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Association of Secondary Teachers, Ireland



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A closer look
at pensions

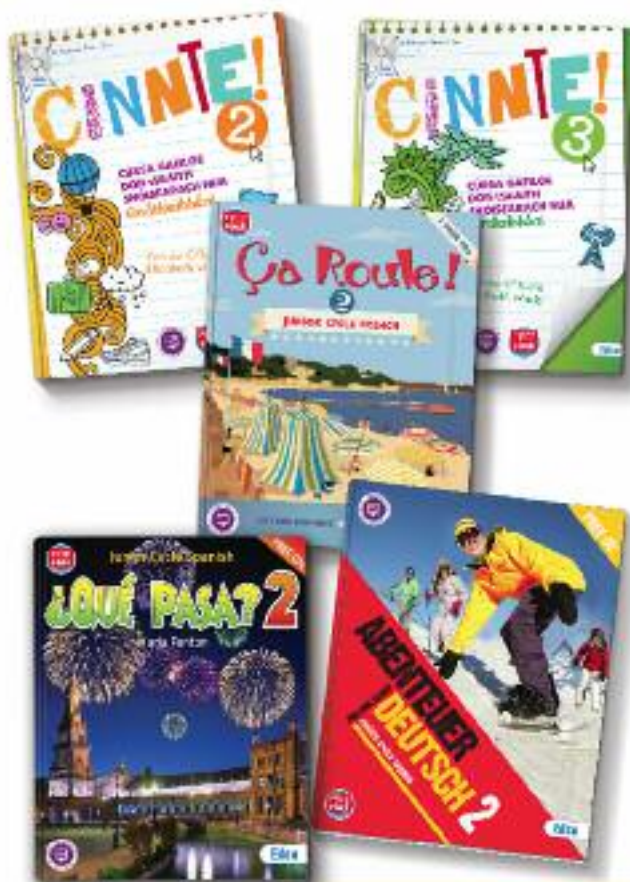
Mandatory
reporting explained

Convention
online

New Junior Cycle Information Evenings

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| Date | Time | Location |
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| Monday, 12th March 2018 | 7pm-8pm | Clayton Hotel Dublin Airport, Dublin (previously Bewley's) |
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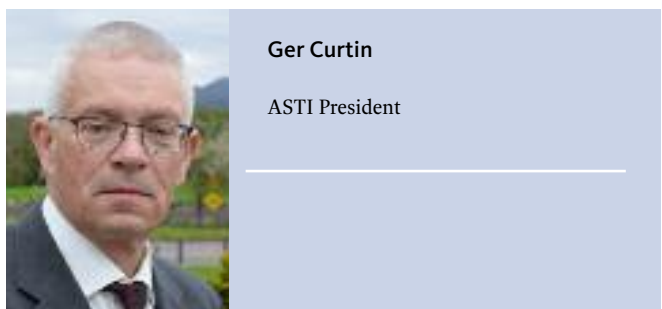
WE ARE NOT GOING AWAY

As this *ASTIR* goes to print, the ASTI awaits the publication of the Government's report on pay inequality in the public sector. The report, which is due in March, is required under the Public Service Pay and Pensions Act 2017. As more and more evidence emerges of the negative impact of unequal pay on teaching and education, the Government must commit to restoring the salaries of post-2010 teachers.

On average, a post-2010 entrant to teaching is earning €4,000-€5,000 less than their colleagues who entered the profession just a couple of years before them. These teachers have spent two years (rather than one) acquiring their professional master's in education at a cost of approximately €13,000. In other words, while they paid more for their teacher education than their pre-2011 counterparts, they will earn up to €100,000 less than them over a 40-year career. I met some of these post-2010 teachers at a recent ASTI, INTO, and TUI rally to highlight pay inequality. They told me of their deep sense of injustice as they struggle to pay rent on their lower salaries. Many of them hold out no hope of owning a home in the foreseeable future. These teachers were accompanied at the protest by their pre-2010 colleagues who are also seriously concerned about the future status of teaching in Ireland. This issue has cross-generational support across all the three teacher unions. We are not going away until we have achieved equal pay for equal work.

For some young teachers, their only hope is to work abroad, at least for a few years. Recruitment agencies from all over the world come to Ireland offering our highly educated and talented young teachers full salaries and permanent jobs. Meanwhile, Irish second-level schools struggle to fill vacancies in a number of subject areas. How does it make economic sense for a country to export this valuable human resource, which taxpayers have invested in?

The Government must come out of denial. Unequal pay is divisive and damaging not only for teaching, but for our education system. Unless it is addressed, the situation will worsen. Research demonstrates that the quality of teaching is the key determining factor for student learning and achievement. Irish schools and students do well because as a country we have always managed to attract quality graduates into teaching. This is under threat. The imminent publication of the report on pay equality offers the Government a way to right the wrong of unequal pay for teachers and safeguard a vital public service which affects the lives of each and every citizen in this State.



Ger Curtin
ASTI President

LEARNING FROM OUR HISTORY

On April 28, the ASTI will hold an education conference entitled '50 Years On: Reflecting on the Legacy of Free Second-Level Education' (see page 8). The conference will explore a period of remarkable change for Irish education and the lasting impact of this on society. A key driver behind this transformative phase was the Government's commitment to investment in education. In the 1960s it was recognised that effective reform of the Irish education system would require much more than political will.

In February I attended a conference organised by the National Council for Curriculum and Assessment entitled 'Senior Cycle Review: International Perspectives'. Second-level teachers are no strangers to change, improvement and reorganisation in all aspects of school curriculum, in teaching and learning, and in the operation of schools. Despite a narrative to the contrary, Ireland has a modern and high-performing second-level education system, which, in the last 50 years, has adapted to enormous social and economic transformation. We are world leaders for school completion, one of the best performing countries for literacy skills among 15 year olds, and we are performing well above average for science and maths.

It is now almost a decade since severe austerity measures were imposed on our schools. During this time the level of change – and increased demands – has accelerated. Schools have now reached crisis point in terms of the lack of investment in resources and capacity building. I have no doubt that there exists the political will for Ireland to have a first-class education system, but one worries that the great lesson from Irish education history – that far more than political will is needed – has been lost. The bitter experience of recent years must not be repeated.

Equal pay

As we approach the ASTI's Annual Convention, we continue to pursue equal pay for our post-2010 entrants to teaching. For the past number of months the ASTI has been engaging in a joint campaign on this issue with our colleague unions the INTO and TUI (as reported on page 10). The three teacher unions are currently co-operating with a process and we expect the issue to be addressed by the Government in the coming weeks. However, just how the Government will respond to the growing crisis of teacher shortages as a result of unequal pay remains to be seen. The ASTI will debate a motion on industrial action in pursuit of equal pay at Convention. Whatever decisions are made with regard to future strategy, the ASTI leadership has made it abundantly clear that we are committed to achieving equity and fairness for our post-2010 teachers.



Kieran Christie
ASTI General Secretary

Dublin North West Branch retirement function



The Dublin North West Branch retirement function was held in the Gresham Hotel on Thursday, February 8. The retirees honoured at the event were Ailish Geoghegan, Catherine Durkin (both Blakestown Community School), Eamon O'Ceallaigh (St Michael's, Finglas), Mary Gillan and Joan de Bhulbh (both Hartstown Community School). They are pictured in the front row with ASTI President Ger Curtin and ASTI General Secretary Kieran Christie.

New public service union

A new public service union called Fórsa, with over 80,000 members, has been created after members of IMPACT, the Civil, Public and Services Union (CPSU) and the Public Service Executive Union (PSEU) voted overwhelmingly to amalgamate the three unions. Fórsa represents employees in the civil service, public service, State agencies, the community and voluntary sector, and in some private companies. In the education sector, special needs assistants and administrative staff who are members of IMPACT will now be represented by Fórsa.

Pensions sub-committee meeting



John O'Connell of Trident Consulting recently met with the pensions sub-committee. Back row (from left): Desmond O'Toole (Executive Officer: Organisation and Development), John O'Connell (Trident Consulting), Ger Curtin (ASTI President), and Kieran Christie (ASTI General Secretary). Front row (from left): Gloria Helen, Bernadine O'Sullivan, Denis O'Boyle, Ger O'Donoghue, and Pauline Nagle.

HealthFest 2018



HealthFest 2018 will take place on Thursday, April 26, at the National Sports Campus in Dublin. Organised by the National Dairy Council and *saferfood*, this free event is designed to educate young people about the importance of healthy eating and physical activity in a practical, engaging and fun environment.

