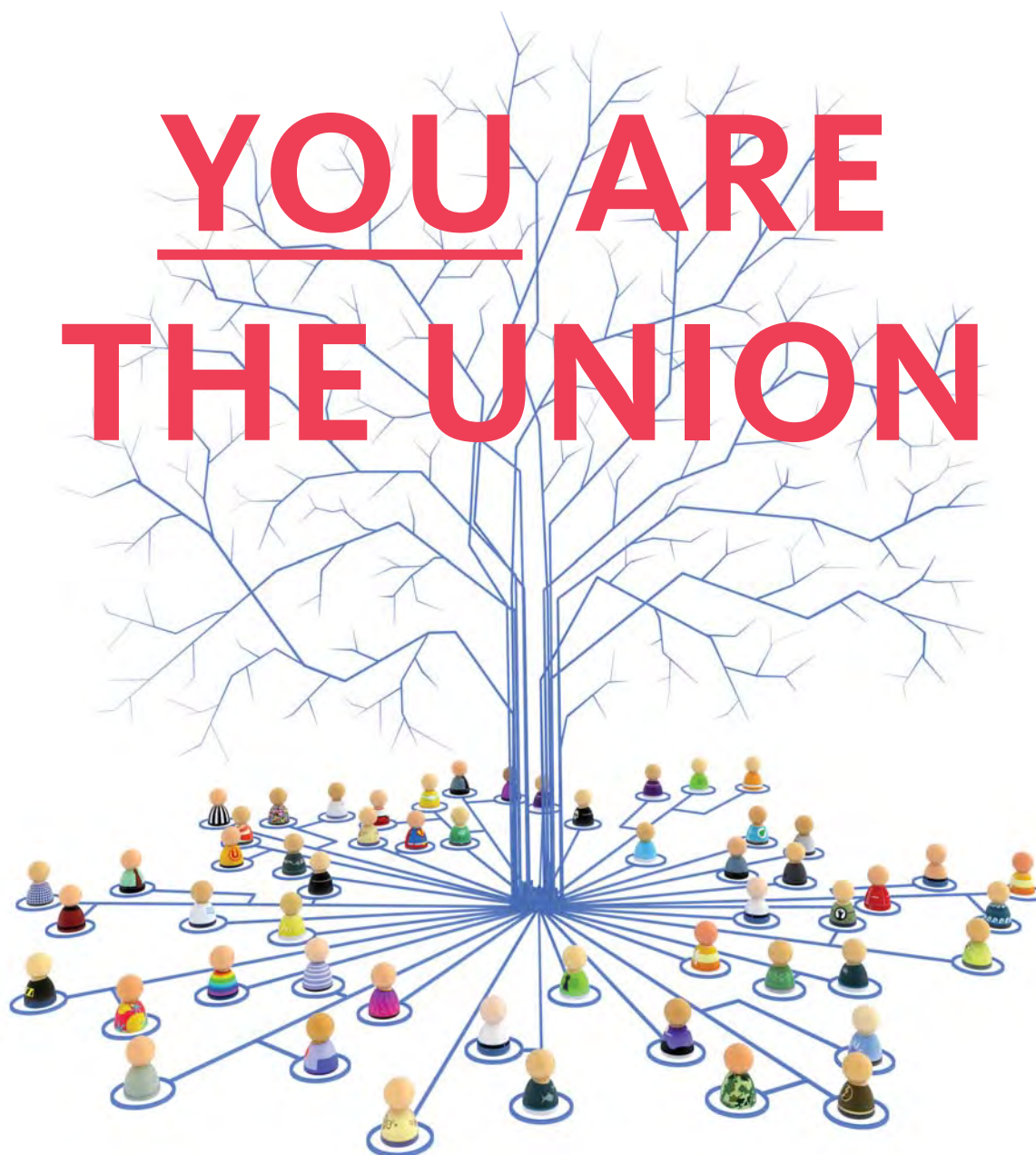


ASTIR

Association of Secondary Teachers, Ireland

YOU ARE THE UNION



School buildings: what makes for excellence?

Curriculum review update

Spring clean your spending

Are you teaching on a volunteer programme overseas this summer?

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How do I apply?

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Closing Date 5 May 2019

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CONTENTS

- 4 From the President's desk
Pay equality tops agenda
- 4 General Secretary's update
FEMPI targeting ASTI members
- 5 News
- 10 News features
 - 10 *ASTI/TUI report*
 - 13 *Pay campaign continues*
- 14 Committee profile
The School Union Committee
- 15 ASTI in the media
At the heart of the issues
- 17 Features
 - 17 *Spring clean your spending*
 - 18 *Tune in to ASTI Convention 2019*
 - 20 *Space to learn*
- 23 Ask your union
Child protection and safeguarding inspections
- 24 News feature
Curriculum matters
- 26 Obituaries
- 28 RSTA news
- 29 Noticeboard
- 30 Crossword



8



10



18



20



23

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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 *ASTIR* Editorial Board is interested in receiving feedback on *ASTIR*.

Members can email astirfeedback@asti.ie or text 087-9349956.



PAY EQUALITY TOPS AGENDA

As I prepare for Convention I find, once again, pay inequality is top of our agenda. Recent developments and commitments from the Minister are helpful but do not change things for the many teachers currently being paid on an inferior scale. You will read in this *ASTIR* details of an Irish Congress of Trade Unions' (ICTU) finding on a dispute between ourselves and the TUI. As outlined by the TUI in their most recent publication, they were covered by the LRA and we were not, having withdrawn from the Croke Park hours in July 2016. Unions are entitled to take different approaches to campaigns, but what the TUI was not entitled to do, according to the Constitution of the ICTU, was to take in ASTI members during our dispute with the Government, thereby seriously undermining our campaign. We took a principled but painful stand and suffered the full force of the FEMPI punitive measures. We note that such measures have not been brought against the nurses, which is right and proper. However, I can't but question the fairmindedness of the Government in treating ASTI members in this manner. Had all teachers been working together things might have been different. We should be working towards one strong second-level teachers' union. This can only come about when trust and good working relations are maintained. Hopefully, when the ICTU complaints are fully resolved, progress can be made.

Our advice to teachers on the issue of Individual Education Plans (IEPs) and their equivalents has come in for criticism from some quarters. Our policy is clear: we strongly support inclusive education and want to do the very best for our students, but this cannot be done without adequate training and resources. The new special educational needs (SEN) allocation model seems to be creating heavy burdens for both SEN teachers/co-ordinators and classroom teachers. We are awaiting a date for a meeting with the Department on this issue.

Since our last edition of *ASTIR*, the NCCA second round of seminars and school-based consultations on Senior Cycle has taken place. The ASTI has been well represented at these seminars. Many attendees expressed concerns that the seminars were lip service to consultation. Time will tell. Questions here have to include a review of the points system/entry to college, which is where a lot of the pressure and stress come from, rather than from the exam system. Minister Joe McHugh has acknowledged that teachers and schools are suffering from initiative overload, and this issue must be taken seriously and addressed. As is reflected in our motions for Convention, there is a clear view among teachers that Junior Cycle must be fully rolled out and comprehensively reviewed before we contemplate changes to the Senior Cycle, where the stakes are so much higher. Many Junior Cycle issues previously raised by the ASTI are now being highlighted, as geography joins history in defending its place on the curriculum. It is essential that short courses do not occupy the space of key subjects that are fundamental to a broad education.

I look forward to attending my 26th Convention this year and hope to meet many of you in Wexford for the usual high standard of debate, and for some equally important informal conversations.



Breda Lynch

ASTI President

FEMPI TARGETING ASTI MEMBERS

The recent nurses' dispute threw up a variety of challenges, and perhaps opportunities, for those encompassed by the Public Service Stability Agreement (PSSA). ASTI members will have watched carefully, especially with regard to the treatment of nurses under the terms of the FEMPI legislation. As we know, the use of this legislation against ASTI members during our dispute was an oppressive and punitive action that grossly penalised our members. It is now clear that the Government has not resorted to these tactics against the nurses. ASTI welcomes that approach as the FEMPI measures are invidious and should be consigned to the dustbin of history. It is now clear that, far from being applied to all public servants, FEMPI was used against ASTI members in a singularly punitive and targeted way. It has left ASTI members with an unacceptable legacy related to their incremental dates in particular. This injustice must be undone.

ASTI has raised this issue at the most senior levels within the Irish Congress of Trade Unions (ICTU). A commitment that the officers of the Public Service Committee of ICTU will vigorously pursue the matter at their meetings with the Department of Public Expenditure and Reform has been secured.

ASTI is also seeking legal opinion on the differential treatment of ASTI and the Irish Nurses' and Midwives' Organisation (INMO) members regarding the application of FEMPI legislation. We have also sought a meeting with the Department of Education and Skills to raise these issues and demand redress.

On the emerging details of the nurses' dispute outcome, the matter is subject to ballot of their members and as such remains in play. ASTI will continue to monitor events as they unfold. It is already clear that the PSSA is stretched in terms of its shape and cost parameters. Further measures will be necessary to provide a semblance of balance. From an ASTI perspective, the ongoing and emerging issues we have relating to new entrant pay and pay in general will need to be addressed sooner rather than later.

As mentioned earlier, ASTI has already engaged with the officers of the ICTU Public Service Committee who are involved in a process of consultation with ICTU affiliates and the Department of Public Expenditure and Reform. The intention is that the Public Service Committee will meet soon to review the current circumstances. In that context, ASTI will play a full part in seeking to advance our interests.

ASTI Annual Convention

It is almost that time of year again when hundreds of ASTI members will take time out of their Easter break to attend Annual Convention. This year's event takes place in Wexford. Vital work takes place that leads to a strong, coherent and relevant policy platform for our union. Annual Convention builds on the work undertaken right across our branch network during the year in submitting and amending motions. A perusal of this year's agenda promises debate ranging across all the major challenges that we need to address to ensure that the terms and conditions of employment of our members are maintained and enhanced.



Kieran Christie

ASTI General Secretary

Search and rescue leave



Teachers who are members of voluntary search and rescue organisations may now be granted special leave with pay when called out on a search and rescue operation. In order to avail of the leave, the teacher must be a member of one of the following voluntary search and rescue organisations: Irish Coast Guard, Royal National Lifeboat Institution, Community Inshore Rescue Service, Irish Water Safety, or Mountain Rescue Ireland. It is expected that the Irish Cave Rescue Organisation will be added shortly. The Department of Education and Skills will pay the cost of employing a substitute, subject to certain conditions. For more information, see Circular 0001/2019.

Meeting with OECD regarding education policy



ASTI representatives met with representatives of the OECD's Education Policy Team in January to discuss Senior Cycle curriculum in Ireland. Pictured are (from left): Kieran Christie (ASTI General Secretary), Deirdre Mac Donald (ASTI Vice President), Breda Lynch (ASTI President), and Moira Leydon (ASTI Assistant General Secretary), meeting with OECD representatives Marco Kools (Analyst), José-Luis Álvarez (Policy Analyst), Beatriz Pont (Senior Analyst), and Romane Viennet (Education Policy Analyst).

