' Committee of the Irish Congress of Trade Unions (ICTU) and the Alliance of Retired Public Servants to progress its main goals, namely, representation rights, pension parity and pension restoration. Join the campaign to safeguard your rights and encourage others who have not already joined to do so. The cost is minimal and the benefits are many. Ní neart go cur le chéile.

RSTA Membership Application/Renewal

First Name: Surname:

Address:

Home Phone: Mobile:

Email: RSTA Branch:

Annual Subscription €24. Payment options:

1. Standing Order: Please complete the set-up form below and send to the RSTA National Treasurer.
2. Cheque: Please make the cheque payable to "RSTA" and send with this form to the RSTA National Treasurer.
3. Online Bank Payment: To make a transfer or set up a Standing Order online please refer to the Standing Order Form below for details of the RSTA Bank Account.

PLEASE RETURN COMPLETED APPLICATION FORM TO:

RSTA National Treasurer: Mrs Muriel McNicholas, Cordarragh, Kiltimagh, Co. Mayo.
E: rstatreasurer@gmail.com M: 085-118 1330.

Standing order set-up form

Please complete in BLOCK CAPITALS using black or blue pen.

To The Manager

(Name of Member's Bank)

Bank Branch and Full Address

I hereby authorise and request you to DEBIT my account:

Name/s on Member's Account IBAN

and to CREDIT the account of:

RETIRED SECONDARY TEACHERS' ASSOCIATION (RSTA): IBAN: IE55 AIBK 93236112729080

with the amount of €24 (Twenty Four Euro)

Start Date for Payment: ____/____/20____ **Frequency: Annually** until further notice

Reference to identify member's payment on RSTA bank statement:

Member's Name RSTA Branch

Signature Date

Please return completed form to RSTA National Treasurer

History prize accepting entries

The Standing Council of Irish Chiefs and Chieftains and Clans of Ireland (Finte na hÉireann), in association with the history department of Trinity College Dublin and *History Ireland* magazine, are offering a prize of €500 for the winning entrant in an essay competition on Gaelic Ireland.

Entry is open to all persons over 18 years of age who are not on the academic staff of a history department in any third-level institution. Essays must be on a topic dealing with any aspect of the political, social or cultural history of Gaelic Ireland (within the date range AD400 to 1690) such as Irish kingship, lordship, land holding, genealogy, family history, etc. Entries should be approximately 2,000 words in length and accompanied by full footnote references to sources used, with a bibliography at the end (footnotes and bibliography will not be counted as part of the word length). Essays may be written in English or in Irish.

Entries, with candidate's name, postal address and contact details, should be emailed (preferably) as an attached Microsoft Word file to mksimms@tcd.ie, or posted to: Chiefs and Clans Prize, c/o Katharine Simms, History Department, School of Histories and Humanities, Trinity College Dublin, Dublin 2, Republic of Ireland, to arrive by June 1, 2017.

The prize will only be awarded for an entry deemed to be of publishable standard. Subject to editorial approval, a version of the paper should appear in a subsequent issue of *History Ireland*. Both the winner and other entrants whose papers are deemed of publishable standard may be invited to contribute their work to a volume of essays on Gaelic Ireland.

For further details see:

www.tcd.ie/history/irishclansandchiefsprize.php.

Classifieds

Volunteers sought

Vincenian Lay Missionaries (VLM) places volunteers with skills in teaching, community development, capacity building and development programming. Placements are for a minimum of one month. See www.vlm.ie or contact Michael Hanly, VLM Co-ordinator, at info@vlm.ie or 087-139 7069.

Mindfulness course

.bFoundations eight-week course for educational staff. Decreases anxiety and stress. Increases well-being and performance. March and September courses – €195 including course book and CD. Dublin West Education Centre (DWEC) and south Dublin venues. Contact Pamela-Maria at 083-816 6800 or info@mindfulnessatsource.com.

Maths teacher wanted

Seeking a secondary maths teacher for a teaching position in Dubai starting in August. Package includes accommodation, health insurance, visa and attractive tax-free salary. Please send resumés to ethertons.educational.services@gmail.com.

Peer mentoring

Does your school have a mentoring programme? Fun and interactive mentor training workshops will help your students begin their role with confidence.

Contact Katharine on 086-331 4331 or info@peermentoringresources.ie.