There will be interactive sessions with the experts, including: leading fitness expert Karl Henry; *Irish Independent* dietitian Orla Walsh; Chef Adrian Martin, who will demonstrate some of his favourite dishes; and, special guest speaker Eoghan McDermott of 2FM, who will speak about the importance of looking after your mental health and well-being. The MC for the event is Michael Carey, a radio and TV presenter and Mr Social Media for TG4, who also now has his own keep fit series with RTÉ in association with Operation Transformation.

For more information, see www.healthfest.ie.

Wicklow retirement function



Pictured at a Wicklow Branch retirement function held in January were: back row (from left): Ray St John (ASTI Honorary Treasurer), Áine Dunne, Sheila Louth, Ger Gail, Grainne Wilson, and Ger Curtin (ASTI President). Front row (from left): Catherine Higgins, Maria de Courcey, Noleen Bolger, Maria Fitzmorris, and Deirdre McElroy.



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Teaching Council webinars

As part of the CROÍ research series, the Teaching Council is planning a number of research webinars in 2018. In line with practice to date, many will be on a particular theme. In addition to these thematic webinars, the Council will also run a series of webinars to support and guide researchers on the practicalities of carrying out their research. They will be of interest to all researchers, and of particular interest to those applying for support under the next round of the Council's Research Support Framework. For more information and the full list of upcoming webinars, visit the research section of www.teachingcouncil.ie.

ESB Networks launches National Safety Challenge

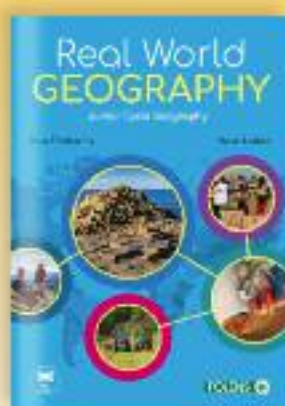
ESB Networks has announced the launch of the ESB Networks National Safety Challenge, a national competition for second- and third-level students to develop a winning idea to improve construction and farm safety in Ireland. The National Safety Challenge is an initiative that aims to raise awareness of the importance of working safely and responsibly within agriculture and construction. Prizes worth up to €1,000 will be awarded for students at both second and third level, in both the agriculture and construction categories. Four national finalists will be chosen in both categories and at both levels, and an overall national winner will be selected from these finalists in each category. All entries must be received by Friday, March 23. Details of the National Safety Challenge for second-level students can be found at www.esbnetworks.ie/staying-safe/safety-education/secondary-school.

Our NEW Programmes for 2018

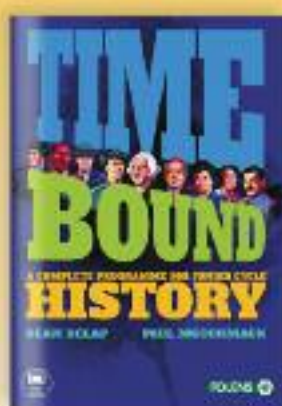
Aligned to the new Junior Cycle Specifications.



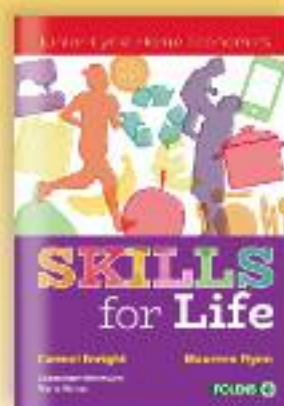
MATHS



GEOGRAPHY



HISTORY



HOME ECONOMICS



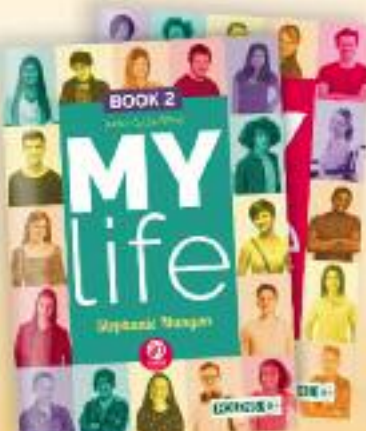
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MEETING SPECIAL NEEDS

A recent ASTI seminar provided information for teachers on the new model for resource allocation for special educational needs.



From left: Madeline Hickey (Director/NCSE Specialist Lead – Practice Development), Ger Curtin (ASTI President), and Mary Byrne (Head of Special

Teaching students with special educational needs is challenging for teachers. The research literature confirms that this is the case for both recently qualified and more experienced teachers. Internationally, between 20 and 25% of school-aged children have special educational needs. In Ireland, the most recent estimates indicate that 25% of students have special educational needs. Almost 21% of the teaching profession at primary and second level are resource teachers. There are now over 13,000 special needs assistants working in our schools.

New model

These are just some of the background factors behind the introduction of a new model for resource allocation for special educational needs. An overriding consideration has been to make sure that future resource allocation is both transparent and equitable. The new model is based on the profile of the school and gives the school control over how it allocates additional resources. In addition to this new model of resource allocation, the Department of Education and Skills (DES) has updated its guidelines for the inclusion of students with special educational needs.

A key change is that the role of the learning support teacher and the resource teacher is now merged into that of the special education teacher. The ASTI hosted a seminar on Saturday, February 3, to provide an overview

of the new model and the Departmental guidelines. Over 100 members heard presentations from the National Council for Special Education, the Department’s Social Inclusion Unit, the Inspectorate, and the National Educational Psychological Service.

Members who attended the seminar also received the following documents:

- National Council for Special Education (NCSE) Support Service – Toolkit building on ability (available at www.sess.ie)
- Guidelines for Post-Primary Schools – Supporting Students with Special Educational Needs in Mainstream Schools (available at www.education.ie)
- Circular 0014/2017 – Special Education Teaching Allocation (available at www.education.ie) and
- Supporting Students with Special Educational Needs * Key actions for Post-Primary Schools (available at www.education.ie).



Moira Leydon

Moira is ASTI Assistant General Secretary: Education and Research.

ASTI Education Conference

The social and educational legacy of the introduction of free second-level education will be examined by distinguished speakers at the upcoming ASTI education conference. They will also look at the growth of the teaching profession and its struggles for decent work and pay. Speakers will include ASTI President Ger Curtin, Prof. Emeritus Áine

Hyland of UCC, Prof. Ciarán Sugrue of NUI Dublin, and Prof. Kathleen Lynch of NUI Dublin. The education conference takes place on Saturday, April 28, 2018 in the Gresham Hotel, Dublin. Members who are interested in attending should contact their local branch for nomination. For further information visit www.asti.ie.



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EQUAL PAY FOR EQUAL WORK UPDATE

The joint campaign of the teacher unions for equal pay continues.



From left: John Boyle (INTO President), Ger Curtin (ASTI President), and Joanne Irwin (TUI President) at a press conference held before the joint union protest to address pay inequality.

The ASTI – along with the INTO and TUI – are continuing to highlight pay inequality among teachers ahead of a report from the Minister for Finance and Public Expenditure and Reform detailing a costed plan for pay equalisation across the public service.

The report, which is due from Minister Paschal Donohoe in March, has come about as a result of a joint lobbying campaign by the three teacher unions. This lobbying campaign resulted in an amendment to the Public Service Pay and Pensions Act 2017, which was enacted in December 2017. As a consequence of the amendment, the Public Service Pay and Pensions Act 2017 contains the following provision: “The Minister shall, within three months of the passing of this Act, prepare and lay before the Oireachtas a report on the cost of and a plan in dealing with pay equalisation for new entrants to the public service”.

The teacher unions’ campaign is emphasising that post-2010 teachers were disproportionately impacted by austerity cuts because, as well as experiencing the new entrant pay cut, they were appointed to the first point of the teachers’ pay scale (instead of the third point) and because teacher qualification allowances were abolished. These teachers also have the longest pay scale – 27 years.

Separately, the three teacher unions are participating in a talks process under the Public Service Stability Agreement. This process, which is ongoing since October 2017, involves “an examination of the remaining salary scale issues in respect of post-January 2010 entrants to the public sector”.

Equal pay for post-2010 teachers will also feature strongly at ASTI Annual Convention at Easter. Approximately 450 ASTI members, representing branches all over the country, will debate a motion calling for the ASTI to ballot on industrial action, in conjunction with the other teacher unions, if there is no progress on pay equality by Convention 2018.

Teacher unions’ protest demands publication of report to address pay inequality

The ASTI, INTO and TUI held a protest at the Dáil on March 7 to call for publication of a report on pay inequality, required under the recent Public Service Pay and Pensions Act, to kick start the process of restoring pay equality.

Pay inequality is having a divisive and damaging impact on teaching and education in Ireland, according to the three main teacher unions.

Speaking at the protest, presidents of the INTO, ASTI and TUI said that more and more evidence is emerging of a brain drain from teaching, as young teachers are being offered full salaries and permanent jobs abroad. As a result schools in Ireland are experiencing significant difficulties recruiting qualified teachers.

