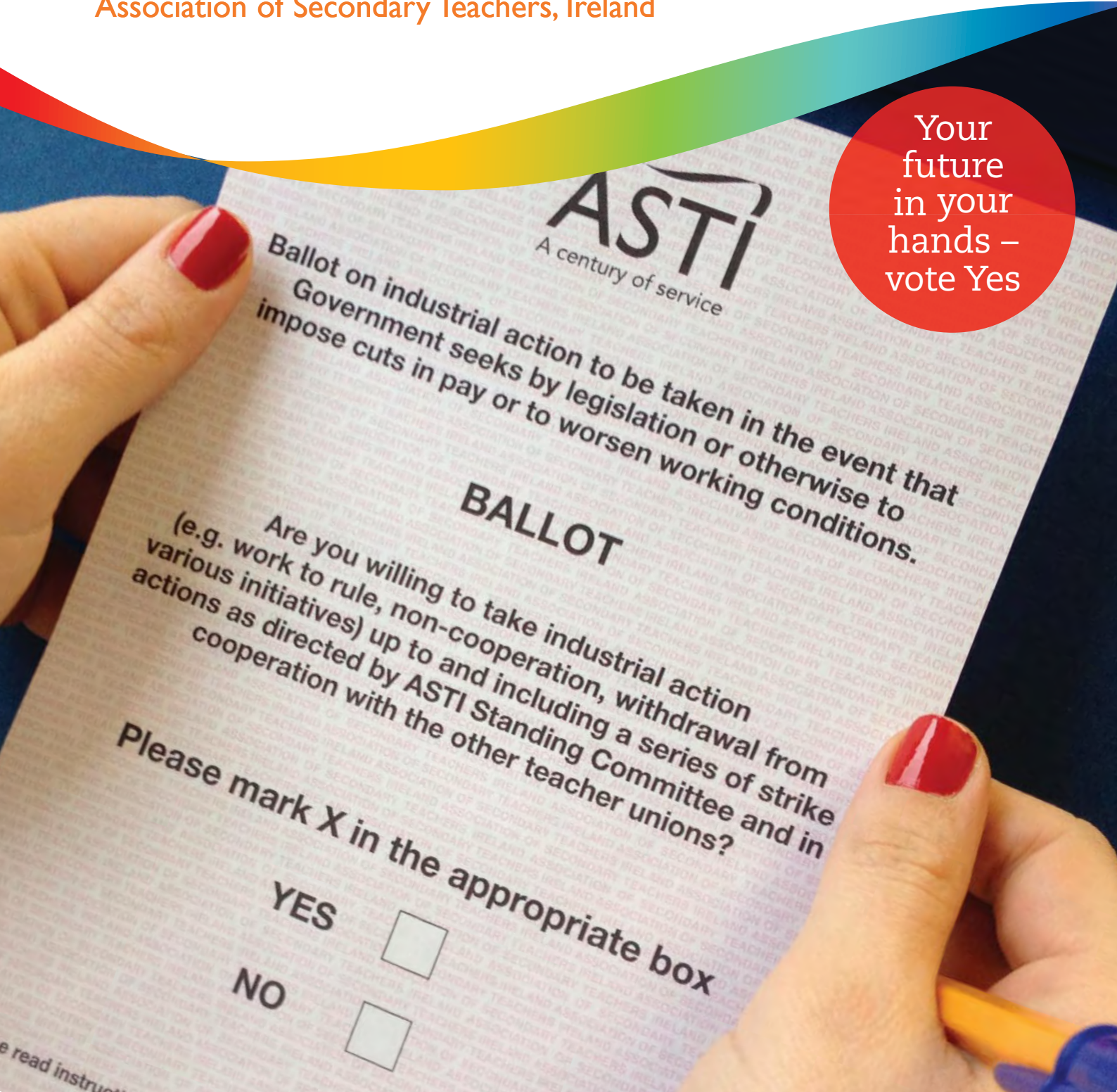


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Association of Secondary Teachers, Ireland

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Volume 31: Number 3: May 2013  
ISSN 0790-6560

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Published on behalf of ASTI by Think Media.  
Editorial: Ann-Marie Hardiman, Paul O'Grady.  
Design: Tony Byrne, Tom Cullen and Ruth O'Sullivan.  
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ASTIR is published five times annually by the Association of Secondary Teachers, Ireland. The opinions expressed in ASTIR are those of individual authors and are not necessarily endorsed by the ASTI. While every reasonable effort has been taken to ensure information published is accurate, the ASTI cannot accept responsibility for articles or advertisements. The ASTI reserves the right to edit all material submitted for publication.