#HelloMIC

POSTGRADUATE PROGRAMMES AT MARY IMMACULATE COLLEGE

EDUCATION POSTGRADUATE PROGRAMMES

- Structured PhD in Education
- Structured PhD/Masters in Literacy Education
- Doctorate in Educational and Child Psychology
- Professional Master of Education (Primary Teaching)
- Master of Education (M Ed)
- M Ed in Religious Education
- M Ed in Leadership of Wellbeing in Education
- M Ed in Educational Leadership and Management
- M Oid san Oideachas Lán-Ghaeilge agus Gaeltachta
- MA in Education and the Arts (META)
- MA in Education and Well-being of the Older Person
- MA in STEM Education
- MA in Music Education
- Graduate Diploma / M Ed in Adult and Further Education
- Graduate Diploma / M Ed in Information and Communication Technologies in Primary Education
- Graduate Diploma / M Ed in Special Education Needs
- Graduate Certificate / Diploma / M Ed in Professional Studies in Education
- Graduate Certificate in Autism Studies

PhD & MA BY RESEARCH AND THESIS IN THE FOLLOWING EDUCATION DEPARTMENTS

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www.mic.ie



Application of new entrants' salary measure

The proposals outlined in the Agreed Measure to Address New Entrants' Salary Scale Issues came into effect from March 1. This means that public sector employees who began their employment after 2010 (including teachers) become eligible to skip certain increments on their pay scale. Depending on where an eligible employee is on their pay scale, they may skip an increment on their next incremental progression date.

While ASTI members rejected the proposals, ASTI members are encompassed by the Public Service Stability Agreement and the New Entrants' Salary Scale Measure. The incremental progression date for the majority of ASTI members is June 10.

For teachers who entered teaching on or after January 1, 2011, points 4 and 8 will be become nullified. See www.asti.ie for information about how the

New Entrants' Salary Scale Measure applies to ASTI members.

ASTI members rejected the New Entrants' Salary Scale Measure in a ballot in November 2018. The Measure was also rejected by members of the INTO. The Measure does not achieve pay equality for post-2010 teachers. The ASTI, along with representatives from the INTO and TUI, recently met with the Public Service Stability Agreement (PSSA) Oversight Body in relation to pay inequality in teaching. Further contact is envisaged. In January 2019, the ASTI Central Executive Council adopted a motion stating that arrangements for a ballot on industrial action over the issue of unequal pay will be put in train, should the INTO proceed with a ballot. Outstanding issues for the ASTI are the PME allowances and the starting point on the scale.



Christian Addai-Poku.

African teachers call on politicians to reject privatisation

Education International's African leaders have released a statement calling on their heads of state to reject privatisation and to invest in quality public education for all.

Entrenched inequality, especially for girls and the socially disadvantaged, will be made far worse by the privatisation of education, cautions the statement by the Education International African Regional Committee, the elected voice of teachers and other education workers in Africa.

The statement warns: "Foreign multinational corporations seeking market opportunities are targeting major African cities with the largest concentration of children, attacking and undermining public education across the continent".

An insidious example of this is the subject of the research paper 'What do we really know about Bridge International Academies?' (Riep C., 2019), also released alongside the African Union meeting. Bridge International Academies (BIA) is a large chain of so-called 'low-fee' private schools. It is currently operating in Kenya, Uganda, Nigeria and Liberia. The research shows that BIA employs unqualified teachers delivering a highly scripted curriculum in poor school facilities. BIA has also been found to be operating illegally in Kenya and Uganda, disregarding national sovereignty and the rule of law. "This is not the Africa we want," said Christian Addai-Poku, Chairperson of the Education International African Regional Committee. "Quality education for the public good is an indispensable condition for the development of our continent and the realisation of the full potential of all its people". For more information on the work of Education International, see www.ei-ie.org.



UCD School of Psychology
Scoil na Síceolaíochta

APPLICATIONS NOW OPEN
FOR SEPTEMBER 2019

MSc Mindfulness Based Interventions
School of Psychology
University College Dublin
www.ucd.ie/psychology

Mindfulness based interventions are empirically demonstrated to have positive impact on youth well being

For further information
Email: mary.boyle@ucd.ie

ASTI supports school secretaries

ASTI is supporting Fórsa trade union's "Support our Secretaries" campaign for better pay and conditions for school secretaries. Fórsa is hosting a series of nationwide public meetings as part of the campaign. Meetings are open to staff, parents and all members of the school community, as well as public representatives in each region.

Fórsa estimates that around 90% of all school secretaries are denied basic entitlements such as sick leave and pension rights. Many school secretaries work for as little as €12,000 a year.

For further information, visit www.forsa.ie.

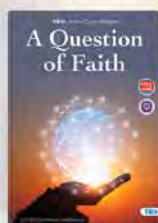
ASTI Centenary Scholarship

Applications are now invited for the ASTI Centenary Scholarship Award 2019. Each year the ASTI awards one scholarship worth €4,000 to assist an ASTI member in undertaking further third-level studies. For more information and the application form, visit www.asti.ie.

POST PRIMARY INFORMATION EVENINGS

The Educational Company of Ireland (Edco) invites teachers to attend Information Evenings on the New Junior Cycle subjects:
Wood Technology, **Religious Education**, **Music** and **Maths**
 and New Leaving Certificate **Economics**

Date 2019	Time	Location	Venue	Subject
Tuesday, 12 th March	7pm-8pm	Athlone	Radisson Blu Hotel	Economics
Wednesday, 13 th March	7pm-8pm	Limerick	Castletroy Park	Economics
Thursday, 21 st March	7pm-8pm	Cork	Rochestown Park Hotel	Wood Technology Religious Education Maths
Tuesday, 26 th March	7pm-8pm	Limerick	Castletroy Park Hotel	Wood Technology Religious Education Maths
Thursday, 28 th March	7pm-8pm	Dublin South	Radisson Blu, St. Helen's Hotel	Wood Technology Music Religious Education Maths
Tuesday, 2 nd April	7pm-8pm	Dublin North	Hilton Hotel, Dublin Airport	Wood Technology Music Religious Education Maths
Tuesday, 2 nd April	7pm-8pm	Galway	Connacht Hotel	Economics
Wednesday, 3 rd April	7pm-8pm	Cork	Rochestown Park Hotel	Economics
Tuesday, 9 th April	7pm-8pm	Dublin South	Radisson Blu, St. Helen's Hotel	Economics
Tuesday, 9 th April	7pm-8pm	Galway	Connacht Hotel	Wood Technology Religious Education Maths
Wednesday, 10 th April	7pm-8pm	Athlone	Athlone Springs Hotel	Wood Technology Music Religious Education Maths
Wednesday, 10 th April	7pm-8pm	Dublin North	Hilton Hotel, Dublin Airport	Economics



WHAT'S IN STORE:

- A Programme Overview
- A talk from the Programme Authors
- ★ Each attendee will receive an Information Pack and Free Book Sample

Register Now at
www.edcolaunches.eventbrite.com



ASTI President Breda Lynch receiving the Comhlámh Supporter Network Certificate from Comhlámh Information and Support Officer Ruth Powell.

THE COMHLÁMH CODE OF GOOD PRACTICE

- 1.** Have volunteer programmes based on realistic aims and objectives with appropriate and useful volunteer roles
- 2.** Provide sufficient resources and support to run volunteer programmes in an efficient and sustainable manner
- 3.** Provide marketing and imagery consistent with good practice and clear expressions of organisational aims, ethos and values
- 4.** Provide potential volunteers with free, fair and unbiased information on their organisation and volunteer placements
- 5.** Use fair, consistent and transparent recruitment procedures
- 6.** Assist and provide for the varying support needs of volunteers
- 7.** Ensure that volunteers participate in appropriate preparation, training and induction
- 8.** Ensure the protection, safety and well being of volunteers and those they work with, as far as possible
- 9.** Provide debriefing to returned volunteers
- 10.** Provide ongoing monitoring and evaluation
- 11.** Provide recognition for volunteers

ASTI joins Comhlámh Supporter Network

ASTI has joined the Comhlámh Supporter Network, which is a commitment to promote good practice among their members who volunteer overseas in

order to protect volunteers, host communities and host organisations. ASTI encourages members to keep Comhlámh’s Code of Good Practice in mind when looking for volunteer placements.

For more information on Comhlámh’s work, see <https://comhlamh.org/>.

ASTI members supporting the INMO

The ASTI supported members of the Irish Nurses and Midwives Organisation (INMO) in their industrial action calling for improved pay and working conditions. ASTI members attended the national rally for nurses and midwives in Dublin, and ASTI representatives visited a number of the INMO picket lines in solidarity.



ASTI President Breda Lynch and ASTI General Secretary Kieran Christie on the picket line with INMO members.

ASTI on special educational needs

The ASTI made a written and oral submission to the Joint Oireachtas Committee on Education and Skills in March on the delivery of education services for students with Down syndrome. Presentations and submissions were also made by Down Syndrome Ireland, the Department of Education and Skills, the INTO and the TUI.

ASTI Assistant General Secretary Moira Leydon told the Committee that teachers have been to the forefront for many decades in advocating for inclusive schools, and for adequate investment in schools to support inclusion. However, a dimension of inclusive education that is frequently underestimated is the prevalence of special and additional educational needs in the student population; this was most recently estimated as 25% by the Economic and Social Research Institute (ESRI). Moira Leydon outlined the reasoning behind the ASTI’s recent advice to members that they do not have to create or devise IEPs or equivalents: “How does a school

system and its teachers deal with the extensive planning requirements for IEPs for 25% of the student cohort in a school of 1,000 students, and where each student has eight to 10 teachers?” Specifically, the ASTI called for:

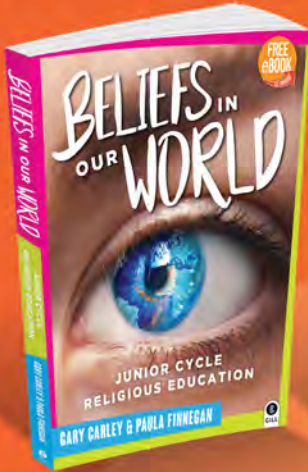
- a national training programme on planning for students with special educational needs for all classroom teachers
- dedicated time for classroom teachers to engage in planning for students with special educational needs
- dedicated co-ordination time for whole school co-ordination for special educational needs, and
- restoration of the allowance previously provided to teachers who qualified as special education teachers.

See ASTI advice to members regarding IEPs at www.asti.ie.