Since February 2011, those who enter teaching are on reduced pay and their projected income losses over a 40-year career, compared to their colleagues who entered teaching just before them, range from €70,000 to €100,000.

ASTI President Ger Curtin said: “Unequal pay is causing a brain drain, which has the potential to seriously undermine teaching and education in Ireland. Young teachers are being punished by an unfair pay scale and are voting with their feet. Meanwhile, other countries are benefiting from our highly educated, talented teachers”.

For the latest updates on the ASTI Equal Pay for Equal Work campaign, see www.asti.ie.

Follow the ASTI on Twitter or Facebook to receive updates from ASTI

Annual Convention as it happens:

<https://www.facebook.com/astiteachers/>

@astionion #ASTI18

ADDRESSING THE BRAIN DRAIN

The ASTI has been speaking on the teacher supply crisis, and its roots in poor pay and conditions for new teachers.

“There is a crisis and it’s a growing crisis, and it’s a crisis that’s impacting very severely in schools right throughout the country every day, including today. In direct answer to your question, we have traditionally in this country always attracted the brightest and the best into teaching and the problem that’s emerging is creating a situation where that may not be the case going forward ... front and centre of all of this is that the lower pay scales that have been on offer to teachers entering the profession now for the last number of years have been a cancer on the profession that could potentially damage it for generations. Unequal pay is top of the list of factors that need to be addressed in very short order while we’re heading into crisis territory.”

Kieran Christie, ASTI General Secretary, *The Last Word with Matt Cooper*, Today FM, January 23

“Career breaks are a way of making sure people will stay in the profession rather than leave and I think in the long term that is good. You want teachers who are experienced and you want teachers who are balanced and have balanced lives. There are other reasons for career breaks, which, as I say, benefit their teaching. If they teach abroad or if they go and have experiences maybe – if they’re teaching business and they’ve experience in industry, if they’re teaching accountancy and they have experience in the financial sector.”

Diarmaid de Paor, ASTI Deputy General Secretary, *Limerick’s Live 95FM*, February 1

“The most important thing at this stage is that we’re acknowledging that there is a shortage, because we have been flagging this for quite a while, as has the Teaching Council. This is not new information; this is information that’s been there for quite a few years. I don’t think career breaks are the problem. The bottom line is, anyone who came into teaching post 2011 has come in on a lower pay scale than their colleagues who came in before them. They are also coming in on a much inferior pension scale based on career averages. I think these are choices people will make, and are making. Blocking off career breaks is not going to solve the problem.”

Ger Curtin, ASTI President, *Lunchtime Live*, Newstalk, February 20

“It’s not just Dubai. You have a lot of English recruitment agencies coming to Irish teaching colleges to recruit our brightest and best, with promise of a full-time job and a proper salary, and we’re just not in the market to hold onto our own. There’s a number of factors within the country as well that are playing into the brain drain. You take a subject like home economics, where we have some wonderful graduates, and the food companies are recruiting them into private enterprise and they are going because they have better salaries and better career prospects ... What is the matter? It’s pay inequality for our younger teachers. There’s up to 20,000 teachers affected by this at this stage, so it’s an ever-growing number and an ever-growing problem. The Teaching Council has done a review and document ‘Striking the Balance’, which looks at the teacher supply problem, and they’ve held two meetings on it recently, and I was at the one in Athlone. The overwhelming message: pay inequality and the urgent need to address that matter.”

Ger Curtin, ASTI President, *WLR FM*, March 6

“The ASTI has always insisted that the State exams must be externally assessed in order to meet the criteria of fairness, transparency and objectivity. In other words, teachers should not assess their own students for the purposes of certification in the State examinations.”

Moira Leydon, ASTI Assistant General Secretary, *The Irish Times*, March 7

‘GIVE THEM JOBS, NOT A FEW HOURS’

The ASTI seeks changes to halt the teacher supply crisis.



ASTI President Ger Curtin addresses the Oireachtas Committee on Education and Skills.

ASTI President Ger Curtin has told an Oireachtas committee that restoring post-2010 teachers' pay and addressing casualisation are key to ending the teacher supply crisis.

“Quite a number of young people who are qualified teachers are choosing not to work in the State because of the unequal pay scales,” Ger Curtin told the TDs and senators who are members of the Oireachtas Committee on Education and Skills.

“Casualisation is also an issue; many of our new teachers are on a few hours”, he said.

The ASTI President said that international recruitment agencies were flocking to teacher colleges in Ireland where they can offer full salaries and full hours to Ireland's newly qualified teachers. He said that many teachers who choose to remain in Ireland face precarious ‘hours’ contracts, a 27-year salary scale, and a workload that has piled up since the introduction of austerity measures.

At the Oireachtas Committee presentation, Ger Curtin called on the Government to implement a range of measures to relieve the enormous pressure on schools to fill vacant posts.

ASTI recommendations to improve teacher supply: Improve the attractiveness of teaching as a profession

Pay:

- Unequal pay scales for post-2010 entrants must be rescinded.
- The length of the teachers' salary scale needs to be addressed.
- The problem of casualisation must be addressed: the Department of Education and Skills (DES) needs to do a national analysis of the factors behind this enduring problem in schools.

Conditions of work:

- Conditions of work such as class size, quality of resources and facilities in schools, availability of supports for students with special educational needs, workload, etc., collectively impact on the quality of teachers' working lives. Conditions of work have deteriorated due to almost a decade of austerity budgets: improving conditions of work is central to enhancing the attractiveness of teaching as a profession.
- Specific measures must be undertaken to reduce work intensity, including implementation of the innovative Integrated Workplace Health Management Initiative.
- Teachers have little or no opportunity for other professional roles such as mentoring, team-teaching, head of subject department, or curriculum planning. Measures need to be introduced, in particular reduction in class contact hours, to facilitate teachers to engage in a range of professional work outside of classroom teaching.

Increase mobility and flexibility in teaching posts

- A supplementary supply panel, as recommended in the Ward Report, should be implemented.
- A model for shared permanent employment of teachers between schools should be developed, based on the precedent of shared resource and learning support teachers in primary schools.
- In order to address the hours culture, minimum periods of weekly employment should be established for substitute teachers. Teachers need a living wage.

Teacher education and mobility

- Incentives should be introduced for teachers to upskill to address the problem of ‘out-of-field’ teachers, based on the precedent in Project Maths.
- Research is needed on teachers' CPD needs at different stages of their career and on ensuring accessibility to quality learning programmes based on teachers' needs.
- Qualifications allowances for teachers are needed to incentivise higher learning.
- The range of subject combinations for study at Professional Master of Education (PME) level should be widened.

- All schools should be required to accept student teachers on placement so that opportunities for learning and mobility are improved for both student and co-operating teachers.

Policy at national level

- The DES must establish a permanent structure to engage in systematic workforce planning.
- The DES must improve data collection from schools in relation to supply problems to assist workforce planning.
- The DES must fully implement the recommendations in the Ward Report.

Crisis point

Applications for second-level teaching plummeted by 62% between 2011

“Quite a number of young people who are qualified teachers are choosing not to work in the State because of the unequal pay scales

and 2017. Research by RedC (commissioned by the ASTI in 2017) on recently qualified teachers found that the level of pay was the main source of job dissatisfaction. Just 34% – one-third – of the teachers in the RedC survey were in permanent, full-time posts.

According to a JMB (Joint Managerial Body) survey, 70% of second-level schools have had to employ unregistered, retired or unqualified staff in the current academic year.







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- Graduate Certificate in Autism Studies
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- Structured Ph.D. in Literacy Education ***New for 2018**
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- Structured Ph.D. in Applied Linguistics
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POSTS OF RESPONSIBILITY CHANGES

A new Circular (0003/2018) issued in January implements new procedures and the phasing in of new criteria.



1. Will seniority be removed as a selection criterion immediately?

Seniority will be phased out. For the 2017/18 and 2018/19 school years, there will be a maximum of 12 marks (out of 100) for seniority. From the 2019/20 school year, seniority will no longer be a criterion.

2. In 2019/20 what will the selection criteria be?

There will be four selection criteria from the 2019/20 school year. These are demonstrated capacity (with relevant examples of professional, educational and life experience) in relation to:

- leading learning and teaching
- managing an organisation
- leading school development
- developing leadership capacity.

3. What will an assistant principal and a special duties teacher be known as?

They will be known as assistant principal 1 (AP1) and assistant principal 2 (AP2), respectively.

4. Does the role of programme co-ordinator fall under AP1 or AP2?

Programme co-ordinator posts continue to be remunerated at AP2 where there are up to 99 students involved in relevant programmes, and at AP1 where the number of students is 100 or more.