POSTGRADUATE DIPLOMA IN EDUCATIONAL LEADERSHIP

Innovative programme for current and future leaders in education

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Postgraduate programme with 60 credits at Level 9 (NFQ).

One Year, Part Time, Four Modules, each of 15 credits, and each taught over two Saturdays and incorporating some blended learning.

The Programme will cover:

- Strategic leadership and management in schools, school systems, community building.
- Effective leaders, creative change agents, and transformational practices.
- A skill-based focus on leadership development.
- Instructional/pedagogic leadership and professional development.
- Mentorship, coaching and leadership of colleagues.
- Governance, the law in education, rights, responsibilities, ethics.
- Values, self-awareness, group dynamics, team building, inter-cultural competencies.
- Evidence-based decision making and leadership.

Commencing: September, 2017

Closing Date: 5th May, 2017 (places limited)



FURTHER INFORMATION:

School of Education, UCC. Tel: 021 4902467

Anita Cronin: a.cronin@ucc.ie

Claire Dooley: c.dooley@ucc.ie

<http://www.ucc.ie/en/ckc18/>



Further Study Opportunity:

Those who satisfy the entry requirements of the MEd (Modular) and have achieved an honours grade in the Postgraduate Diploma in Educational Leadership, will be granted an exemption of 60 credits from the taught element of the MEd Modular (120 credit) programme. For details of the MEd, please see <http://www.ucc.ie/en/ckc59/>

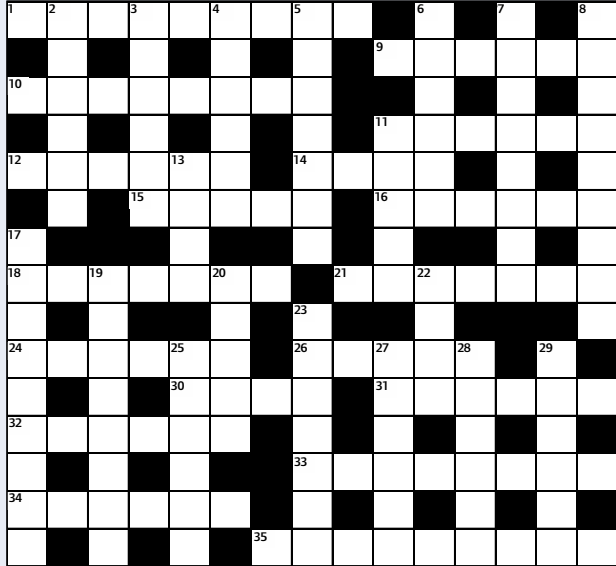


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ASTIR CROSSWORD NO. 1702

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. 1702, Think Media,
The Malthouse, 537 NCR, Dublin 1.

To arrive by: Thursday, April 13, 2017

CLUES ACROSS:

- 1 Bring in a reduction (9)
- 9 A mean DD could make a peremptory request (6)
- 10 Nepalese capital (8)
- 11 Could the beggar lick this pungent bulb? (6)
- 12 Always inside strict or austere (6)
- 14 Make waves? (4)
- 15 The new one is the capital of India (5)
- 16 Step down on fire? (6)
- 18 "He who everybody, nobody" (Samuel Johnson) (7)
- 21 A teen mom could be a reminder of past events (7)
- 24 Unimportant details (6)
- 26 Over and above in the next race (5)
- 30 subjects are currently being promoted by the Government as essential for economic development (4)
- 31 Film director's cry could be a tonic (6)
- 32 Deal with the composer by the sound of it (6)
- 33 across and 5 down: They are facilitating retrospective vetting in 2017 (8,7)
- 34 Making reference to it in the inside (6)
- 35 Learning, scholarship even if somewhat rude! (9)

CLUES DOWN:

- 2 Moved closer to (6)
- 3 Wherefrom Pedro might have frolicked (6)
- 4 "A come to judgment: yea, a" (Shakespeare) (6)
- 5 See 33 across
- 6 Bring back to mind in the cellar (6)
- 7 Training and Skills is his portfolio (8)
- 8 Cautioned that learning could be auctioned (9)
- 11 H1/O1 will be one in 2017! (5)
- 13 In short, designed as a reward for farming in an environmentally-friendly manner (4)
- 17 Random inspection (4,5)
- 19 What the foreigner consumed could put one off (8)
- 20 Arrive late and make someone happy (5)
- 22 In short, a luxury car! (4)
- 23 A pet term for the devil? (7)
- 25 R.L. Stevenson's treasure! (6)
- 27 The inn in *The Canterbury Tales* (6)
- 28 Nevertheless (2,4)
- 29 Investigate or enter (2,4)