See ASTI’s presentation to the Joint Oireachtas Committee on Education and Skills on the delivery of education for students with Down syndrome at <https://www.oireachtas.ie/en/oireachtas-tv/video-archive/committees/>.

g GILL EDUCATION NEW TITLES 2019

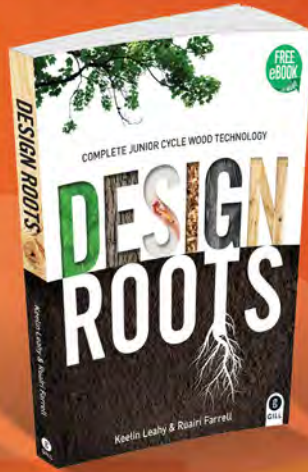
SUPPORTING YOU IN YOUR **JUNIOR CYCLE JOURNEY**



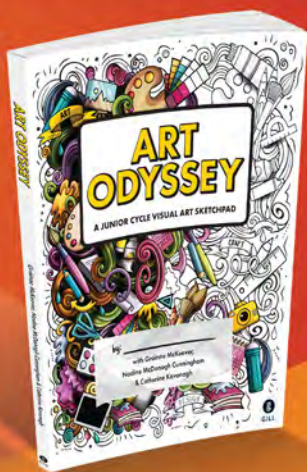
RELIGIOUS EDUCATION



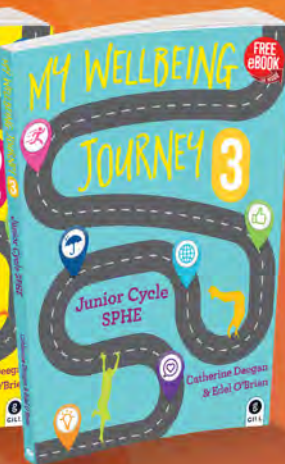
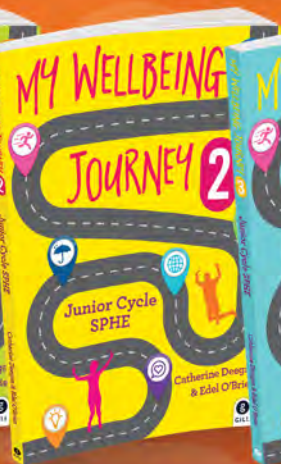
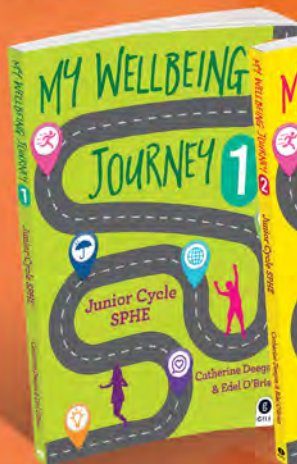
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VISUAL ART



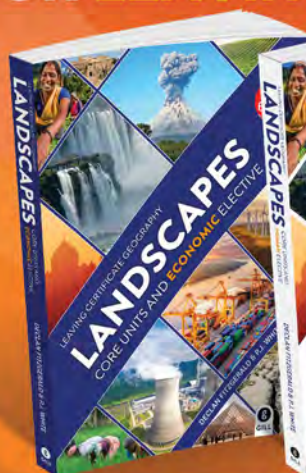
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For information on any of our 2019 titles, please contact your local sales representative:
www.gilleducation.ie/sales-reps-secondary

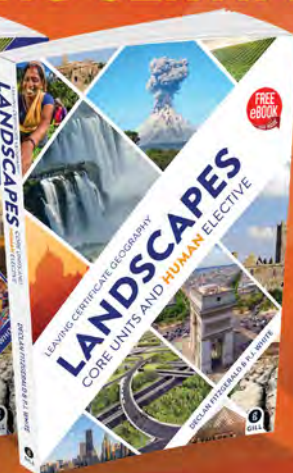
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FRENCH



GEOGRAPHY



ENGLISH



ASTI/TUI DISPUTE UPDATE

Two ICTU Disputes Committees found that the TUI did not adhere to ICTU rules when accepting ASTI members.

In June 2017, ASTI submitted a complaint to the Irish Congress of Trade Unions (ICTU) regarding some losses of membership. The kernel of the complaint revolved around the contention that, under ICTU rules, the Teachers Union of Ireland (TUI) was debarred from recruiting any ASTI members while ASTI was in dispute with our employers. ASTI identified some 1,235 teachers who may have been recruited by the TUI.

A key motivation for lodging the complaint was to defend the important trade union principle that, during disputes, there must be a barrier to an employer who might seek to incentivise workers to abandon their union and move to another. It was felt that acquiescence in any way with such an agenda, should it exist, would undermine the most basic tenets of the trade union movement.

An ICTU Disputes Committee was established to investigate the complaint. The Committee reported to the ICTU Executive Council in April 2018 and the report was adopted.

The report found that the TUI had been in breach of paragraph 46 of the Constitution of the ICTU. In terms of the complaint, the key elements of paragraph 46 provide as follows:

“For the purpose of developing and maintaining co-operative and friendly relations between affiliated organisations the following provisions shall be observed by affiliated organisations in respect of transfer of members:

- (a) Each Union should include in its membership form, questions on the applicant's past and present membership of another Union or Unions.
- (b) No member or ex-member of another Union should be accepted until that Union has been consulted.
- (c) No member of another Union should be accepted when under discipline, engaged in a trade union dispute or in arrears with contributions, save only with the consent of the other Union.”

The paragraph provides the procedures to be followed by unions in accepting members by way of transfer from another union, and sets out the circumstances in which such transfers should take place. These provisions are intended to provide the basis of good trade union practice in these matters so as to ensure the maintenance of harmonious relations between unions. Moreover, it can be seen that these provisions are designed to ensure that trade unions act appropriately and in solidarity when a colleague union is engaged in an industrial dispute.

Particularly at issue in this instance was the fact that the provisions of the ICTU Constitution require that when a union receives an application for membership from a person who is, or was, a member of another union, they are required to consult with the other union before consideration is given to admitting that person into membership. The TUI failed to meet their obligations in this regard. ASTI received no such communication. It would have been necessary to do so in order to adhere to the requirements of the Congress Constitution. It must also be remembered that ASTI was involved in a trade union dispute throughout the period.

Standing Committee considered the Disputes Committee report in April 2018 and it was decided that ASTI would not appeal.

However, the TUI did not accept the findings and lodged an appeal. A further Disputes Committee was set up and undertook its work over the summer of 2018. It reported in September 2018. This second ICTU Disputes Committee concurred with the first, in finding that the acceptance of current/former ASTI members by the TUI did not adhere to the requirements of the Congress Constitution.

Subsequent to this, the TUI accepted the finding.

Further discussions

Recently, discussions have been held between the parties to seek to advance the terms of the Disputes Committee report.

Irish Independent Monday 25 September 2017

17

News

to TUI in dispute over teacher pay and reforms

“

The union is set to ballot members on Lansdowne Road's successor deal in the coming weeks

dispute and recruiting members of another union.

It is not clear whether the departing ASTI members would have declared their previous affiliation to the TUI.

Neither union would comment, other than to confirm that the matter was going through Ictu processes.

A teacher's union affiliation

generally depends on the school sector in which they work, with the ASTI representing those in voluntary secondary schools traditionally run, by the re-

The TUI is for those on a local e-ling board; T representi-

nity and comprehensive school sector.

The ASTI will ballot its mem- bers next month on Lansdowne Road's successor. The recur-

The deal, the Public Service Stability Agreement (PSSA), has been accepted by a majority of Ictu unions, although other teachers' unions have rejected it. While time, because it has not

The INTO executive agreed on Friday to participate in a Government review on pay equality, but a spokesman said it did not mean it was signing up.

Teachers' union may face hefty bill following allegations of 'poaching'

CARL O'BRIEN and MARTIN WALL

The Teachers' Union of Ireland (TUI) may end up paying hundreds of thousands of euro to a rival union.

the TUI to write to 1,059 members and advise them they were recruited in breach of trade union rules. These members will be free to rejoin the ASTI.

After a six-week period, the

The development comes at a time when teachers' unions are presenting a united front in tackling the two-tier pay gap. The ASTI lost more than

MEDIA COVERAGE OF ASTI

COMPLAINT. Clockwise from left:

The Irish Examiner (September 25, 2018),

Irish Independent (September 25, 2017),

The Irish Times (September 25, 2017), and

The Irish Times (May 7, 2018).

In that context, the TUI has published a letter to all of its members to advise them of a finding of the Disputes Committee in the following terms: “that the TUI write to members and advise them that members have been admitted into the membership of the TUI in breach of the rules of the Irish Congress of Trade Unions and that they can apply to re-join the ASTI”.

A copy of the TUI letter can be found on page 12. It is clear that former members of ASTI, who joined the TUI during the period between January 1, 2017, and June 10, 2017, can now apply to re-join the ASTI.

Following this communication to TUI members, a period of time must elapse, and further discussions will take place regarding implementation of the other aspects of the Disputes Committee report. We will provide a further update for members once the process is complete.

ASTI is of the view that it remains important to maintain positive and constructive relations with the TUI. Protecting and advancing the interests of teachers and of the education system is of paramount importance.

ASTI application form

The TUI has drawn attention in the article mentioned below to ASTI's previous failure to have an appropriate question on its application form relating to previous membership of a union.

This is a matter of regret to ASTI. ASTI addressed this issue in detail with the Disputes Committee. The matter was attended to at the earliest opportunity after it came to notice. Moreover, there is no evidence that this omission resulted in any transgression of the ICTU Rules and Constitution. It also had no bearing on the TUI acceptance of ASTI/former ASTI members into the TUI during the period.

In contrast, during the period concerned, the TUI application form for membership was in compliance with Paragraph 46 (a) of the ICTU Constitution in that it asked the applicant about previous membership of another union. However, the TUI did not act as required on foot of the information provided to them.

POINTS OF NOTE

The ICTU Disputes Committee made no finding against the ASTI.

The TUI recently advised its members in an article in *TUI News* as follows: “The finding of the ICTU Disputes Committee relates to an inadvertent breach by the TUI of the ICTU rules; a breach that has since been remedied”. (*TUI News*, March 2019.)

It must be noted that neither the original ICTU Disputes Committee nor the subsequent one, which dealt with the TUI appeal, stated that the breach was “inadvertent”.

The TUI indicates in its publication that a “glitch/gap in TUI's membership application process” was responsible for the successful applications of many for membership of their union without such applicants being subject to the entirety of the application process.

The TUI has further stated that: “In some instances, the application did not capture details of membership of other unions”.

ASTI examined the detail of the “glitch/gap in TUI's membership application process”, and it seems that it applied in respect of applicants to the TUI who were working in voluntary secondary schools. The TUI has offered no explanation to its members in the article how transfers from within community schools happened, for example, and indeed, in the absence of the “glitch/gap in the TUI's membership application process”, how such transfers could be regarded as “inadvertent”.

It should be noted that notwithstanding the foregoing contentions mentioned, and more besides, two Disputes Committees found that the TUI had breached the terms of the ICTU Constitution.

Traditionally, ASTI organises and recruits members in the voluntary secondary sector while the TUI organises and recruits members in the ETB (formerly VEC) sector.