5. What happens to my existing post?

Your existing post changes into AP1 if you currently hold an assistant principal post, and AP2 if you hold a special duties post. The terms of circular letter 0003/2018 apply to your post.

6. Has the appeals process changed?

The appeals process is largely unchanged. However, the grounds for appeal have changed. The new grounds for appeal are set out below. An applicant may appeal on one or more of the following grounds in relation to an alleged breach of procedure:

- (a) Pre-interview:
1. Failure to consult staff on the roles and responsibilities section 4.1 of Circular 0003/2018.

2. Breach of the advertising rules.
3. Non-notification about the vacancy to teachers on leave of absence/secondment.
- (b) Composition of the interview board:
 4. Lack of gender mix on interview board.
 5. Incorrect/incomplete composition of the interview board.
- (c) Marking/selection criteria:
 6. A computational error in the interview board marking sheets, which makes a material difference to the outcome.
 7. A departure from the agreed selection criteria or marking scheme.

7. What will the reporting and regular review on my post entail?

A post holder is required to undertake an annual review with the principal/deputy principal. This is not a performance management review. This review will be informed by the post holder's annual report – see Appendix 3 and Section 12.2 of Circular 0003/2018. The review will include:

- a review of progress in the areas of responsibility
- a review of the role in the context of the changing needs of the school
- a review of professional development of the post holder.

8. Someone is retiring in my school – will restoration of posts be used to fill their position?

If the retirement of a post holder from a school brings that school below the allocation in circular letter 0003/2018 of whichever post is applicable (AP1 or AP2), then that post will be replaced.

It is vital that teaching staff fully engage with the review of posts process. A full understanding of 'Looking at our Schools' and Circular 0003/2018 is required. These documents must be interpreted with due consideration to existing duties of post holders and the needs of the school.

For FAQs on changes to posts of responsibility, visit www.asti.ie
(go to Pay and Conditions > Conditions of Work > Posts of Responsibility).

P60 – YOUR TICKET TO A TAX REFUND

IVAN AHERN of Cornmarket explains how to find out if you are due a tax refund.

As we approach spring, many of us look to spring clean our spending and make cost savings. Before cutting your spending, why not review your P60 and find out if you could be due a tax refund?

Your P60 shows how much you earned in 2017 and, most importantly, how much tax you paid on your income. It's really important to review your P60, as tax is most likely the biggest bill you paid last year!

Here are our top five tips to understanding your P60, to help you get on top of your taxes.

1. Assess your potential tax refunds

If you have not reviewed your tax affairs in a number of years, or there are changes in your circumstances such as getting married or changing employer or working hours, you could have additional tax reliefs, credits or allowances, which could mean a tax refund!

At Cornmarket, we often find that many ASTI members don't claim their entitlements. You can claim back tax refunds for up to four years, and unclaimed tax refunds accumulate year on year. For this reason, members could be due a substantial refund if they haven't filed a tax return over the past few years. To put this into context, the average tax refund last year was €1,100.*

2. Claim your flat-rate expenses

Teachers are also able to claim for flat-rate expenses. This is a job-related tax relief and is given at your marginal rate of tax. Flat-rate expenses are not in relation to specific expenditure and you do not need to provide receipts in order to claim them. Examples include:

- teacher on full-time hours – tax relief of €518
- teacher on part-time hours – tax relief of €279
- school principal – tax relief of €608
- teachers teaching general subjects with additional part-time guidance counselling – additional tax relief of €126
- teachers currently registered with the Teaching Council of Ireland – additional tax relief of €65.

Check you are getting your allowance – it could be worth €233** per annum!

3. Check your payslip regularly

Do you check your payslip regularly? Teachers can often discover that they have been on the incorrect point of the salary scale or their standard rate cut-off point and tax credits are incorrect. Get familiar with your payslips and make sure your tax is being calculated correctly.

4. Submit your medical and dental expenses

This is another area where tax refunds can accumulate over the years. You can claim for tax relief at 20% on the following expenses:

- doctor, GP, consultant or hospital fees

- IVF or similar treatment carried out by a qualifying practitioner
- drugs or medicines prescribed by a doctor, dentist or consultant
- items or treatments prescribed by a doctor, e.g., physiotherapy
- transport by ambulance
- non-routine dental treatments, e.g., crowns/veneers/root canal
- certain products manufactured specifically for people with coeliac disease or diabetes, which are recommended by a doctor.

Did you know that you can still claim tax back for everyday medical expenses, even if you have already claimed under your health insurance plan?

Some health insurance plans allow you to claim back 50% on medical expenses; however, you can also claim back 20% through tax relief on the remaining balance, after your claim has been processed by your health insurer.***

5. Get to know your tax credits

An example of some of the tax credits that you may be entitled to claim for 2018 are listed below:

- Single Person Credit: €1,650
- Married Person Credit: €3,300
- PAYE Credit: €1,650
- Lone Parent Credit: €1,650
- Widowed Person Credit (without dependent children): €2,190
- Incapacitated Child Credit: €3,300
- Dependent Relative Credit: €70
- Home Care Credit: €1,200
- Age Tax Credit Single: €245; Married: €490

Other tax relief

There is also tax relief for college fees, single premium pension contributions, nursing home fees and rent, among others.

Cornmarket's tax return service can advise you on these and tell you if you are due a tax refund. Cornmarket's tax return service is a subscription service. Members of the service receive an annual tax return, along with a range of other benefits, including discounts on other products and an online will service. Call us on 01-408 6261 to find out how to avail of this service. If you are already a member of Cornmarket's tax return service, please email tax@cornmarket.ie to have your 2017 tax return reviewed.

*Source: Cornmarket PAYE Tax Return client statistics, 2017.

**Based on a full-time teacher earning €40,000 per annum, with Teaching Council of Ireland registration.

***The amount you can claim back through your health insurance depends on your plan and you must claim from your health insurance before claiming tax relief from Revenue.

Ivan Ahern is a director of Cornmarket Group Financial Services Ltd.

Pre-1995

1995-2004

Employed prior to April 5, 1995

Teachers' Superannuation Scheme
Class D Social Insurance

Pension: full pension paid by Department of Education and Skills (based on final salary)

Compulsory retirement at end of school year following 65th birthday (see note 1 below)

Full pension after 40 years' service

Voluntary retirement available at age 60 (five years' minimum service)

Voluntary retirement available age 55 onwards provided 35 years' service

Cost-neutral retirement available from age 50 (see note 2 below)

Pension benefits can be preserved to age 60 if resigned earlier from teaching

Employed from April 6, 1995

Teachers' Superannuation Scheme
Class A Social Insurance

Pension: co-ordinated pension, i.e., Department of Education and Skills pays a portion and Department of Social Protection pays a portion (based on final salary)

Compulsory retirement at end of school year following 65th birthday (see note 1 below)

Full pension after 40 years' service

Voluntary retirement available at age 60 (five years' minimum service)

Voluntary retirement available age 55 onwards provided 35 years' service

Cost-neutral retirement available from age 50 (see note 2 below)

Pension benefits can be preserved to age 60 if resigned earlier from teaching

Notes

1. At time of going to press, the Government has approved a change to the compulsory retirement age. The ASTI awaits amending circulars regarding this matter.
 2. Cost-neutral early retirement is a retirement option that allows teachers to retire early with immediate payment of pension benefits. The pension and lump sum payments are subject to actuarial reduction to take account of the early payment of lump sum and the longer period over which pension will be paid.
 3. CL 0007/2013 states the following: "minimum pension age linked to State Pension age (66 years initially, rising to 67 in 2021 and 68 in 2028)".
 4. Existing employees who resign/retire and have a break in employment of 26 weeks or greater will be members of the Single Public Service Scheme on return to employment.
 5. The ASTI has a pension sub-committee that works to ensure that pension issues are continually highlighted and kept under review on behalf of ASTI members.
- www.asti.ie publishes a large body of relevant material regarding pension issues. A useful guide is also published for teachers by the Department of Education and Skills in the pensions section of their website – www.education.ie.