Solution to ASTIR Crossword No. 1701

Across

- 1. Curriculum
- 6. NCCA
- 10. Lamps
- 11. Elevators
- 12. Caressed
- 13. Items
- 15. Council
- 17. Diagram
- 19. Openers
- 21. Dresden
- 22. Homer
- 24. National
- 27. Because of
- 28. Perry
- 29. Anne
- 30. Esplanades

Down

- 1. Cold
- 2. Remeasure
- 3. Issue
- 4. Utensil
- 5. Upended
- 7. Chore
- 8. Assessment
- 9. Badinage
- 14. Acrophobia
- 16. Cheerful
- 18. Red haired
- 20. Sonnets
- 21. Dutiful
- 23. Macon
- 25. Orpen
- 26. Ayes

Did you miss?

Students visit Malawi	20
Teaching Council Fitness to Teach	24

CONGRATULATIONS

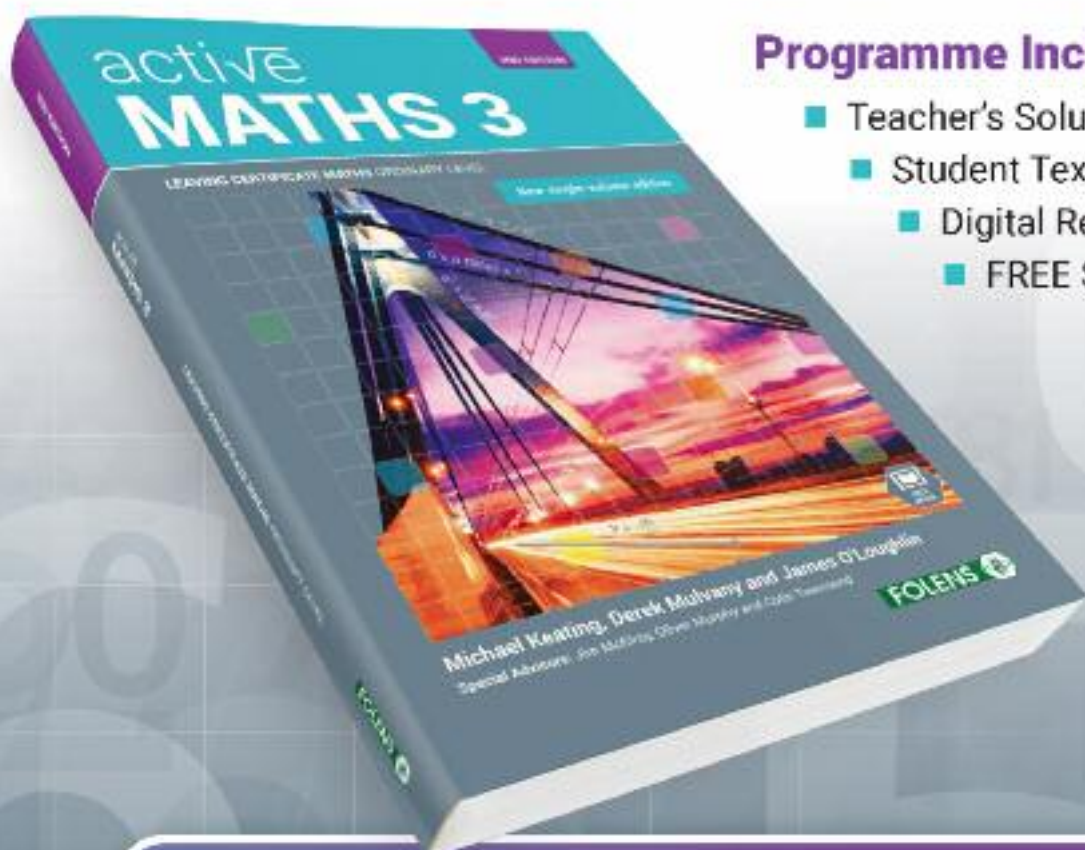
Congratulations to the winner of Crossword No. 1701: George Dikker, St Paul's Secondary School, Hopkins Lane, Monasterevin, Co. Kildare. Dublin South 2 Branch

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