Members will be aware that the ASTI/TUI membership dispute has received extensive media coverage. Full and detailed information will be provided for members when the ongoing ICTU complaints process is completed.

TUI letter, which appeared in the March edition of *TUI News*

Teachers' Union of Ireland Aontas Múinteoirí Éireann	
73 Orwell Road, Rathgar, Dublin 6. D06 YP89 Tel: (01) 4922588 Fax: (01) 4922953 e-mail: tui@tui.ie website: https://www.tui.ie	
22 nd February 2019	
Dear Member,	
We wish to advise that following an ICTU Disputes Committee Investigation of an ASTI complaint concerning the period 1 January 2017 to 10 June 2017, the Disputes Committee found,	
"that the TUI write to members and advise them that members have been admitted into the membership of the TUI in breach of the rules of the Irish Congress of Trade Unions and that they can apply to re-join the ASTI".	
Yours sincerely,	
_____ Seamus Lahart	_____ John MacGabhann
President	General Secretary
<small>President: Seamus Lahart, General Secretary: John MacGabhann, Deputy General Secretary: Annette Dolan Assistant General Secretaries: Declan Glynn, Aidan Kenny, Michael Gillespie, Colm Kelly, Bernie Ruane, Joanne Irwin</small>	

PAY CAMPAIGN CONTINUES

Pay equality for post-2010 teachers remains a key issue for the ASTI.

The ASTI, along with representatives from the INTO and TUI, met with the Public Service Stability Agreement (PSSA) Oversight Body in relation to the pay of teachers who entered the profession since 2010.

At the time that this *ASTIR* was going to print, further engagement was envisaged.

Contact with the PSSA Oversight Body followed the ASTI's rejection of the Measure to Address the New Entrant Salary issue in a ballot of members in November 2018. The Measure was also rejected by members of the INTO. The Measure, which takes effect for eligible teachers on their next increment date after March 1, 2019, does not achieve pay equality for post-2010 teachers.

Following the ASTI's rejection of the Measure, the ASTI Central Executive Council adopted a motion that arrangements for a ballot on industrial action over unequal pay would be put in train, should the INTO proceed with a ballot.

The ASTI is also monitoring closely developments in relation to nurses and midwives following their dispute over pay.

The ASTI contends that a resolution to the problem of post-2010 teachers' pay must address:

- the abolition of the HDip (PGE/PME) qualification allowance for second-level teachers from February 2012, and
- the appointment of post-2010 teachers to the first point (rather than the third point) of the salary scale.



ASTI representatives attended a meeting with Government, along with representatives from the INTO and TUI, to discuss new entrant pay measures. Pictured (from left): Breda Lynch (ASTI President), Sheila Nunan (INTO General Secretary), Noel Ward (INTO Deputy General Secretary), Kieran Christie (ASTI General Secretary), Diarmaid de Paor (ASTI Assistant General Secretary), Michael Gillespie (TUI Assistant General Secretary), Seamus Lahart (TUI President), and Joe Killeen (INTO President).

ASTI Convention 2019

The treatment of post-2010 entrants to teaching will once again dominate the ASTI's Annual Convention at Easter. Motions include that the ASTI work with the Public Services Committee of the Irish Congress of Trade Unions (ICTU) to ensure that in the next pay negotiations the Government commits to the principle of equal pay for equal work and a timetable for its realisation. Other motions reflect the concern among ASTI members that entry to second-level teaching is becoming increasingly unattractive for graduates, many of whom now require a two-year Master's.

The recent Higher Education Authority (HEA) report 'Graduate Outcomes Survey: Class of 2017' found that only 16% of second-level teacher education graduates had a permanent or open-ended contract nine months after graduating, compared to 76% of all graduates.

In order to qualify, register and practise as a teacher, a graduate must have an appropriate primary degree and, in the case of most degree holders, a Professional Master of Education (PME). The current fee for the two-year PME is approximately €6,000 per annum. The abolition of qualification allowances in 2012 means that PME holders do not receive any salary allowance for it.

New entrant pay – the facts

A newly qualified teacher who secures a full-time position and a contract of one year or more will receive an annual salary of €36,000. However, the reality is that the majority of recently qualified teachers are on fixed-term contracts and many of these contracts are not full hours. This means that they earn only a proportion of €36,000.

The recent Higher Education Authority (HEA) report 'Graduate Outcomes Survey: Class of 2017' found that only 16% of second-level teacher education graduates had a permanent or open-ended contract nine months after graduating, compared to 76% of all graduates. While the majority of graduate teachers were found to be working fixed-term contracts, 23% were employed in more precarious temporary positions, e.g., as casual part-time or substitute teachers. This compares to an 8% temporary casual rate of employment among graduates generally.

The pay of post-2010 entrants to teaching remains the priority issue for the ASTI in 2019.

THE SCHOOL UNION COMMITTEE

A group of teachers at St Dominic's College in Cabra have formed a school union committee to share some of the responsibilities of the school steward role.

Adrienne Healy had always been involved in the ASTI, but wasn't sure about taking on the responsibility of the school steward role, since the role had been vacant for a while at her school, St Dominic's College in Cabra. However, she saw that post from the ASTI was piling up unopened, as there was no school steward to distribute it. Soon after offering to distribute the post, she became the official school steward.

Working together

As Adrienne is involved in other ASTI activities (she is a member of the Central Executive Council and the Equal Opportunities Committee), she found that being school steward as well involved a lot of work. Mary Ohle, ASTI Honorary National Organiser, suggested to Adrienne that she could set up a school union committee to help her to carry out her school steward duties.

Adrienne's colleague Nigel Tierney agreed to be part of the school union committee and a third member, Fiona Dockery, has recently joined. "At first I was a bit dubious about the idea of a school union committee," says Adrienne. "I wasn't sure how we would keep track of everything and make sure everything got done. It has worked very well though. We have a dedicated ASTI filing cabinet where we keep everything of relevance, and Nigel and I set up a WhatsApp group for ASTI members in our school."

The WhatsApp group has been really helpful for the committee: "We share important ASTI information in the group, and we can keep track of what has been shared and discussed. This group has really made a big difference to the school steward workload. For example, instead of photocopying information to distribute to members, I can simply take a picture and share it in the group".

Organising meetings

The additional help of the union committee has been particularly useful for organising and running union meetings in the school and for conducting ballots. After running a number of school-based ballots, Adrienne and Nigel have developed a system for making sure they run smoothly. "There's a lot to keep track of with ballots, so it has been very helpful to have Nigel there with me to make sure everything is done correctly," she says.

Other duties of the school steward, such as organising meetings or helping members with their queries, have also been made easier by having Nigel's assistance: "Nigel organises a lot of the meetings, and he is very technical, so he is great at things like putting up the relevant circular on the board behind me while I'm speaking at a meeting. It's also helpful to have a second person when a member has a question; if I'm busy or not there on a particular day, he can help them with their query. Even just having someone else to bounce ideas off can make things easier. Teaching can be an isolating job, so the school union committee adds a social element to things as well. Now that Fiona has joined the committee, it will help even more".

Great support

Setting up a school union committee is something that Adrienne says she would recommend to any other school steward, even if they're not sure if



ASTI school steward committee, St Dominic's College, Cabra. From left: Nigel Tierney, Fiona Dockery, and Adrienne Healy (school steward).

there will be interest in it. For committee members it gives a flavour of the role of school steward. "While being a school steward might be too much for some people to take on, by being part of the committee, they can still be that bit more involved in the union," she says. "I'd recommend that if people are setting up a school steward committee, they take a look at the duties of the school steward and see if there's anything they want to take responsibility for and anything they can share. For example, it works for us that Nigel organises the union meetings and I distribute ASTI post to staff. Other tasks, like answering queries and running ballots, we share between us. Being school steward can be a time-consuming role at times, and it's great to have the support of the committee."

ASTI supporting school stewards

- Annual ASTI school steward training days provide practical support and information for school stewards.
- School stewards can find all relevant ASTI circulars and other useful information in the School Steward section of the ASTI website – <https://www.asti.ie/about-asti/structure/school-stewards/>.
- Information for School Stewards is an ASTI publication that includes essential information for school stewards, such as a guide to their role and contact details for their regional representatives.
- Support from your Head Office Official.
- School stewards can contact ASTI Head Office staff by calling 01-604 0160 or emailing info@asti.ie for advice and support.

AT THE HEART OF THE ISSUES

ASTI media interactions have covered pay inequality, teacher terms and conditions, and climate change.

“Headlines in the paper don’t always tell the true story. The average salary of €38,701 – there is no teacher starting out earning that...Teaching, from my research, is one of the longest pay scales. I don’t think anybody realises there’s a 27-year pay scale for teachers. You’ve got to teach for 27 years before you get to the top of the scale. Also, the promotional opportunities are limited. All these things are factors that teaching has become a much less attractive profession, leading to a recruitment crisis.”

Breda Lynch, ASTI President,
The Last Word, Today FM, February 19

“Recruitment and retention was at the heart of the nurses’ dispute, but it’s also at the heart of what’s going on in schools every day. There are schools up and down the country who are looking for teachers and advertising for teachers and getting no applications in some subjects, and pay inequality is at the heart of that problem. It was a horrendous imposition on the public sector and it has been particularly acute in its consequences in education, and needs to be fully dealt with.”

Kieran Christie,
News at One, RTÉ Radio 1, February 13

“If a teacher sharing scheme were to be introduced, first of all there would have to be proper expenses paid for the costs of the teacher moving from one location to another. It doesn’t happen for free. But particularly it would be the time. If you spend 45 minutes a day moving from one school, you shouldn’t be expected to be giving that time for free, that should be part of your timetabled time.”

Diarmaid de Paor, Deputy General Secretary,
Limerick 95FM, February 26

“These forms are excessively complex and require subject teachers to collaborate with a significant number of colleagues, as well as with parents and external agencies, for each student with a special educational need. All of this is to be done without appropriate training or time allocation. It is estimated that approximately 25% of students have special educational needs. For a second-level teacher teaching 250 students, this could involve 60 plus of these forms.”

Breda Lynch, ASTI President,
letter to The Irish Times, March 7

“Recent research has found that second-level students in Ireland rank above average in terms of their knowledge of and interest in climate issues. This interest is supported within the school curriculum through a range of subjects. This latest climate change movement demonstrates that far from being cynical, young people recognise the value of the collective voice in seeking social and political change. Individual Boards of Management are responsible for decisions impacting on schools and ASTI members will co-operate.”

ASTI spokesperson,
The Times Irish edition, March 8

“ASTI delegates voted unanimously at its last Annual Convention for a 30% increase in rates of pay for marking exams. It said payments to examiners for marking individual exam papers ranged from just over €4 to just over €32, depending on the subject and the length of the exam.”

The Irish Times, February 4



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SPRING CLEAN YOUR SPENDING

As we approach spring, what better way to start your spring-cleaning than to look at your spending and saving? Here are some top tips on how to take control of your finances.