2004-2012

2013-

Commenced employment from April 1, 2004

Commenced employment from January 1, 2013

Teachers' Superannuation Scheme
Class A Social Insurance

Single Public Service Pension Scheme
Class A Social Insurance

Pension: co-ordinated pension, i.e., Department of Education and Skills pays a portion and Department of Social Protection pays a portion (based on final salary)

Pension: co-ordinated pension, i.e., Department of Education and Skills pays a portion and Department of Social Protection pays a portion (based on a career average salary)

Compulsory retirement age abolished

Compulsory retirement at age 70

Full pension at age 65

Full pension at age 66 (see note 3 below)

Retirement between age 55 and 65 available on cost-neutral basis (see note 2 below)

Retirement between age 55 and 66 available on cost-neutral basis (see note 2 below)

Retirement between age 55 and 65 available on cost-neutral basis (see note 2 below)

Retirement between age 55 and 66 available on cost-neutral basis (see note 2 below)

Retirement between age 55 and 65 available on cost-neutral basis (see note 2 below)

Retirement between age 55 and 66 available on cost-neutral basis (see note 2 below)

Pension benefits can be preserved to age 65 if resigned earlier from teaching

Pension benefits can be preserved to age 66/67/68 if resigned earlier from teaching (see note 2 below)



KEY ISSUES UP FOR DEBATE AT CONVENTION 2018

Tune in to ASTI Convention 2018 for updates on teachers' key concerns.



Each Easter, approximately 450 ASTI members 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 Clayton Silver Springs Hotel, Cork, from Tuesday to Thursday, April 3-5.

Delegates will debate motions that decide the union's policy for the coming year, and listen to key speeches from ASTI President Ger Curtin, Minister for Education and Skills Richard Bruton, and guest speaker Melanie Ní Dhuinn, Assistant Professor of Teacher Education in Trinity College. These speeches will be livestreamed on the ASTI website on the Tuesday afternoon.

Key issues at Convention 2018

A number of issues of concern to teachers will be debated at Convention 2018 including:

Pay and conditions for post-2010 entrants to teaching

On Tuesday, April 3, Convention will debate a motion from the Fingal Branch calling for the ASTI to ballot on industrial action, alongside the INTO and the TUI, if there has been no progress on pay equality by the time Convention 2018 takes place.

Later that afternoon, two motions from the Waterford Branch on post-2010 teachers' terms and conditions will be debated. The first motion calls for the establishment of a salary review body to ensure that teachers' remuneration makes teaching an attractive career to high-quality graduates. The second motion from the Branch calls for pension parity for recent entrants to teaching.

Quality curriculum

Education issues will dominate the Wednesday of this year's Annual Convention. A motion from the Mullingar Branch proposes that the ASTI

opposes teachers assessing their own students for certification/accreditation purposes at Senior Cycle.

Other motions that day will call for meaningful consultation with teachers around curricular change, as well as adequate resourcing for the new Junior Cycle, and the need to conduct a review of educational standards in the new Junior Cycle subjects.

How to follow what's happening at Convention 2018

Watch speeches live and read them back

Key speeches from the ASTI President, Minister for Education and Skills, and guest speaker Melanie Ní Dhuinn will be streamed live on the ASTI website from 4.25pm on Tuesday April 3. The text of key speeches will also be available on the website after the speeches have taken place.

Keep up with media coverage

Visit the ASTI in the Media page of the ASTI website, where you will find links to the key media coverage of Convention 2018.

Photos and reports of key decisions

Photos of Convention will be posted on the ASTI Facebook page each day. A summary of important decisions taken by Convention will also be posted on the ASTI Facebook page.

Live updates on #ASTI18

The ASTI Twitter account @astionion will be tweeting updates from Convention 2018, including what delegates are saying and what decisions are being made. Don't forget to use the hashtag #ASTI18 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 2018 visit: www.asti.ie.

Are you teaching on a volunteer programme overseas this summer?

We want to help you help others... with €5,000

What's it all about?

We at Folens believe everyone has a right to education, and we actively support this through our Giving Programme. The Folens Overseas Teaching Fund, which is in its fourth year, gives us the opportunity to contribute on many levels simultaneously. You can see evidence of the wonderful endeavours of teachers that we were able to support last year on folens.ie/fotf.

The award

The Folens Overseas Teaching Fund will award €5,000 to Primary and Post-Primary teachers in Ireland who are committing their time and energies to teaching as part of a volunteer or charitable programme over the summer.

The €5,000 will be split into five individual awards of €1,000. Each winning candidate will receive €500 to help finance their trip and the balance of €500 will be donated to their programme, overseas school or organisation.

Am I eligible?

- ✓ Qualified Primary or Post-Primary teacher?
- ✓ Signed up to work this summer on a volunteer educational programme for a recognised charity or voluntary organisation?
- ✓ Have documentation you can send us to verify eligibility?

How do I apply?

Visit folens.ie/fotf for details on how to enter.

FOLENS OVERSEAS TEACHING FUND



Closing Date: 5 May 2018

folens.ie/fotf

MY RESEARCH: FURTHER EDUCATION

Jim Boyle from North Monastery Secondary School in Cork looked at the Irish further education system and how it could be improved for students.



Where were you studying and what is the title of your research?

I studied in University College Cork (UCC) and the title of my research thesis is: 'A policy analysis of key employability interventions for the educationally disadvantaged in further education: comparative insights for Irish education'.

Was it full-time or part-time?

As a deputy principal in a Cork DEIS secondary school, my PhD study was essentially a part-time project. It took over six years to complete. However, the nature of a PhD for me was that I was habitually thinking about it and constantly considering ideas and examples. I had regular discussions with my supervisors.

Could you tell me about your research?

The concept of inclusion was a thread throughout my research. Not every secondary school student wants to go on to more study after they leave school. However, many do want or, with the correct incentive, will want to increase their educational qualifications. Among those who will want to with the right incentive are those who are disadvantaged in one way or another. I chose to look at those who are socioeconomically disadvantaged. Not all can go on to higher education immediately, and the further education system may be used as a stepping stone to higher education, or as an end in itself. I wanted to engage with and add to the discussion on the further education system, which I felt needed further marketing and development in the Irish education system, particularly in view of more recent changes in educational legislation.

I also felt that parts of the further education sector are lost somewhere between second and third level. Thus, I chose to look at some facets of the English, American and general European Union systems to see what, if anything, could be learned from other systems to aid the development of the ever-expanding further education system in Ireland. Consideration of the legal environment

in relevant jurisdictions played a prominent part in my research. The study engaged with much academic thought from the likes of Michel Foucault, Pierre Bourdieu, Gert Biesta and Norman Fairclough.

What were the main findings?

The study set out to critically engage with the education/employability/economy link. It involved a critique of issues relevant to participation, accountability and human capital. Some of the main findings, or more correctly stated, insights for discussion, can be condensed to a few here for convenience.

Since the project involved a critical comparative policy analysis of the state of the further education sector in Ireland when considering key employability interventions for the educationally disadvantaged, some issues arose to make the discussion more challenging and are considered as insights for discussion. For example, during the study matters were complicated by a difficulty in finding agreed definitions/understandings of the terms disadvantage and further education. Furthermore, there is also evidence of the need to revisit the academic/vocational divide in Ireland and curb the historical ambiguity surrounding the functioning of further education and the contested greater symbolic capital attached to higher education. The arguable need for the reauthorisation of educational legislation (sunsetting) to move with changing circumstances, particularly in view of EU progression in this regard, was a constant consideration throughout the study. Consideration was also given to the advantages of combining demand-side and demand-led policies for employability, where the former considers geographical issues also. Partnership was considered throughout and, with detailed reference to the European Union's (EU) Open Method of Coordination (which is based on peer review and best practice), the Irish context was discussed.

How do you hope this work will help teachers/the ASTI?

Particularly with regard to the work of the ASTI, there is a place for the project's discussion to inform deliberations and policy formation going forward, particularly in view of the EU's Open Method of Coordination, considered by many as a successful method of partnership. Some of the insights allude to a necessity to inform teachers of the education debate on an ongoing basis. Continuous professional development (CPD) to inform teachers of the state of the legislative environment, the state of play of disputed definitions, what other jurisdictions do, etc., could accompany subject revision in service. This, in view of the Teaching Council's contribution to the professional status of teachers, would complement any work in this area. There is also an indirect help to teachers in that if students know more about where they can go after school, and have faith in a system, it might enable some motivational aspects among students to improve the teachers' position.

What is the potential of this research to improve learning in schools?

The research is based primarily on a system-wide discussion for improvement. The fact that the research sets the Irish further education system up for discussion and scrutiny will, I hope, advance the sector as a clearer/more direct line to higher education for students coming from disadvantaged backgrounds, and/or enable the further education sector to be established as

a commensurate system, when compared to higher education. Better still perhaps is a joining of both sectors. In the meantime, more informed discussion might lead to the formation of a clearer picture of a complicated system that is faced by students while contemplating the advancement of their educational qualifications following their time in the secondary school system.

What inspired/motivated you to undertake postgraduate research?

I have always been interested in the progression of my own education. With reference to my PhD, there was a part of my career that showed potential for such a study back in the late 1990s through to the mid 2000s when I taught computer applications in the further education sector on post-Leaving Certificate (PLC) courses. We started providing students in the area with PLC opportunities in our school, which has DEIS status, and although some were motivated to partake by a lack of employment opportunities and/or lack of more advanced educational opportunities, some progressed after the PLCs to third-level studies. This was something that appeared to be brought on by the completion and confidence-building exercise of finishing and doing well in the PLC course they entered in our school. I felt there was something worth investigating here.