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All submissions will be considered by the ASTIR Editorial Board. Email [astir@asti.ie](mailto:astir@asti.ie).

# Send a message to the Government – teachers have taken enough

ASTI President and General Secretary urge a strong ‘Yes’ vote for industrial action to ensure ASTI strength and unity.

ASTI members gave a resounding ‘No’ in the recent ballot on the Public Sector Proposals (Croke Park II). Just under 85% of members voted No in the ballot. The proposals were also rejected by members of the INTO and TUI. Across the three teacher unions, 77% of those who voted rejected the proposals.

Despite Government threats that in the event of the unions rejecting the proposals it would consider legislating for a 7% pay cut, the proposals were rejected by the Public Services Committee of the Irish Congress of Trade Unions following an aggregate No vote by public sector unions.

## New ballot

Following the outcome of the ballot, ASTI Standing Committee unanimously decided to ballot members on industrial action in co-operation with the INTO and TUI. The leadership of all three unions believes it is vital that we give the Government a strong and clear message that teachers have taken enough.

The unilateral imposition of a pay cut or the worsening of working conditions would represent a clear breach of the Croke Park Agreement. ASTI members signed up to the Croke Park Agreement on the basis that it would not be breached by the Government. Members have delivered their part of the bargain, including additional hours, redeployment and flexibility. We therefore expect the Agreement to be honoured by the Government side.

Now is the time to communicate this to the Government – not after they have taken action against us or after they have approved legislation. Ballot papers are being issued to members’ home addresses in early May. The ballot will ask members to authorise ASTI Standing Committee to decide on appropriate and commensurate action in response to Government

action on pay and working conditions. Any decision by Standing Committee will be made in co-operation with the other teacher unions and will occur on a phased and escalating basis. Possible action includes: withdrawal of some or all Croke Park hours; withdrawal from out-of-hours meetings; work to rule; non co-operation with specific new initiatives; and, one or more days of strike action.

## Croke Park II over

The ASTI has made it clear that Croke Park II is over. We understand that there is an economic crisis, which must be dealt with. However, we are insisting that this be dealt with in a fair way. Public sector workers have already been singled out for unfair treatment. Teachers have made significant and painful contributions towards addressing the economic crisis. Enough is enough.

The outcome of this ballot will determine the strength and effectiveness of the ASTI and the other teacher unions. We need an outcome that strengthens our hand and demonstrates that 60,000 teachers are a force to be reckoned with. We are urging each and every member to ensure that they participate in the ballot and vote ‘Yes’ to a range of possible actions IF the Government acts unilaterally. Your voice is needed to ensure that we have the strength and unity to act in the best interests of teachers.

The Officers of the ASTI wish to thank all those who participated in the recent ballot on the Public Sector Proposals (Croke Park II). The ballot turnout was 62%. The result was 84.3% – No, 15.7% – Yes.

*Thank you for your support.*



**Gerry Breslin**  
ASTI President



**Pat King**  
ASTI General Secretary

## Thank you

A big thank you to all ASTI members for your involvement in the union and its campaigns this school year, and particular thanks to all school stewards and branch officers who devote significant time and energy to

organising ASTI events, distributing information and providing support to colleagues. Find out how you can get more involved with your union at [www.asti.ie](http://www.asti.ie).

# ASTI ballot on industrial action

The ASTI and the other teacher unions are conducting a ballot of members to allow for industrial action if the Government moves to cut pay or worsen conditions.

If accepted, the ballot will place the ASTI in a ready position to trigger industrial action – up to and including strike action – if the Government moves to impose salary cuts or to worsen working conditions.