Making small changes now could give you a little extra in your pocket for that summer holiday, weekend getaway, or towards achieving your savings goals. From money saving to claiming tax refunds, here are some simple ways to get more money into your pocket and get your financial spring cleaning off to the best start.

Money saving

Make a weekly/monthly budget

It seems like an obvious place to start, but making a clear budget at the start of the week/month will help to keep your spending on track.

The Competition and Consumer Protection Commission (CCPC) has developed a handy budget calculator to help you get started. You can visit www.ccpc.ie/consumers to find out more.* There are also a number of budget apps for your phone, including Fudget, Spending Tracker, Spendee, and many more.**

You need to record your monthly expenses, including your mortgage or rent, bills, food, other expenses, and socialising costs. Once you know what you need to spend, you can see where the savings can be made.

Be clever with your money

At the beginning of each week, take out enough money to cover your costs for that week. Try not to use your card during the week – we all know how easy it is to tap or swipe! Having cash will reduce the risk of overspending.



Ivan Ahern

Director of Cornmarket Group
Financial Services Ltd.

Cornmarket's Tax Return Service can advise you on your tax affairs and tell you if you are due a tax refund. Call them on 01-408 6261 for more information.



Search for offers

Groupon, Pigsback, and Living Social* are websites that provide discounted offers on almost everything, including hotels, spa breaks, meals, dental care, beauty and more. Terms, conditions and expiration dates apply so make sure you read them in full before purchasing.

Compare holiday prices

When it comes to booking your summer holidays, it pays to compare. There are lots of companies and websites you can use to book holidays, flights, accommodation, car hire and excursions, so compare their prices and make sure you are getting value for money.

Some of the top comparison sites include Trivago, Kayak, GoCompare, GoHop, and Compare Travel,* to name but a few.

Claim your tax refunds

Your P60 shows how much you earned in 2018 and how much tax you paid on your income. If you have not reviewed your tax for some time, or your personal circumstances have changed (for example if you got married, changed employer or have multiple sources of income), you could have unused tax credits or allowances – and this could mean a tax refund. Remember, you can claim back tax for up to four years.

Claim your flat rate expenses

Teachers are also able to claim job-related expenses called flat rate expenses. For example, teachers on full-time hours will receive a tax allowance of €518 per year, and teachers on part-time hours will receive a tax allowance of €279 per year. Teachers registered with the Teaching Council of Ireland will also receive an additional tax allowance of €65 per year. For a full list of flat rate expenses, visit revenue.ie.

Submit medical and dental expenses

You can claim tax relief at 20% on medical and dental expenses you have paid. This includes items such as:

- doctor, consultant or hospital fees
- drugs or medicines
- treatments or items prescribed by a doctor, for example physiotherapy
- non-routine dental treatments, such as root canal/crowns, and
- dietary products recommended by a doctor, for example coeliac/diabetic products.

* Please note that Cornmarket cannot be held responsible for the content on external websites.

** Available on Apple App Store and Google Play. This information is intended only as a general guide and has no legal standing. Cornmarket Group Financial Services Ltd. is a member of the Irish Life Group Ltd., which is part of the Great-West Lifeco Group of companies. Cornmarket's Tax Return Service is not a regulated financial product. Telephone calls may be recorded for quality control and training purposes.

TUNE IN TO ASTI CONVENTION 2019



There are lots of ways to follow the debates and speeches at ASTI Convention 2019.

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's Annual Convention takes place from April 23 to 25 in Clayton Whites Hotel, Wexford.

Delegates will debate motions that decide the union's policy for the coming year, and will listen to key speeches from ASTI President Breda Lynch, Minister for Education and Skills Joe McHugh, and guest speaker Kathleen Lynch, who is a professor at the UCD School of Education.

A number of motions to be debated capture the ASTI's concerns that entry into second-level teaching is becoming increasingly unattractive for graduates.

Curriculum reform is also a key issue, with motions calling for meaningful engagement with teachers and adherence to the ASTI's policy of independent, impartial assessment of State examinations.

A number of motions at this year's Convention call for additional resources for schools in order to support the work of schools and teachers in supporting inclusive education.



Holocaust Education Trust Ireland

Berlin Study Visit

23 – 26 April 2019



Memorial to the Murdered Jews of Europe

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 resonances 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; Grunewald Deportation Site; Sachsenhausen Concentration Camp; The Anne Frank Centre; Otto Weidt House and the Silent Heroes Archive

Cost: €495 (inclusive of travel, hotel and entrance fees)

For information and details about all our teacher education programmes, contact:

Holocaust Education Trust Ireland, Clifton House, Lower Fitzwilliam Street, Dublin 2, Ireland.
Tel: + 353 1 6690593. Email: info@hetireland.org www.hetireland.org




How to follow what's happening at Convention 2019

Watch key speeches live and read them back

Key speeches from the ASTI President, the Minister for Education and Skills, and Prof. Kathleen Lynch will be streamed live on the **ASTI website** from 4.25pm on Tuesday, April 23. The text of the speeches will also be available on the website after they have been given.

Social media

We will be posting on our Twitter and Facebook platforms live from the Convention hall.

Twitter account @astionion

Twitter hashtag #ASTI19

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

You can also keep up to date by visiting

www.asti.ie.





WORLDWISE GLOBAL SCHOOLS

Irish Aid's National Programme for Global Citizenship Education in Post-Primary Schools.

Grant Funding for Schools 2019-2020



The WorldWide Global Schools (WWGS) programme aims to build the capacity of schools to explore Global Citizenship Education

Application opens: 8th April 2019

Deadline for applications: 10th May 2019

We offer grants of up to €2,000 to assist schools to integrate Global Citizenship Education into their school community.

How much can our school apply for?

Starter School Grant – Up to €600

For schools that are relatively new to Global Citizenship Education and/or new to engaging with WWGS.

Established School Grant – Up to €2,000

For schools that are experienced in Global Citizenship Education and have previously engaged with WWGS.



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What is Global Citizenship Education?

Global Citizenship Education enables students to acquire the knowledge, skills, attitudes and values necessary to become global citizens who take action to transform the world.



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The sports hall at Athboy Community School is fully visible to passing pupils, which helps to promote pupil participation in games by showcasing sports.



The building works very well and allows for easy movement of pupils at class breaks.

SPACE TO LEARN

The Department of Education and Skills has commenced a major period of school construction. *ASTIR* asks if these new buildings will meet the needs of a modern educational system, and what about the infrastructural deficits in existing school accommodation?

In April 2018, then Minister for Education and Skills Richard Bruton TD announced plans to establish 42 new schools, including 16 post-primary schools, between 2019 and 2022. The plan also announced large-scale projects such as school extensions under the Additional Accommodation Scheme.

While the Department's commitment to meeting the need for school places for Ireland's growing population is welcome, it is vital that these schools, both new and existing, meet the needs of a modern education system, which includes both academic and pastoral considerations for increasingly diverse school communities.

OECD Learning Environments Evaluation Programme

How do school buildings support teaching and learning? And what is their impact on outcomes?

The OECD's work on Effective Learning Environments (ELE) aims to improve how learning environments support the pedagogies, curriculum, assessment and organisational forms necessary to develop students' capacities for the 21st century. The Learning Environments Evaluation Programme (LEEP) was launched in 2013 to develop instruments and analyses that inform school leaders, researchers, designers, policymakers and others about how investments in learning environments translate into improved education, health, and well-being.

Ireland is one of nine countries participating in the Programme, which seeks to develop the evidence base for how the physical learning

environment impacts learning through the OECD School User Survey: Improving Learning Spaces Together. This consists of three self-assessment questionnaires designed for students, teachers and school leaders, which can be used to collect and compare evidence on the use of learning spaces, as well as user perspectives.

As defined by the LEEP framework, the factors that lead to successful education outcomes include three dimensions:

- achieving effective learning environments (effectiveness)
- enabling more efficient use of space with regard to resource and space planning, use and management (efficiency), and
- providing sufficient resources to meet the minimum requirements to ensure users' comfort, access, health, safety and security (sufficiency).

LEEP aims to create best practice guidelines to assist OECD countries in developing physical learning environments that meet the needs of 21st century learning and teaching. Further information is available at: <http://www.oecd.org/education/effective-learning-environments/>.



Long, wide corridors allow for ease of pupil supervision.



All classrooms have internet access and data projectors.

ASTI submission

The ASTI made a submission to the Joint Committee on Education and Skills on this issue, and in July 2018, ASTI Assistant General Secretary with responsibility for education and social policy development, Moira Leydon, presented the ASTI's recommendations to the Committee.

The ASTI submission welcomes the Committee's focus on second-level school planning, but cautions that the focus must not simply be on new buildings, but also must encompass current and future school accommodation. While demographic change is a key driver of school planning, a range of other issues must also be considered, including:

- participation and retention rates
- technological developments, including wireless networking, and digital learning tools and equipment
- special needs provision, including the need for on-site therapeutic and related services
- changes in the pupil–teacher ratio, and
- existing stock and prefab replacement.

In addition, the ASTI also recognises the need for a focus on:

- prioritising well-being and youth mental health, which will require schools to have dedicated spaces for counselling and related services
- the national STEM strategy objective to increase the number of students taking STEM subjects, which will require more and better equipped laboratories and spaces for engineering classes
- spaces for physical education/sport, and
- ongoing curriculum change based on active-learning methodologies, collaborative work, enquiry-based learning, etc., which will require radical changes to the layout of classrooms and other learning spaces.

The ASTI submission highlights the need for an evidence-based approach to school infrastructure planning, and strongly recommends that an inventory of school accommodation be established by the Department.

Upgrading current school accommodation

The ASTI believes that one of the most pressing challenges for education policy is the need to improve the quality of school accommodation. Year on year, commissioned research by the ASTI confirms that many schools have significant infrastructural deficits. Teachers and school principals have highlighted: overcrowded classrooms; inadequate number of science laboratories; lack of rooms for resource teaching and other forms of personalised learning support; inadequate PE facilities, especially in relation to showering and changing areas; and, non-existent social and circulating space for students. Pressure on school accommodation has frequently resulted in school libraries, assembly halls and social spaces being converted to classrooms.

**Pressure on
accommodation frequently resulted in
libraries, assembly halls and social
spaces being converted to classrooms.**

Effective learning environments

The ASTI submission addresses the importance of architecture in all aspects of our lives, not least in our schools. The physical learning environment is an influential element in the complex and highly contextualised nature of learning. Insufficient attention has been given to this dimension of investment in education. The OECD has initiated an innovative project on the physical learning environment: the Learning Environments Evaluation Programme (LEEP; see panel). Ireland's participation in this project represents a unique opportunity for building an empirical database of our current school accommodation. The ASTI strongly recommends that the Department continue to participate in this highly relevant project.