What was it like returning to education as a student?


It was not a major shock to me by the time I had started my PhD, as I had previously studied for a master's in education and a law degree. Therefore, my studies in general came together for the PhD.

Personal profile

I am Deputy Principal in the North Monastery Secondary School in Cork, where I teach chemistry and mathematics, and have been in the teaching profession for 31 years. I am married with three children, two in UCC and one in secondary school. I like cycling and walking, and played basketball and Gaelic football in my fitter days.

I would like to thank the Education Department staff in UCC for the help and encouragement they provided. Particular thanks to Prof. Denis O' Sullivan, Dr Stephen O'Brien (Education Department) and Frank Martin (Law Department), who contributed much to the discussion as supervisors. Thanks also to Dr Tom Mullins and Prof. Kathy Hall for their support.

You can read Jim's thesis at: <https://cora.ucc.ie/handle/10468/1785>.



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INSPECTIONS REVEAL HIGH QUALITY OF EDUCATION

The publication of the Chief Inspector’s Report for 2013-2016 confirms the high quality of teaching and learning in Ireland’s second-level schools.

The latest Department of Education and Skills (DES) Chief Inspector’s Report states that inspection findings for second-level schools are “very positive”. School inspections undertaken between January 2013 and July 2016 found that teaching was “good” or “better” in 88-94% of lessons inspected. Schools were found to be governed well and 93% of parents surveyed said their child was doing well at second level.

English and maths scored particularly well in terms of overall quality of teaching. The inspectorate found that the quality of teaching was good or better in 89% of English lessons; the figure for maths inspections was even higher at 93%. While the quality of teaching in Irish was also high – inspectors found it to be good or better in 84% of lessons inspected – the Inspector’s Report states that “learning in Irish remains an area of concern”.

Anti-bullying

The Report demonstrates that schools are doing good work to tackle bullying and there is a marked improvement (since the last report in 2013) in the percentage of parents and students who are confident that schools will deal with bullying promptly and effectively. Surveys completed found that 85% of students agreed with the statement: “If someone is bullying me I can get help from a teacher or other adult in the school”.

Inspectors judged that the overall quality of management and leadership was good or better in 91% of the whole-school evaluation-management, leadership and learning (WSE-MLL) inspections completed. Schools have become very good at communicating with parents about school policies and at keeping parents informed about student progress.

An inspector calls...

According to the Chief Inspector’s Report, school inspections are focused on the key factors that influence the learning experience of students. Primarily, these are the quality of teaching and learning, and the quality of leadership and management.

The range of inspections at second level includes:

- incidental inspection
- subject inspection

Lack of funding

The report notes that these inspections were carried out during a period when student numbers grew significantly. It also followed a period of significant austerity in education. While expenditure on education increased from 2013 to 2016, this was largely consumed by the growth in student numbers. This has meant that schools have continued to experience funding shortfalls and have had to rely on parents’ voluntary contributions to meet day-to-day running costs. The impact of the moratorium on posts of responsibility also continues to be felt by schools. According to the report: “many schools had significantly reduced middle management teams during the period covered by this report”.

The report also notes that Irish second-level teachers spend more time teaching their students than teachers in other countries.

Number of inspections

At second level, between January 2013 and July 2016, there were:

- over 250 whole-school evaluations
- over 800 incidental inspections
- 18 thematic inspections of planning and target setting in DEIS schools
- over 1,100 subject inspections
- 92 programme evaluations
- over 41,000 questionnaires completed by students
- approximately 26,000 questionnaires completed by parents.

Read the full report at: www.education.ie/en/Publications/Inspection-Reports/Publications/Evaluation-Reports-Guidelines/insp_chief_inspectors_report_2013_2016.pdf.

- whole school evaluation (WSE)
- management, leadership and learning (MLL)
- follow-up inspections
- school self-evaluation
- programme inspection (e.g., DEIS inspection).

Inspections represent just one layer of transparency and accountability which teachers are subject to. Teachers are also answerable to school leaders, boards of management (which include parent representatives), the DES, and the Teaching Council.

Teaching and learning in second level.

| Chief Inspector’s Report | Overall quality of teaching is good or better | Overall quality of learning is good or better |
|--------------------------|---|---|
| 2013-2016 | 88-94% of schools visited, depending on inspection model. | 85-91% of lessons, depending on inspection model. |
| 2010-2012 | | 82-84% of lessons, depending on inspection model. |



Anti-bullying in second-level schools: student and parent questionnaires.

| Question | Respondent | Agree | Disagree | Don't know |
|--|------------|-------|----------|------------|
| I have been informed of the school's anti-bullying policy. | Parents | 90% | 5% | 5% |
| I know who to approach in the school if my child experiences bullying. | Parents | 85% | 6% | 9% |
| I feel safe and cared for in school. | Students | 82% | 6% | 12% |
| I can talk to an adult in the school if I am having problems. | Students | 74% | 10% | 16% |
| I am confident that if my child experiences bullying the school will act promptly and effectively. | Parents | 78% | 6% | 16% |
| If someone is bullying me I can get help from a teacher or other adult | Students | 85% | 5% | 10% |

ASTI EDUCATION CONFERENCE

50 YEARS ON:
REFLECTING ON THE
LEGACY OF
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Saturday,
28th April
2018,
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MANDATORY REPORTING

ASTIR answers your questions around the complex area of mandatory reporting.

What are my responsibilities as a mandated person?

The Children First Act 2015 has placed a statutory obligation on specific people to report child protection concerns that are at or above a threshold of harm (as defined in that Act) to Tusla. Such persons are referred to as “mandated persons” under the Act. All teachers who are registered with the Teaching Council are mandated persons under the Children First Act 2015.

Registered teachers, as mandated persons, have two main statutory obligations under the Children First Act 2015: (a) to report any knowledge, belief or reasonable grounds to suspect that a child has been harmed, is being harmed or is at risk of being harmed to Tusla, and (b) to assist Tusla in assessing a concern, which has been the subject of a mandated report, if requested by Tusla in accordance with the Act.

What should I do if I believe that a child has been, is currently being, or is at risk of being neglected or abused?

If a teacher has a suspicion or receives an allegation that a child has been, is currently being, or is at risk of being abused or neglected, they have a statutory obligation to report the matter without delay to their school’s designated liaison person (DLP).

What will happen after I report this matter to the DLP?

Arising from this report:

- the DLP must make a written record
- the DLP and teacher will consider if there are reasonable grounds for concern
- if reasonable grounds exist, the DLP and teacher must consider if concern is at or above the defined threshold of harm – the latter is clearly set out in Chapter 4 of the ‘Child Protection Procedures for Primary and Post-Primary Schools 2017’
- if the DLP and teacher consider that the concern is at or above such a threshold, they shall, as soon as is practicable, jointly submit a mandated report to Tusla using the Tusla report form
- the DLP at all stages of this process can consult with and seek advice from Tusla.

If Tusla decides to further investigate the submitted mandated report, the teacher is required, if requested, to assist Tusla in the assessment of the child protection risk.

What are the types of abuse/neglect and what is the defined threshold of harm for each one?

1. Neglect

Neglect is defined as: “to deprive the child of adequate food, warmth,



clothing, hygiene, supervision, safety or medical care”. The threshold of harm is reached when a teacher knows, believes or has reasonable grounds to suspect that a child’s needs have been neglected, are being neglected, or are at risk of being neglected to the point where the child’s health, development or welfare have been or are being seriously affected, or are likely to be seriously affected.

2. Emotional abuse/ill-treatment

Ill-treatment is defined as: “to abandon or cruelly treat the child, or to cause or procure or allow the child to be abandoned or cruelly treated”. Emotional abuse is covered in the definition of ill-treatment. The threshold of harm is reached when a teacher believes or has reasonable grounds to suspect that a child has been, is being or is at risk of being ill-treated to the point where the child’s health, development or welfare have been or are being seriously affected, or are likely to be seriously affected.

3. Physical abuse

Physical abuse is covered in the references to assault in the Children First Act, 2015. The threshold of harm is reached when a teacher knows, believes or has reasonable grounds to suspect that a child has been, is being or is at risk of being assaulted and that as a result the child’s health, development or welfare have been or are being seriously affected, or are likely to be seriously affected.