The ballot follows the decisive rejection by 84% of ASTI members of proposals for a revised public service agreement last month. This rejection reflected the deep anger expressed by teachers at the unfairness of the proposals and the targeting of public servants. The proposals were also comprehensively rejected by the Public Services Committee of the Irish Congress of Trade Unions. The next move is the Government's. If the Government moves to cut public service pay unilaterally or to attack public servants' working conditions, the trade union movement will engage in a co-ordinated industrial response. In preparation, the ASTI and the other teacher unions have taken the decision to conduct a pre-emptive ballot on industrial action. The ballot would allow a mandate for industrial action, but action would only be triggered if the Government decides to unilaterally alter teachers' pay or conditions. Any mandate for industrial action will not preclude the ASTI from working with the other trade unions.

The ASTI, and all in the trade union movement, would like to see an unnecessary confrontation avoided. But a yes vote would put the ASTI in a state of readiness and would send a clear message to Government.

- A yes vote in this ballot would be a warning to Government; it would show the strength of our opposition to any alteration to teachers' pay or conditions.
- A yes vote would place the ASTI in a position of readiness. In the event that the Government chooses to ignore the voices of public servants and to impose unilateral pay cuts, we will be prepared to act.

## Possible industrial action

The ASTI ballot asks members: "Are you willing to take industrial action (e.g., work to rule, non co-operation, withdrawal from various initiatives) up to and including a series of strike actions as directed by ASTI Standing Committee and in co-operation with the other teacher unions?"

Vote yes.  
Send  
a message  
to Government

## Keep updated over the summer

Don't forget, you can keep up with ASTI news and information over the summer break at [www.asti.ie](http://www.asti.ie) or follow us on Facebook and Twitter. ASTI Head Office is open throughout the summer months, so if you have a query or concern, get in touch on [info@asti.ie](mailto:info@asti.ie), or Tel: 1850-418400.

A yes vote would give ASTI Standing Committee a mandate to decide on and direct industrial action, which would occur on a phased and escalating basis.

Among the actions which could be taken are:

- withdrawal of some or all Croke Park hours;
- withdrawal from out-of-hours meetings;
- work to rule;
- non co-operation with specific initiatives; or,
- one or more days of strike action.

Standing Committee will carefully and strategically consider any actions to be taken. They will take the views of members into consideration when deciding on actions.

Ballot papers should arrive at members' home addresses in early May. Make sure you vote – the greater the turnout, the greater our show of strength.




### Online Certificate/Diploma in Education (Special/Inclusive Education)

The Special Education Department of St. Patrick's College, Drumcondra and the Institute of Child Education and Psychology Europe (ICEP Europe) invite applications for the online Certificate/Diploma in Education (Special/Inclusive Education)

## Commencing: September 2013

Closing date for applications - 23rd August 2013

- ★ Open to all qualified teachers and other graduates
- ★ Option to take individual modules
- ★ Study around your existing schedule
- ★ Individual support from expert tutors
- ★ Live online classroom sessions
- ★ Advance your skills and enhance your career

This programme was funded by the Special Education Support Service, Teacher Education Section, DES, under the National Development Plan

**For further information & application forms contact**  
 Admissions Office, St. Patrick's College on (01) 8842025  
 Email: [courseinfo@spd.dcu.ie](mailto:courseinfo@spd.dcu.ie) or log on to [www.spd.dcu.ie](http://www.spd.dcu.ie)  
 Information also available from ICEP Europe on (01) 6510618  
 Email: [info@icepe.eu](mailto:info@icepe.eu) or log on to [www.icepe.eu](http://www.icepe.eu)



## Register to protect your pay – Section 30 to be enacted from November 1

Minister for Education and Skills Ruairi Quinn has announced that Section 30 of the Teaching Council Act, 2001 will commence on November 1, 2013. After November 1, when Section 30 is commenced, teachers employed in State-funded teaching positions will have to be registered with the Teaching Council in order to be paid from State funds. The ASTI is encouraging all members to ensure that they are registered with the Teaching Council before November 1.