A Principal’s experience

After the amalgamation of two schools in the area (a process that began in 2003), Athboy Community School (where there are 23 ASTI members) opened its new building in 2011, which was delivered under the Public Private Partnership (PPP) process. Principal Anthony Leavy talks about the experience, and what they would do differently.

Did you have input into the school’s design?

As principal, I had very little input into the design of the school.

Did you feel you were able to future proof the school in terms of technology, new styles of learning/teaching, etc?

The school is well equipped in terms of technology and ICT, although computer hardware initially installed in 2011 is now in need of replacement. While all classrooms have internet access and data projectors, the size and design of the rooms was still based on the traditional model of up to 30 students working with one teacher in a 7m x 7m classroom. While new teaching styles that promote collaborative learning are currently being developed successfully, more spacious rooms with the capacity to subdivide spaces (with freestanding and soundproof partitions), would allow for more progressive methodologies that would promote collaboration between teachers. Such spaces could also be used for meetings that require more space than a double room but which are too small to hold in a hall.

What was your experience of the process?

The advantage of the process was that the principal could continue to lead and manage the school without the major distraction of co-ordinating a building project. In our case the new building was on a separate greenfield site, which meant that there was no disruption to teaching and learning during the construction stage.

Eight years on, does the school still meet the needs of your school community?

The school continues to meet the educational needs of the community and is also used by some local sports clubs.

Department statistics

- In the last five years, 14 new second-level schools have been opened with an aggregate enrolment of 10,000 students.
- Large-scale projects have provided over 122,000 permanent school places (over 89,000 additional places and 33,000 replacement places).
- Almost 53,000 permanent school places were provided under the Additional Accommodation Scheme.
- In 2010, some 9,000 school places were created. In 2017, that number was approximately 18,800. Since 2011, more school places have been created than during any other period in the history of the State.
- The Department’s website is also being updated to ensure that the current status of existing major projects in the school building programme is set out in a more user-friendly format. See: <https://www.education.ie/en/School-Design/Building-Works/>.



The ASTI’s submission to the Oireachtas Joint Committee on Education and Skills talks about the need for spaces in schools for more than just teaching and learning. Does your school have these spaces?

The school building works very well and allows for easy movement of pupils at class breaks. Long, wide corridors allow for ease of pupil supervision in the absence of alcoves, which can sometimes be problematic. It has very good natural lighting and a generous amount of toilets for staff and students in comparison to the older buildings. The sports hall is fully visible to passing pupils, which helps to promote pupil participation in games by showcasing the sports. Outdoor seated spaces are available to pupils who wish to meet in groups at break times in good weather. The school was provided with a fully equipped autism spectrum disorder (ASD) facility with a separate entrance and parking area, while still being within the footprint of the building. We have an excellent facility management staff who look after all the cleaning, room set-ups and parking as required.

While the advantages of a new building far outweighed the disadvantages, we would have preferred to have more say in the layout of playing pitches and related equipment, such as retaining nets.

What advice/suggestions would you have for future building projects?

- Locate ethernet and video cables safely, to avoid creating trip hazards for staff and students.
- Provide “as built” drawings to facilitate maintenance and repair work.
- In the case of non-PPP schools, there is a need to provide hands-on support to schools with regard to building maintenance, perhaps in the form of a building services manager. This would need to be funded by the DES. It is not enough to simply provide a state-of-the-art building and, unrealistically, leave it to a principal to run.
- New schools should be provided with on-site cooking facilities, to facilitate the provision of hot and healthy alternatives for pupils and staff.
- All schools would benefit from having a third set of changing rooms for visiting teams.
- A centralised clock system would allow for updating all clocks simultaneously.
- Heating systems should be zoned so as to allow maximum control.
- Pupils should be provided with adequate storage space for bags/sports kit and other equipment, which is compliant with fire regulations.

CHILD PROTECTION AND SAFEGUARDING INSPECTIONS

The commencement of the Children First Act has implications for second-level schools.



Why have child protection and safeguarding inspections been introduced?

The commencement of the Children First Act 2015 and the 'Children First: National Guidance for the Protection and Welfare of Children 2017' resulted in new child protection guidelines for primary and second-level schools. The Child Protection Procedures for Primary and Post-Primary Schools 2017 have been operative since December 11, 2017.

The primary differences in the 2017 Guidelines are the statutory obligations on: (i) certain professionals, including all registered teachers, to report allegations or concerns about child abuse, and (ii) organisations providing services to children, including schools, to keep children safe from harm and to produce a Child Safeguarding Statement. Circular 0081/17 sets out the requirements on schools under the new Guidelines, which operated side by side with the 'Children First: National Guidance for the Protection and Welfare of Children'. In addition, the Procedures contain an 'oversight' requirement on the Inspectorate to monitor and report on schools' compliance with both the Procedures and the safeguarding duties on schools under the Children First Act 2015.

Accordingly, a new inspection model commenced in January 2019: Child Protection and Safeguarding Inspection (CPSI). The aims of the CPSI model are to:

- monitor the implementation of the Child Protection Procedures for Primary and Post-Primary Schools 2017 in a sample of schools annually
- publish written reports on the implementation of the Child Protection Procedures for Primary and Post-Primary Schools 2017 in the sample of schools inspected
- report to the Schools Division and to the Child Protection Oversight Group (CPOG) of the Department of Education and Skills on the extent to which the Child Protection Procedures for Primary and Post-Primary Schools 2017 are implemented in the sample of schools inspected, and
- gather information to inform the development of child protection and safeguarding requirements by the Department of Education and Skills, and by other Government departments and agencies involved in child protection.

What will happen during a CPSI?

As the focus of the CPSI is the school's compliance with both the Child Protection Procedures for Primary and Post-Primary Schools 2017 and the safeguarding responsibilities under the Children First Act 2015, the primary areas for the inspection are:

- students' experience of the school's Social, Personal and Health Education (SPHE) and Relationship and Sexuality Education (RSE)
- an online survey of parents focused on issues on school climate and parents' awareness of the school's child protection procedures, and the school's anti-bullying procedures
- meetings with relevant school personnel, board of management and parents' association:
 - Designated Liaison Person (DLP)/Deputy DLP
 - chairperson of board of management
 - a sample of school personnel
 - SPHE co-ordinator
 - members of the school's parents' association
- review of documentation: board of management minutes; child safeguarding statement and risk assessment; relevant school plans, in particular SPHE and RSE and timetable data, and
- review of child protection records.

How do I prepare for a CPSI?

As noted above, the curriculum focus for CPSI relates to SPHE and RSE. The CPSI will review whole-school planning documentation to evaluate if the school has planned appropriately for the implementation of the SPHE and RSE curriculum. The former includes SPHE and RSE teachers' subject planning documents and school timetable information.

CPSI will also check to confirm if the sample of school personnel have the necessary familiarity with the Child Protection Procedures for Primary and Post Primary Schools 2017 to enable them to fulfil their responsibilities as mandated persons to report allegations or suspicions that a child may have been abused or neglected, is being abused or neglected, or is at risk of abuse or neglect. Accordingly, the best way to prepare for CPSI is to read the Child Protection Procedures, in particular 'Chapter 4 – Statutory Obligations on Registered Teachers'.

CURRICULUM MATTERS

ASTI engagement with the Department on Junior Cycle issues continues, while a new report analyses the impact of the revised Leaving Certificate grading scheme.

Teachers' Junior Cycle concerns

More than half of teachers have found that preparing for and conducting classroom-based assessments (CBAs) has reduced their classroom teaching time.

A web-based survey conducted by the ASTI of teachers teaching Junior Cycle subject specifications also found that while almost 40% believed the in-service they received gave them a better understanding of the rationale for the Framework for Junior Cycle, only 23% agreed that it had given them a better understanding of how to teach their subject specification.

The survey targeted those who had already attended in-service and was completed by 764 teachers. A large minority of the respondents – 44% – stated that CBAs and Subject Assessment and Learning Review (SLAR) meetings have resulted in a reduction in extra-curricular activities for students; 56% stated that they had not.

The survey follows the establishment of an ASTI committee to explore members' experiences of Framework for Junior Cycle in-service. In its report to the ASTI's Central Executive Council in January of this year, the committee stated that in completing the survey respondents had contributed a significant number of additional comments regarding their experiences of the Framework. These comments indicate that teachers share a number of key concerns, including:

- teachers are not convinced that the Framework will create better



Breda Lynch (ASTI President), Deirdre Mac Donald (ASTI Vice President), Kieran Christie (ASTI General Secretary), and Moira Leydon (ASTI Assistant General Secretary) met with Junior Cycle for Teachers (JCT) representatives Pádraig Kirk (JCT Director), Dónal O'Mahony (JCT Deputy Director), Sarah Nally (JCT Team Leader (L1LP/L2LP)), and Eoghan Evesson (JCT Deputy Director).

ESRI research on grading

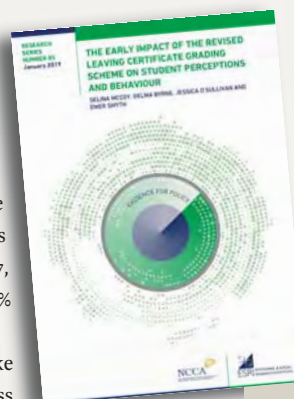
Research on the impact of the revised Leaving Certificate grading scheme introduced in 2017, in which the 14 grade bands were reduced to eight, has found that while the number of students taking higher-level subjects has increased, this has not translated into increased attainment. The smaller number of broader bands was designed to ease the pressure on students to achieve marginal gains in examinations, and encourage more substantial engagement with each subject. The new scheme also awards points to candidates who receive a mark of 30-39% on a higher-level paper in the Leaving Certificate, equivalent to the new H7 grade, and is designed to encourage the uptake of higher-level subjects.

However, the research found that this increase in the uptake of higher-level subjects has led to a weakening of the overall grade profile for higher-level examinations. This is most notable in the cases of mathematics and Irish, where the increase in the number of students taking these subjects at higher level has been accompanied by an increase in the number of students attaining lower grades. The number of students sitting higher-level mathematics rose from 28% in 2016 to 30% in 2017, while the numbers sitting higher-level Irish rose from 42% in 2016 to 46% in 2017.

A further finding from the research relates to the relatively lower uptake of higher-level subjects in smaller schools, which faced constraints in class

sizes and their ability to offer subjects at different levels to their students. Similarly, DEIS schools did not record the same increases in higher-level uptake, widening the gap between DEIS and non-DEIS schools in terms of the proportion of students taking higher-level courses.

The research found that students opting to study higher-level subjects were motivated by the rewards of persevering with higher-level courses, with maths being notably singled out for the bonus points awarded for those achieving over 40%. However, this created a difficulty for some students opting to study higher level who may not have the capacity to undertake that level.



However, the report states that as the new arrangements were only introduced recently, further research at a later stage would be beneficial. In addition, the ASTI notes that these changes were proposed along with other changes, some of which have not been fully implemented.