4. Sexual abuse

A teacher who knows, believes or has reasonable grounds to suspect that a child has been, is being, or is at risk of being sexually abused has a statutory obligation to report this to Tusla. As all sexual abuse falls within the category of seriously affecting a child’s health, welfare or development, all concerns about sexual abuse must be submitted as a mandated report to Tusla. There is one exception, which deals with certain sexual activity between older teenagers, which is outlined in section 4.7 of the ‘Child Protection Procedures for Primary and Post-Primary Schools 2017’.

What are the consequences of not reporting?

The Children First Act 2015 does not impose criminal sanctions on

mandated persons who fail to make a report to Tusla. However, if after an investigation it emerges that you did not make a mandated report and a child was subsequently left at risk or harmed. Tusla may:

- make a complaint about you under the fitness to teach provisions of the Teaching Council Acts 2001-2015
- pass information about your failure to make a report to the National Vetting Bureau of An Garda Síochána. This information could therefore be disclosed to your current or future employers when you are next vetted.

Are there any changes to what will happen if allegations are made against school personnel?

The reporting procedure in respect of the allegation/suspicion has been changed as outlined above. The procedure for dealing with an employee remains largely unchanged from the last procedures, except there is now greater clarity around the convening of a board of management meeting, informing Tusla, and the role of Tusla in sharing information with the school employer during an assessment of an allegation. For more information see Chapter 7 of the ‘Child Protection Procedures for Primary and Post-Primary Schools 2017’.

Are there changes on what schools are obligated to do in relation to child protection?

The Children First Act places statutory obligations on schools to ensure, as far as it is practicable, that children are safe from harm while availing of their services and to undertake an assessment of any potential for harm to a child while availing of their services and to produce a safeguarding statement. Schools must use the Department of Education and Skills (DES) templates for the statement. Copies of this statement must be provided to school personnel, the parents’ association, and on request, to parents and members of the public. This statement must be reviewed annually. For more information, see Chapter 8 of the ‘Child Protection Procedures for Primary and Post-Primary Schools 2017’. The Children First Act also places a new set of oversight requirements on boards of management. For more information, see Chapter 9 of the ‘Child Protection Procedures for Primary and Post-Primary Schools 2017’ for more information.

For more information on mandatory reporting and the new child protection procedures for schools, see the Department of Education and Skills publication ‘Child Protection Procedures for Primary and Post-Primary Schools 2017’ and Circular 0081/2017, available at: www.education.ie.



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

Berlin Study Visit
03 April - 06 April 2018



Memorial to the Victims of the Holocaust

A visit to the city of Berlin in the country where National Socialism originated. It includes an overview of Jewish Berlin and its history and also visits to Holocaust sites, working with Holocaust scholars and educators, the programme allows participants to grasp the enormity of the Holocaust and its resonance 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; Brandenfeld Deportation Site; Sachsenhausen Concentration Camp; The Anne Frank Centre; Otto Weidt House and the Simon Wiesenthal Archive

Cost: €1050 (inclusive of travel, travel insurance, hotel and entrance fees)

For information and details see: www.holocausteducation.org

Holocaust Education Trust Ireland, Clifton House, Lower Fitzwilliam Street, Dublin 2, Ireland.
Tel: +353 1 6060965 Email: info@holocausteducation.org www.holocausteducation.org



HETI

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Continuous Professional Development
13, 14, 15 AUGUST 2018



Bring this challenging subject into the classroom working with international Holocaust scholars and educators

Venue: Trinity College Dublin
Fee: €295.00 (includes lunch each day)

This programme can be undertaken as part of the Certificate in Holocaust Education

HETI

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NON-PERMANENT TEACHERS' COMMITTEE

The ASTI Non-Permanent Teachers Advisory Committee represents the interests of teachers who are working in part-time and temporary positions.



The ASTI Non-Permanent Teachers Advisory Committee. Front row (from left): Kieran Christie (ASTI General Secretary), Michael McGrath (ASTI Standing Committee Region 7 and Chairperson of the Non-Permanent Teachers Advisory Committee), Ger Curtin (ASTI President), and Breda Lynch (ASTI Vice President). Back row (from left): Shane Curran, Lorraine Finn, and Bernard Moynihan (ASTI Executive Officer: Industrial Relations).

The members of the Non-Permanent Teachers Advisory Committee are:

- Rebecca Ambrose
- Lorraine Finn
- Patrick Collins
- Mark Twohig
- Eimear O’Hehir
- Shane Curran
- Michael McGrath
- Siobhan Peters
- Ger Curtin **President**
- Breda Lynch **Vice-President**

According to recent ASTI research, approximately 66% of ASTI members who commenced teaching since 2010 are in part-time or temporary teaching positions. As well as being on an inferior pay scale, these teachers do not know if they will have a job next year and in many cases they are not getting enough teaching hours to support themselves. Almost one in five recently qualified teachers surveyed by the ASTI in 2017 supplemented their income by working a second job.

Committee focus

Meeting approximately four times a year, the main focus of the Committee is the proper and fair implementation of the Protection of Employees (Part-Time Work) Act, 2001, and the Protection of Employees (Fixed-Term Work) Act, 2003. The Committee also advises Standing Committee on matters of concern to non-permanent and part-time teachers.

The Non-Permanent Teachers Advisory Committee is elected every second year by Annual Convention.

ASTI Executive Officer: Industrial Relations Bernard Moynihan provides professional support to the Committee.

MEMBERS OF THE NON-PERMANENT TEACHERS ADVISORY COMMITTEE



Mark Twohig



Patrick Collins.



Siobhan Peters.

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the Irish Aid Centre in
Clonmel Street, Dublin 2

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students very
engaged! Thanks!"

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E anamaria.barbu@dfa.ie

Irish Aid Centre
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Dublin 2
www.irishaid.ie

THE BUSY LIVES OF RSTA RETIREES

Retirement offers teachers time to participate in many activities and trips, including those organised by the RSTA.



Máire Ní Chéileachair, Amhránaí na Bliana TG4 2018

The RSTA would like to congratulate Máire Ní Chéileachair (above left) on winning Amhránaí na Bliana 2018 at the TG4 Gradam Ceoil Awards at the Waterfront, Belfast.

Máire, who formerly taught in Ashton Comprehensive School, Cork, was born and raised in Farran, Co. Cork and inherited her love of singing from her family roots in Kilnamartyra in the county. She was nearly 40 before she summoned the courage for public performance, but since then she has not stopped. She has been a regular visitor to festivals around Ireland and has brought her singing to audiences in England, Germany, France, Canada and the United States, collecting numerous awards along the way. As well as singing, Máire continues to use her teaching skills to foster the love of sean-nós singing among young and old, including teaching sean-nós in the music department in UCC. Dob í Máire céad stiúrthóir “Aisling Gheal” – Scéim Forbartha Amhránaíochta Mhúscraí - agus tá blianta caite aici i mbun ranganna amhránaíochta do aos óg Mhúscraí. Braitear a tionchar go forleathan agus í fial flaitiúil a ceird agus a grá don tsean-nós a roinnt. A selection of her songs in Irish and English is available on the CD, *Guth ar Fán*.

Rosemary Kiernan – Tour organiser supreme

It is said of Rosemary Kiernan (above right) that she never saw a train or a plane but she wanted to get on board! An inveterate traveller, Rosemary organises tours abroad for RSTA members in the Midlands Branch and beyond.

Her initial venture was to bring retired secondary teachers along the

Camino to Santiago de Compostela. In all she led three five-day walks, the first beginning in Sierra, the second starting at the Portuguese border and the third from Finisterre in the extreme west.

Thereafter, Rosemary led tours to Iceland, Munich and Madrid, and these were interspersed with more adventurous expeditions to Russia in 2013, Peru in 2015 and, most recently, a tour of Indochina, taking in Hong Kong, Cambodia, Vietnam and Laos. Rosemary taught at Newtownforbes Secondary School, Co. Longford and took early retirement in 2007. She was a founding member of the RSTA Midlands Branch and is a regular participant at the RSTA Annual Conference.

Branch events

RSTA branches throughout the country organise activities and events for members. This year there were trips to Madrid, Lisbon and the WW1 battlefields of France and Belgium. Not to be outdone, the Midlands Branch led a trip to Indochina in September.

At home, there are regular outings to places of interest such as the Burren and Brú na Bóinne. Branch activities include hill walking, sean-nós dancing, golf, badminton, yoga, pilates and boules. More cerebral interests are catered for by poetry readings, creative writing, bridge, art and photography classes, book clubs, and gallery and theatre outings.

Retiring in 2018? Why not join the fun with the RSTA?

An RSTA application form will be included in your retirement pack from the Department and in the next issue of *ASTIR*. For more information see the RSTA website: www.rsta.ie.