As the registration process can take some time, members are advised to begin the process as soon as possible. The enactment of Section 30 has been expected for some time and the ASTI has alerted members to the necessity to register or maintain their registration. If you have any queries about your registration status, you can check the register on the Teaching Council website. For more information, see [www.asti.ie](http://www.asti.ie).

## Redeployment update

Two redeployment schemes are currently in operation in second-level schools: a redeployment scheme in the case of school closures; and, a scheme for teachers who are surplus to requirements (other than in situations of school closure).

Teachers identified for redeployment for the 2013/2014 school year have been notified to the Director of the Redeployment Scheme. The redeployment process for those who volunteered for redeployment under the scheme for teachers who are surplus to requirements (other than in situations of school closures) has commenced; the redeployment process in respect of compulsory redeployment under the same scheme will commence this month. In 2012, 64 teachers were redeployed under the scheme for teachers who are surplus to requirements. These included 10 reviews from the previous year, 20 volunteers and 34 compulsory redeployments. Nine teachers were redeployed under the terms of the scheme dealing with redeployment in the case of school closures.

### Pilot voluntary redeployment scheme

A pilot voluntary redeployment scheme has been established in the north west of the country to operate in 2013. The pilot voluntary redeployment scheme is confined to schools identified by the Department of Education and Skills as being within a 50km radius of a cluster of schools that are in surplus. The Department wrote directly to the relevant schools/VECs notifying them of this pilot voluntary redeployment scheme. Depending on the success of the pilot, it is hoped that a voluntary redeployment scheme will eventually be rolled out nationally – look out for updates at [www.asti.ie](http://www.asti.ie).

## Seminar for part-time and non-permanent teachers

The ASTI is hosting a seminar for part-time and non-permanent teachers in Dublin on Saturday, May 11. The seminar will deal with the particular challenges of being a non-permanent teacher today, providing information on contract rights and protections, social media issues for teachers, and how ASTI membership can benefit you.

The seminar will also include Q&A workshops with ASTI staff. Registration is required and places are limited, but if you can't attend, information from the day will be posted on [www.asti.ie](http://www.asti.ie).

## Parental leave increase

An EU directive allowing parents 18 weeks of unpaid parental leave was enacted into Irish legislation in March. This directive will increase teachers' parental leave by four weeks.

The Department of Education and Skills will soon issue a circular to reflect the increased leave allowed and to provide information on the way in which it must be taken.

While the circular is being drafted teachers may avail of the additional four weeks as long as they take it in one block of four weeks. Parental leave must be taken before the child is 13 years old, or 16 years old in the case of a child with a disability. For updates, see [www.asti.ie](http://www.asti.ie).

## This issue in numbers...



**1/11/2013**

**From November 1, teachers** must be registered with the Teaching Council in order to be paid from State funds.

(page 6)



**800**

**Businesses offering discounts** to ASTI members with the Membership Plus card.

(page 7)

## Membership Plus – your member benefits programme

Through the ASTI member benefits programme, Membership Plus, you can enjoy up to 50% discount at over 800 restaurants, shops, gyms, golf clubs, venues and much more. Discounts are available in outlets such as DID Electrical, Argos, Hickey’s Pharmacies, XtraVision, McDonalds and Pizza Hut – view the full range of offers at [www.membershipplus.ie](http://www.membershipplus.ie).

### Register today to start saving!

Make sure you have registered your Membership Plus card by going to [www.membershipplus.ie](http://www.membershipplus.ie) and clicking on the Register button.

## ASTI to take legal challenge to maternity and adoptive leave changes

Legal advice sought by the ASTI has indicated that teachers may have a storable case for challenging changes to maternity and adoptive leave on the grounds of equality.

The changes, which were announced in Budget 2013 and implemented through Circular 0009/2013 and Circular 0018/2013, mean that teachers have lost entitlement to leave in lieu for school closure days occurring during maternity or adoptive leave, and that any leave accumulated for public holidays and annual leave entitlement during maternity or adoptive leave must be taken on days when schools are closed, except in limited circumstances. The ASTI intends to prepare and take a test case challenging the new arrangements in the coming months – keep updated at [www.asti.ie](http://www.asti.ie).