The report is available at
<https://www.esri.ie/publications/the-early-impact-of-the-revised-leaving-certificate-grading-scheme-on-student>.

educational outcomes or maintain standards

- teacher workload has increased in a number of ways; for example, the specification subject model with reduced information on subject content, learning outcomes and key skills has resulted in much greater planning work for teachers, who feel that they now have to develop their own resources to supplement the specified course content. The lack of support material in the form of lesson plans, templates for units of study/learning outcomes, and the non-availability of sample questions until late in third year has also exacerbated workload
- many teachers experienced the revised specifications as 'rushed', and
- teachers expressed the need for more and better in-service.

The ASTI has presented the survey results to the Departmental Junior Cycle Implementation Group. The ASTI has also met with the Director and other members of the Junior Cycle for Teachers (JCT) team to communicate teachers' concerns and the need to improve the overall quality and delivery of in-service.

NCCA Senior Cycle review

In May 2018, the NCCA commenced a consultation process on Senior Cycle education by establishing a network of 41 second-level schools. Teachers, students and parents in these schools were invited to

participate in discussions in two cycles. Cycle 1 focused on the purposes of Senior Cycle education, and Cycle 2 focused on programmes, pathways and post-school transitions. After each cycle, a summary report was prepared by the NCCA in co-operation with the ESRI, incorporating the feedback from parents, students and teachers. These reports were circulated for discussion at a total of eight regional seminars hosted by the NCCA. The ASTI nominated members to participate in these discussions, which were heavily criticised as being unresponsive to the teaching profession's views and professional expertise. The next stage in the NCCA review process is the submission of a full report on both cycles of the consultation with Network schools to the next NCCA Council meeting in late spring. The NCCA Council will then issue a discussion paper for public consultation. This paper will include such issues as:

- the purpose of Senior Cycle education
- pathways, programmes and flexibility
- assessment, reporting and transitions
- well-being
- inclusion, and
- strengths and areas for development of Senior Cycle.

The ASTI will at that stage commence a wide internal discussion on the NCCA discussion paper.



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Aidan Kerrigan RIP

The brutal irony of beauty and grief was not lost on the hundreds who turned out to bid farewell to Aidan Kerrigan in St Mary's Cemetery, Knockbridge, Co. Louth, on December 27 last. The bright blue, sun-filled sky was in sharp contrast to the shock and grief being experienced by the hundreds who turned out to bid farewell to a much-loved family man, husband, father and grandad, sportsman and mentor. We who had the privilege of knowing him as a colleague in Coláiste Rís, Dundalk, knew him as a dedicated and caring teacher. And as if to cast the final insult, a robin, often the symbol of eternity, went into full voice, trumpeting the glories of this bright winter's day and the final salute to one of nature's gentlemen. Dundalk and Knockbridge were in total shock as the news rippled out that Aidan Kerrigan had died suddenly on December 23, just two days before Christmas. Coming to Scoil na mBráithre, Dún Dealgan, in September 1973 as a HDip student, Aidan remained as a much-loved member of the teaching staff of Coláiste Rís until



his retirement in June 2017. His 44 years of unbroken service to the education of the youth of Dundalk and its surrounding areas saw him teach chiefly English and geography. He was also an avid student of history, and had a particular interest in the history of World War II. Long before the days of formal subject department meetings Aidan was known to advertise the English Department planning meetings with notices bearing the initials IAWT. It was only with experience that one would understand the meaning of this code – 'In Aidan We Trust'. No one argued with that! A native of Camolin, Co. Wexford, Aidan was educated in Camolin National School before boarding in St Peter's College, Wexford, where he honed his skills as a proficient hurler. He represented both St Peter's College and Wexford at

minor level, winning All-Ireland Minor medals at both county and college levels. Aidan also won a Fitzgibbon Cup medal with Maynooth in 1973 before making his move to Dundalk. Aidan played Gaelic Football with Roche Emmets and won a Louth Championship medal in 1980. He also won an All-Ireland Junior Hurling Medal with Louth in 1977. His passion for hurling remained infectious in his adopted county of Louth, and he played with Dundalk team Naomh Moninne before founding his beloved Knockbridge Hurling Club with Gerry Dunne. He led the Knockbridge hurlers to five county titles in a row between 2005 and 2009. Aidan was involved at every level of the club right up until a few days before his sudden death. His service to hurling in Coláiste Rís was characterised by what he boasted was "samba hurling", inspired by the dazzling football practised by the great 1970 Brazil team of Pele, Carlos Alberto and Jairzinho.

As well as being an avid follower and participant in sport, Aidan represented the Dundalk Branch of the ASTI at Annual Convention as a delegate. He looked forward to the annual get-together and enjoyed the formal and informal activities, renewing old acquaintances and making new ones. Aidan spent many years as a staff representative on the Coláiste Rís Board of Management.

Aidan was a man of strong opinions and convictions, and a hallmark of the day in Coláiste Rís was the early morning gathering with colleagues Seán Quigley and John McCourt in his classroom. Aidan had particularly strong feelings about the banking crisis in Ireland. But it was his good humour that made an indelible impression on both staff and students. "Hello my good friend" was his greeting to many students upon meeting them on the corridor. "Everyone had a friend in Mr Kerrigan", I heard said on our return to school after Christmas. In a word, Aidan Kerrigan made people feel special. His retirement from teaching in 2017 created a void that would be filled by his occasional visit to the school. But his sudden death has rendered that void a brutal reminder of the transience of life.

Aidan is survived by his wife Mairéad, daughter Michelle, and sons Conor, Shane and Gavin.

Ar dheis Dé go raibh an anam uasal.

SÓC



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Patrick Gillman

ASTI President 1961-1962

Paddy Gillman died on January 17, 2019. He had just turned one hundred, having been born on December 20, 1918. Paddy was a native of Curraduff, Newmarket, Co. Cork, but spent his teaching life in Knockbeg College, Co. Carlow. He was the last of a great group of ASTI activists who were prominent in the middle of the last century and who laid the foundations for what the ASTI was to become. The president of the ASTI did not get a sabbatical year until 1972, but the elected officers worked hard on behalf of the members with minimal secretarial assistance. At that time the working conditions for secondary school teachers were very poor. They were required to work a six-day, 26-hour teaching week. There was a separate salary scale for married men and a lower scale for single men, and for women. Women were usually sacked upon marriage. In addition, the pension scheme was totally inadequate.

When Paddy Gillman delivered his Presidential address in the Royal Hotel, Athlone, on April 25, 1962, it was just one month after the establishment of the Retired Secondary Teachers' Association (RSTA) on March 26. Paddy had been a member of the Pensions Committee of the ASTI, which had



played a critical role in the establishment of the RSTA, so it was not surprising that he made a very strong reference to the deplorable pension scheme in his public address.

He stated that the pensions of secondary teachers were tied to their retiring salaries and that they were not automatically adjusted when the salaries of serving teachers rose. He noted that in the majority of countries of Western Europe, pensions were adjusted in line with the cost of living, and that it was high time that the same thing happened in Ireland.

When Paddy eventually retired from his teaching position in Knockbeg College he was given a gift of a sports bicycle by his colleagues in the Carlow Branch of the ASTI, a gift that

no doubt contributed to his long life and many years of drawing that hard-fought-for pension. He also joined the RSTA, and when the RSTA began to expand its activities outside Dublin and Cork, Paddy played a prominent part in establishing the Kilkenny Branch in 2000.

Paddy was a much-loved teacher of the old school. He celebrated his 100th birthday on December 20, 2018, but unfortunately his wife Maura, a well-known teacher of home economics in Presentation College, Carlow, had died in September. He is survived by his daughter Marie, sons Dick and Michael, sister Mary, eight grandchildren, and two great grandchildren.

Ar dheis lámh Dé go raibh a anam dílis.

Louis O'Flaherty

Schools win Griffith College bursaries



Presentation by Professor Hegarty of the Bursary cheque to Ann Marie Leonard, principal St John's De La Salle.

Griffith College awarded the first of its STEAM bursaries in February, with St John's De La Salle receiving a cheque for €5,000 and Kylemore College receiving a cheque for €3,000. Bursaries will be presented to the remaining three winners – Loreto Crumlin and Cork-based St. Vincent's and St. Colman's – over the coming weeks. In addition, these schools will receive tours and workshops at leading tech firms including

Amazon, Core, Wolfgang Digital, Integrity 360 and Microsoft. The College will also donate some of its computing stock to the winning schools to give their students access to more up-to-date equipment. Run in partnership with Cpl, the Bursary is focused on supporting STEAM subjects (Science, Technology, Engineering, Arts, and Math) in disadvantaged DEIS secondary schools.



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SAFEGUARDING TEACHERS' PENSIONS

RSTA President Pádraic O'Doherty outlines the wide involvement of RSTA.

It is in the interest of all teachers to have a pension plan in operation for their future, from the beginning of their careers. Accordingly, pensions are deferred earnings and the property of the individual. The RSTA is proactive in the protection of pensions and has links to kindred bodies in Ireland and Europe to raise awareness of issues that arise at different times. However, the policy of the RSTA is to work through the ASTI in negotiation matters.

The Retired Workers Committee

Since the Retired Workers Committee (RWC) was established in 1991 the RSTA, with the ratification of the ASTI, has played a significant role in it, along with 15 other unions. It is represented in the European Trade Union Federation (ETUC) through the European Federation of Retired and Elderly People (FERPA). This organisation emphasises the importance of the transfer of skills to the younger generation and ensures an intergenerational solidarity approach; it avoids obstacles that hinder younger people from entering the workforce for secure and gainful employment.

The Alliance of Retired Public Servants

The Alliance of Retired Public Servants (ARPS) was established following the more recent severe cutbacks imposed on retired public servants by the FEMPI legislation. The ARPS is now recognised by successive Ministers for Public Expenditure and Reform as the representative body for public service

pensioners and represents 140,000 public servants. Since 1973, it has been understood that pensions would increase following pay increases in line with the concept of pay parity. At present, pension parity is only guaranteed until the end of the Public Service Stability Agreement (PSSA) in 2020, and the ARPS is raising awareness of possible pension erosion if this is not challenged. The main ARPS and ASTI policy is that parity with serving members be maintained.

Social events

The New Year got off to a great start, with the Midlands Branch heading for Málaga and surrounding cities. The traditional ASTI coffee morning for RSTA representatives has been reinstated and took place on February 1. It went into abeyance for some time as the office was upgraded under health and safety regulations to allow for a limited capacity loading to a maximum of 50 people. Each year nine branches will be invited to send three representatives. It is another opportunity for the RSTA executive and branch members to meet with the officers of the ASTI and each other on a social basis. The RSTA gratefully appreciates the ASTI's hosting of this event at headquarters.

Recruitment

An ASTI retirement function has already taken place in Killarney this year and others will follow throughout the regions. Retirees are earnestly encouraged to join the RSTA to strengthen its campaign for pension parity in solidarity with members past, present and future. There is strength in numbers.