GAELIC IRELAND ESSAY COMPETITION

The Standing Council of Irish Chiefs and Chieftains (Buanchomhairle Thaoisigh Éireann) and Clans of Ireland (Finte na hÉireann), in association with the History Department of Trinity College Dublin and *History Ireland* magazine, are offering a €500 prize to the winner of 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 AD 400 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 (these will not be counted as part of the word length). Essays may be in English or Irish. Entries, with candidate's name, address and contact details, should be emailed (preferably) as an attached MS Word file to: mksimms@tcd.ie, or posted to: 'Chiefs and Clans Prize', c/o Dr Katharine Simms, History Department, School of Histories and Humanities, Trinity College Dublin, to arrive by **June 1, 2018**. 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 projected volume of essays on Gaelic Ireland, which is a central goal of this competition.

VIKING & MEDIEVAL DUBLIN ONLINE LEARNING

Free online learning platform Viking & Medieval Dublin has been enhanced and is now iPad compatible, with additional new hotspots and video content for Junior Cycle history students.

Available on www.dublinia.ie/online-learning/, this innovative online learning platform offers a complete narrative for the secondary school Junior Cycle history student. The resource offers students the opportunity to interact digitally with Irish medieval documents. Used alongside the free Dublin City Walls app, history is brought to life, allowing people to re-imagine Dublin in Viking and medieval times.

The platform features interactive layered information and short animated video clips designed for classroom use, including sections relating directly to Irish medieval life and focusing on visually engaging social topics such as people, crime, death, lords and ladies, and religion. The key points required for the Junior Cycle exam are covered and a periodical key word glossary is also included. Go to <http://dublinia.ie/online-learning/>.

BEAT OVARIAN CANCER

- B – Bloating
- E – Eating difficulty
- A – Abdominal pain
- T – Talk to your GP should any of these symptoms persist and rule out ovarian cancer.

Remember: there is no screening – it's the silent cancer. Help BEAT the silence by becoming symptom aware.

May 8 is World Ovarian Cancer Day. For more information, go to www.ovarian-cancer.ie.

LET'S TALK ABOUT DRUGS

The Ana Liffey Drug Project invites young people between the ages of 12 and 25 to think and talk about drug- and alcohol-related issues creatively, through the Drugs.ie 'Let's Talk About Drugs' National Youth Media Awards 2018 competition.

To enter, young people are asked to research topics or share their personal experiences and create a short video, an audio podcast, a news article or a poster. They can enter individually or as a group.

The themes for the 12-14 and 15-17 age categories are:

- Talk about – underage drinking and the risks
- Talk about – cannabis and the risks.

The themes for the 18-21 and 22-25 categories are:

- Club drugs – what are the risks?
- Performance- and image-enhancing drugs – what are the risks?

Winners from the four age categories will receive a €250 One4All gift card and the overall winner(s) will receive €1,000 One4All gift cards and will have their work published on drugs.ie.

The deadline for entries is April 9, 2018, and you can find full details at www.drugs.ie/awards.

TRAINING FOR SUCCESS TURNS 20

Epilepsy Ireland is celebrating 20 years of its Training for Success (TFS) programme. Recognising the difficulties many people with epilepsy can face in relation to education and employment, Epilepsy Ireland developed TFS. Based on campus at the Institute of Technology Sligo, the course has had over 250 young people with epilepsy attend since its inception in 1998.

Since that year, 85% of graduates have found a job or upskilled after they completed the programme. Epilepsy Ireland states that TFS is the only course of its kind anywhere in Europe.

Graduate Michaela Murphy said: "Training for Success is something I will look back on very fondly and with a lot of warmth and happiness. With the team at Training for Success I never felt alone or that I wasn't being heard because there is always someone there to listen to you".

Entry to the programme is by interview. TFS provides successful candidates with a FETAC Level 5 Major Award in General Studies and for many has proved a stepping stone to third-level education.

Students are fully registered with IT Sligo and Intreo students are paid a training allowance and where appropriate, an accommodation allowance by Mayo, Sligo and Leitrim Education and Training Board.

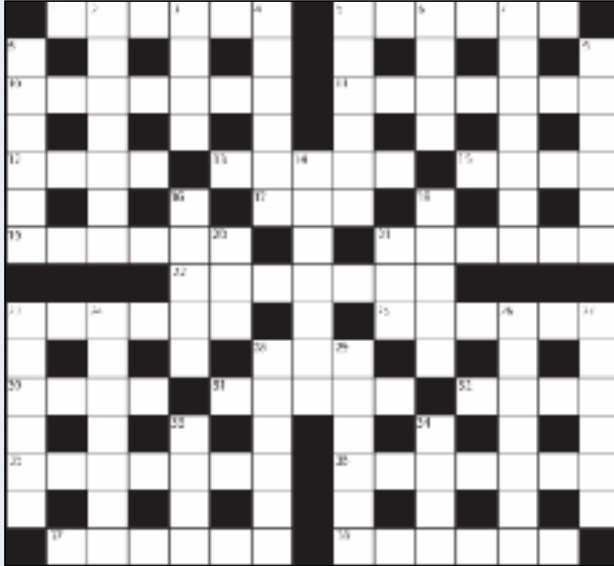


Sponsored by ASTI Credit Union

ASTIR CROSSWORD NO. 1802

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. 1802, Think Media,
The Malthouse, 537 NCR, Dublin 1.

To arrive by: Friday, April 20, 2018

CLUES ACROSS:

- 1 Lyricist to composer Loewe? (6)
- 5 You'll find the Sahara is in a dried grape (6)
- 10 Goes along with your pet's acc. (7)
- 11 Tactile reading system (7)
- 12 Director of 17 across for Junior Cycle (4)
- 13 Brandish (5)
- 15 See 33 down
- 17 Ongoing training (I.I.I.I.)
- 19 Ulster could become the end product (6)
- 21 It could be a loss if in a geological past (6)
- 22 On air to make a formal speech (7)
- 23 Bee produce but not genuine! (6)
- 25 Come in to the money (6)
- 28 The Exams people! (I.I.I.I.)
- 30 Smoke an e-cig (4)
- 31 Saturn's largest moon (5)
- 32 The new Junior Certificate (I.I.I.I.)
- 35 Where one might perform in a play (7)
- 36 "The Last Judgment" chapel (7)
- 37 Time wasters (6)
- 38 A niche in Connemara (6)

CLUES DOWN:

- 2 Additions to the programme? (7)
- 3 Psychological service for schools (I.I.I.I.)
- 4 Bucolic (6)
- 5 Could bridal be vulgar, obscene, risqué? (6)
- 6 I'm ambitious to be an Islamic leader (4)
- 7 Nell's is an indisposition (7)
- 8 Put down this to show what can be done (6)
- 9 Boat, bottle or ship for example (6)
- 14 Could be a disparaging expression (7)
- 16 Loses the berries (5)
- 18 "No man is an island, entire of itself" he wrote (5)
- 20 Attempt a score (3)
- 21 The right to access official records (I.I.I.I.)
- 23 Ballerina cut off the Russian dog handler (6)
- 24 Does Pop always be anti everything? (7)
- 26 You could find these exotic flowers in a rich sod (7)
- 27 Remodel a tedious phrase to get excited (6)
- 28 They lured nearby sailors with their enchanting music (6)
- 29 "Imperious dead and turned to clay
Might stop a hole to keep the wind away"
(*Hamlet*: Shakespeare) (6)
- 33 down & 15 across: Incredible reports (4,4)
- 34 They advise the Government in relation to
public service pay (I.I.I.I.)

**Solution to ASTIR Crossword
No. 1801**

Across

- 8. Dumb down
- 9. The top
- 10. Splint
- 11. Mary Ohle
- 12. System
- 13. Epergnies
- 15. PSSA
- 17. Memento
- 19. Concede
- 22. Over
- 24. Moderate
- 27. Armada
- 29. Memorise
- 30. Gramme
- 31. Pisces
- 32. Abrogate

Down

- 1. Humpty
- 2. Absinthe
- 3. Contempt
- 4. Enemies
- 5. Starve
- 6. Belong
- 7. Cool head
- 14. Pace
- 16. Soot
- 18. Esoteric
- 20. Orangery
- 21. Campaign
- 23. Veteran
- 25. Eroica
- 26. Amidst
- 28. Dumpty

Did you miss?

- Changes to posts of responsibility 14
- P60 - your ticket to a tax refund 15

CONGRATULATIONS

Congratulations to the winner of
Crossword No. 1801:
Carmel Stokes, Colaiste Íde and
Iosef, Abbeyfeale, Co. Limerick
West Limerick Branch member



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Offer ends 30th Apr '18



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Vhi Healthcare DAC trading as Vhi Healthcare is regulated by the Central Bank of Ireland.
Vhi Healthcare is tied to Vhi Insurance DAC for health insurance in Ireland which is underwritten by Vhi Insurance DAC.



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