## ASTI scholarship – applications now open

The ASTI offers an annual scholarship of €4,000 to assist members in undertaking further third-level studies. Any ASTI member who is currently in service, or who is on paid study leave, is eligible to apply. Find out more at [www.asti.ie](http://www.asti.ie).

## Key ASTI issues

As well as ongoing representation and policy concerns, ASTI work over the coming months will focus heavily on:

- defending teachers’ pay and conditions following the Croke Park II ballot;
- representing teachers in certified sick leave negotiations;
- challenge to maternity leave changes;
- making teachers’ views on junior cycle reform heard; and,
- ensuring that new entrants are paid according to the appropriate salary scale and point.

Keep updated at [www.asti.ie](http://www.asti.ie).

## Meet your new reps

The ASTI elects a new ASTI President and Vice President each year at ASTI Convention.

**Sally Maguire** has been elected ASTI President for 2013/2014. Sally will take a sabbatical from teaching at St Raphaela’s Secondary School in Stillorgan, Dublin, to work from ASTI Head Office. Her term of office will begin in August.

**Philip Irwin** has been elected ASTI Vice President for 2013/2014; Philip teaches in High School Rathgar.

### Standing committee

Three new Standing Committee members have also been elected.

### The new representatives are:

**Noelle Moran**, elected to represent Region 3:  
*Galway, Tuam, East Galway*

**Máire Ní Chiarba**, elected to represent Region 7:  
*Fermoy, Cork North, East Cork, West Waterford, Dungarvan*

**Brian Burke**, elected to represent Region 11:  
*Longford, Tullamore, Navan, Athlone, Mullingar*

Standing Committee meets on a monthly basis and looks after the business of the union when neither CEC nor Convention is in session. Contact details for your Standing Committee reps are available at [www.asti.ie](http://www.asti.ie).

**47%**

**School principals in ASTI** survey who say their schools do not have the capacity to implement junior cycle changes.

(page 11)

**98%**

**Percentage of schools that** have lost teachers due to education cutbacks, according to an ASTI survey.

(page 18)

## West Waterford retirement event



*Pictured at a recent celebratory dinner to mark the retirement of three members of the West Waterford Branch are: Back row from left: PJ Dolan and Mary O'Brien, Branch Officers; Michael McBride, retiree; Ann Bennett, Branch Officer; and, Michael Barry, Standing Committee Representative. Front row from left: Margo Cashman, retiree; Sally Maguire, ASTI President Elect; and, Anne Fitzgerald, retiree.*

## ASTI insists new entrants' salary adjustment be addressed

A new salary scale for post-February 2012 entrants to teaching was issued in January. The new scale means a higher starting salary rate for such teachers to take account of the loss of allowances. As the new scale applies from February 1, 2012, teachers may be entitled to back pay.

The Department of Education and Skills has not yet been able to arrange for the universal transfer of affected teachers to the correct post-February 2012 scale, or for the payment of back pay owed. The ASTI has met with the Department on this issue and is pushing for a resolution as a matter of urgency.

The ASTI is also aware of a number of anomalies in relation to new teachers' pay and allowances, following the issuing of the circular implementing the decision to remove allowances for post-February 2012 entrants.

ASTI representatives have met with Department officials to insist that these anomalies are addressed and clarification issued at the earliest opportunity.

If you have a query about your pay or allowances, contact ASTI Head Office at [info@asti.ie](mailto:info@asti.ie) or Tel: 1850-418400.

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

Cuirfidh Lárionad de Bhaldráithe do Léann na Gaeilge, UCD Scoil na Gaeilge, an Léinn Cheiltigh, Bhéaloideas Éireann agus na Teangeolaíochta, cúrsaí máistreachta / díoplóma iarchéime ar fáil i Meán Fómhair 2013 le freastal ar na deiseanna fostaíochta do chéimithe le sainscileanna Gaeilge:

### MA / Diplóma Iarchéime: Scriobh agus Cumarsáid

- Aistriúchán agus Ateangaireacht
- Dlí, Aistriúchán agus na Nuatheangacha
- Cóipeagarthóireacht agus na Meáin Ghaeilge

Tá líon áirithe scoláireachtaí ar fáil do na cúrsaí seo.