RSTA membership application/renewal

Name:

Address:

Home phone:

Mobile:

Email:

RSTA branch:

Annual subscription: €24
Annual renewal date: September 1

Payment options: Bank standing order (recommended by RSTA) or cheque (payable to RSTA)

Return to: Mrs Muriel McNicholas, Cordarragh, Kiltimagh, Claremorris, Co. Mayo.

Contact: murielmcnicholas@gmail.com or 085-118 1330

The personal information requested here is required to administer your membership of the RSTA. It is used by the RSTA in compliance with the General Data Protection Regulation (GDPR). See the RSTA Data Protection and Privacy Policy on the RSTA website – www.rsta.ie.

Standing order set-up form

Please complete in **BLOCK CAPITALS** using black or blue pen.

To: The Manager (Bank name and full address)

I hereby authorise and request you to DEBIT my account:

Account name/s:
IBAN BIC

And to credit the account of:

RETIRED SECONDARY TEACHERS' ASSOCIATION

IBAN: IE55 AIBK 9323 6112 7290 80 (BIC: AIBKIE2D)

with the amount of **€24** (twenty four euro)

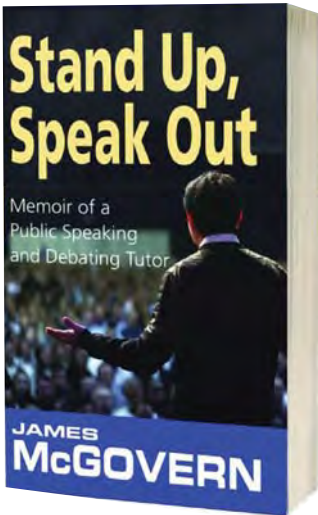
Start Date: ___/___/20___ **Frequency:** Annually until further notice

Reference: (To identify member's subscription on RSTA bank statement):

Member name and RSTA branch

Signature: Date: ___/___/20___

ASTI member publishes memoir



A member of the ASTI Education Committee and frequent Convention delegate, James McGovern, has published a book, *Stand Up, Speak Out – Memoir of a Public Speaking and Debating Tutor*. In his memoir, James tells the story of his 32 years as a public speaking and debating tutor in St Mary's CBS, Enniscorthy.

As well as teaching history and religion, James trained students from St Mary's CBS to overcome their shyness and fear of public speaking to become national public speaking and debating champions. *Stand Up, Speak Out* contains James' accounts of debating competitions over the years

alongside personal experiences written by members of winning St Mary's teams.

Stand Up, Speak Out – Memoir of a Public Speaking and Debating Tutor is available from all good bookshops and will also be available to purchase from James at ASTI Convention 2019.

ASTI Principals and Deputy Principals' Seminar 2019

A seminar for ASTI principals and deputy principals is scheduled for Wednesday, June 12, 2019, in Portlaoise. The Committee for 2019-21 will be elected at this seminar. More information about the seminar will be published in the May issue of *ASTIR*.

Council of Irish Chiefs and Clans of Ireland Prize in History 2019

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, is offering a prize of €500 to 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 AD 400 to 1690), such as Irish kingship, lordship, landholding, 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 Irish.

Entries, with candidate's name, 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 Dr Katharine Simms, History Department, School of Histories and Humanities, Trinity College Dublin, Dublin 2, Republic of Ireland, to arrive by June 1, 2019.

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.

Household Benefits Package

All members over 70 years of age should be aware that they are entitled to the Household Benefits Package, a package of allowances that help you with the costs of running your household. The package includes the electricity or natural gas allowance, and a free TV licence. If you are aged 70 or over you qualify, regardless of your income or who lives with you. For more information on the Household Benefits Package, see <http://www.welfare.ie/en/Pages/Household-Benefits-Package---SW-107.aspx>.

Patrician Academy fundraising drive



Patrician Academy, Mallow, Co. Cork, was extensively damaged by fire in July 2016. The extension that opened in the early 1990s was gutted and subsequently demolished. Staff and students are now back on site but only have use of the original monastery and older buildings, which were refurbished after the blaze. The majority of classes are housed in 12 temporary prefabs.

The school is organising a 'Monster Raffle' to fund further refurbishments, with a first prize of a new Suzuki Celerio and many other prizes. Tickets can be purchased through PayPal:

[https://paypal.me/PAMcardraw? locale.x=en_US](https://paypal.me/PAMcardraw?locale.x=en_US).

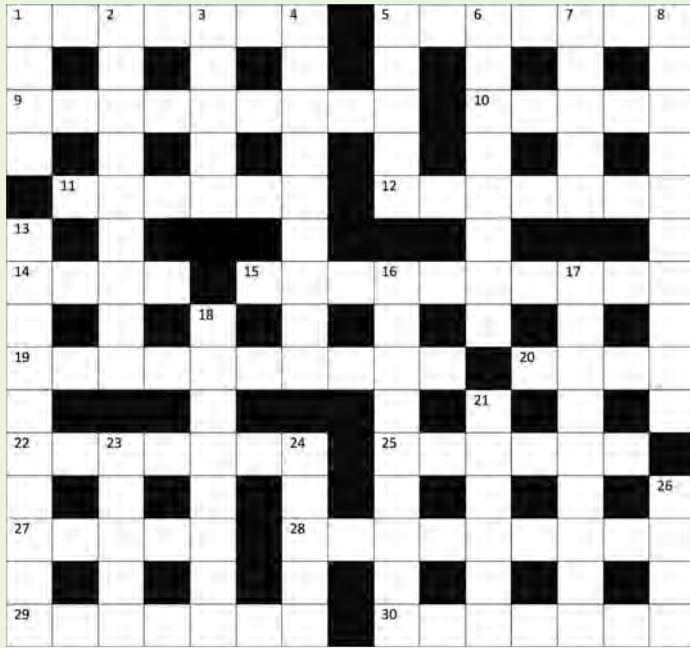


Sponsored by ASTI Credit Union

ASTIR CROSSWORD NO. 1902

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. 1902, Think Media,
The Malthouse, 537 NCR, Dublin 1.

To arrive by: Tuesday, April 30, 2019

LEIDEANNA TRASNA

1. "Go mbeidh leat!" (2,5)
5. Duine oilte, sciliúil (7)
9. Ceannaire spioradalta mhuintir na Tibéide (5,4)
10. Ní scéal rúin é má tá a fhios agé (5)
11. Céadainm an Cheallachánigh, ar deirfúr í le Jim, TD (6)
12. Óstán ar Shráid Uí Chonaill san ardchathair (7)
14. In *El Dorado* gan réal, ach le créatúirín marbh (4)
15. Céadchodán ráfla (10)
19. Ceapachán, fuiliú, achrrann nó iniúchóir (10)
20. Imríonn sé i measc na dtosaithe den scoth atá ag an mBeilg (4)
22. Abhainn ar a bhfuil Béal Feirste suite (2, 5)
25. I dtoirchim suain, gar don bhás, b'fhéidir (1, 5)
27. Príomhchathair na Gréige (5)
28. Súile chomh mór le (9)
29. Cathair i Georgia, S.A.M. (7)
30. Troscadh agus , staonadh ó fheol (7)

LEIDEANNA SÍOS

1. Iolar damanta ag faoileáil timpeall anseo? (4)
2. Nían leid seo a oibríú amach más mian liom an crosfhocal a chríochnú (6,3)
3. Teicníc leighis trí lámha a leagadh ar an othar (5)
4. Is a leagtar cúraimí an tí, de réir Airteagal 41.2 den Bhunreacht (2,2,5)
5. Feall nó drochbheart (5)
6. Piosa cainte, óráid (8)
7. Is gá an méid seo míle uair a chur isteach chun máistreacht a fháil ar cheird, deirtear (5)
8. An *Prado*, mar shampla, nó an IMMA (10)
13. Príomhchathair na hAetóipe (5,5)
16. Cabhair, cúl taca (9)
17. Seans go bhfuil 22 trasna é seo gar dá foinse (9)
18. Ceann de na Blascaoidí (8)
21. An saghas Béarla a labhraítear i Learpholl (6)
23. Fána nó talamh chlaonta (5)
24. Conradh idir Meiriceá, Ceanada agus Meicsiceo (5)
26. Éist leis an bhfuaim anois agus scríobh isteach an freagra! (4)

Solution to ASTIR Crossword No. 1901

ACROSS

1. Iberian
5. Caldera
9. Elevation
10. Parka
11. Shrove
12. Andorra
14. Ring
15. Betterment
19. Discussion
20. Iris
22. Subbing
25. Scythe
27. Arena
28. Brambling
29. Diapers
30. Halogen

DOWN

1. IBEC
2. Elephants
3. Isagon
4. Noiseless
5. Conga
6. Lapidary
7. Error
8. Anabaptist
13. Bridesmaid
16. Taoiseach
17. Earthling
18. Fumigate
21. Symbol
23. Breda
24. Gibes
26. Ogen

Did you miss?

- Space to learn 20
- Curriculum matters 24

CONGRATULATIONS

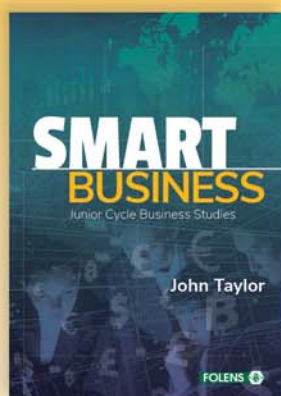
Congratulations to the winner of Crossword No. 1901:
Adele Duffy,
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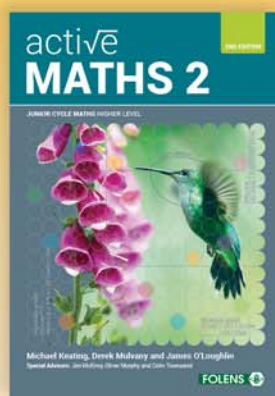
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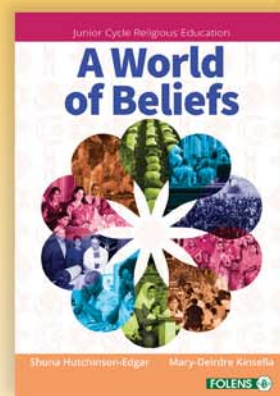
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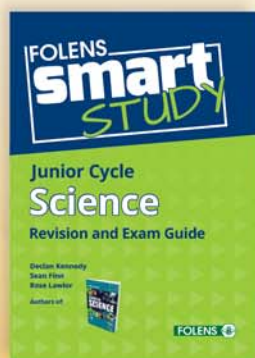


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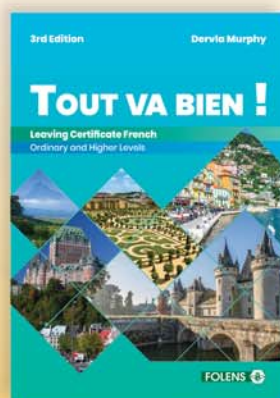
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