### Sprioclá Iontrála: 30 Meitheamh 2013

Gheofar eolas breise faoi na cúrsaí agus faoi na scoláireachtaí ó:

Kathleen Clune

Ríomhphost: [kathleen.clune@ucd.ie](mailto:kathleen.clune@ucd.ie)

Teileafón: + 353 1 7168385

*Is cúrsaí iad seo atá á gcur ar fáil mar chuid lárnach de gheallúint UCD chun oideachas ceannródaíoch ceathrú leibhéal a sholáthar agus a ndéantar comhordú orthu tríd an Scoil Iarchéime, Coláiste na nEalaíon agus an Léinn Cheiltigh, UCD. Tá na cúrsaí seo á gcur ar bun le tacaíocht ón Roinn Ealaíon, Oidhreacht agus Gaeltachta tríd an Údarás um Ard-Oideachas.*



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## New book from the ASTI

A collection of essays on the importance of education, published by the ASTI and edited by Fintan O'Toole, will be launched this month. The book, *Why Education Matters*, will be distributed to each school during May. Extracts from the essays will appear in future editions of ASTIR.

## ASTI welcomes proposed amendment to Section 37

A bill to amend Section 37 of the Employment Equality Act passed through the Seanad in March and is now at Committee stage. The Bill, proposed by Labour TDs and Senators, aims to ensure that State-funded religious-run or controlled schools or hospitals can no longer opt out of anti-discrimination laws. The Bill will provide that employees of such institutions can no longer face discrimination or dismissal on the grounds that they are "undermining the ethos" of their employer.

The amendment has governmental and cross-party support, and Minister for Education and Skills Ruairí Quinn referenced the Bill directly in his speech to ASTI Convention last month, where he paid tribute to the ASTI for keeping the matter on the political agenda, and restated his commitment to bringing about legislative change to ensure that LGBT people should not be deterred from employment as teachers in this State (see page 13). The ASTI has campaigned for the repeal or amendment of Section 37 since it was first enacted. Updates on the progress of this bill will be posted on the ASTI website – [www.asti.ie](http://www.asti.ie).

## New model for induction and probation

The Teaching Council has published a revised proposal on teacher induction and probation, and hopes to conduct a pilot based on this model in the next school year. The pilot programme, *Droichead*, will be an opt-in scheme, and will include both primary and post-primary teachers. Under the new proposals a new teacher would have to complete a required minimum period of post-qualification professional practice and engage with school-based induction activities. The ASTI will provide feedback to the Teaching Council on the proposed model, full details of which are available at [www.teachingcouncil.ie](http://www.teachingcouncil.ie).



Pictured at the official opening of the new Presentation Secondary School, Waterford, are (from left): Paddy Clancy; ASTI General Secretary Pat King; Principal Mary Ryan; Margaret Boran; and, Declan Murphy. Photograph by Noel Browne.

# IMPORTANT NOTICE

## REQUIREMENT TO BE REGISTERED WITH THE TEACHING COUNCIL FROM 1 NOVEMBER 2013

Under section 30 of the Teaching Council Act 2001 teachers employed in recognised schools must be registered with the Teaching Council in order to be paid from public monies by the Department of Education and Skills or a VEC.

The Minister for Education and Skills, Ruairí Quinn T.D., has announced that section 30 will commence on

## 1 November 2013

If you are working as a teacher in a recognised school, but are not currently registered with the Teaching Council, you should **IMMEDIATELY** apply to the Council for registration.

The Department of Education and Skills and VECs will be prohibited by law from paying unregistered people employed in teaching positions in schools on or after 1 November except in very exceptional circumstances and for very short time periods.

Further details including registration application forms and frequently asked questions are available from the Teaching Council:

[www.teachingcouncil.ie](http://www.teachingcouncil.ie)

e-mail: [primaryregistration@teachingcouncil.ie](mailto:primaryregistration@teachingcouncil.ie) for primary school teachers

e-mail: [postprimaryregistration@teachingcouncil.ie](mailto:postprimaryregistration@teachingcouncil.ie) for post-primary school teachers



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Delegates listen to debate.  
(All Convention photos by Tommy Clancy.)



ASTI President Gerry Breslin presents the President's Medal to Immediate Past President Brendan Broderick.

# Convention 2013 – the speeches

## President's address

*ASTI President Gerry Breslin urged the Minister to 'touch, pause and engage' with teachers to ensure credible junior cycle reform.*

"The passion and focus of the debate [at Convention] underlines to me the deep commitment of teachers to ensuring that our students receive the best education that we can provide ... there is widespread appreciation among second-level teachers that junior cycle reform is needed. This I think debunks the myth that teachers and teacher unions are anti-reform and favour the status quo. I believe that most teachers are deeply committed to reform and improvement. This is what they are trying to do in their classrooms every day – improve lives, change lives ... Teachers are not against education reform, but we do have a moral responsibility to critically question education policy and its impact on students. It is in society's best interests that the concerns of teachers be listened to and examined. I will try to summarise what I think is the key message to you Minister, from today's debate. To use the language of rugby, which I know you are familiar with, the ASTI is asking that you 'touch, pause and engage'. Touch base with the teachers. They are not with you on this one and you need them on board if you are committed to successful reform and not reform for the sake of reform. Pause your plan for the implementation of your Framework. Engage with them. Teachers understand teaching and learning in the classroom; they know what works and what doesn't work, and what can lead to improvement."

## Croke Park II

"We have delivered, not just what was asked in Croke Park I, but in many other ways, many new initiatives and changes have been foisted on us in the meantime ... For the Government to now seek more, within the timescale of the existing agreement, is a breach of Croke Park I, and a betrayal of our members ... The people who make these demands have no idea of the pressures under which teachers are working at the moment ... Teachers contribute so much without any expectation of reward because they realise the value of this work to the lives of young people.

But it seems that the people making demands on teachers for more hours and more bureaucracy either don't know or choose to ignore the reality of school life today..."

"There is enough money to provide quality public services, including fully resourced education. But this money is being denied to public budgets because of the lack of a meaningful tax contribution. Countries have also for decades been engaged in a race to the bottom, cutting corporation tax rates to ever lower levels. This is morally wrong.

Rather than cutting public expenditure, we should be telling global corporations to pay their fair share. And if the Government chooses to prioritise education, they can continue to benefit from our highly educated labour market."



*ASTI General Secretary Pat King.*



*Galway Branch delegates Sarah Withero and Maura Greaney.*

### Young teachers deserve dignity

"The treatment of new entrants to teaching over the past number of years is nothing short of a betrayal ... This has meant a downgrading of our profession, and when the economic tide turns we won't get the quality of teachers that our children deserve ... The continuing spectre of casualisation is a cloud hanging over education and young teachers, and our young teachers deserve better ... We have proposed the forming of a panel system for young teachers. This should not be contingent on the acceptance of the LRC proposals. These people deserve some dignity; otherwise, the message from the Government is 'we do not value you'."

### Education deserves investment

"Remember colleagues, education is a public good. It is not a commodity. It is not simply an instrument of economic growth – the simplistic transfer of ideas from the corporate world will not advance the quality of our schools. I believe too much change is being driven by economic, financial and political concerns, not by an understanding of what teaching and education should be about in our country ... To achieve high-quality education requires investment in the teaching profession, in the training of teachers, in the professional development of teachers, and indeed in the pay and working conditions of teachers. As we all know well, the excellence of the education system cannot exceed the excellence of the people delivering it."

*Read the full text of the ASTI President's speech at [www.asti.ie](http://www.asti.ie).*

## General Secretary's report

*Cutbacks have had a serious impact on new teachers' motivation and schools' capacity for reform, General Secretary Pat King told Convention. "We are constantly told that the key to a good education system is the quality of its teachers. It is good teachers who inspire students, who excite them in science, history or English poetry. It is skilled and*

*committed teachers who challenge the imagination of young students, who motivate them, who instil in them a love of learning ... In a far from clever move in 2011 it was decided to cut the salaries of new entrant teachers by a further 15%, and in 2012 the Government decided to withdraw qualification allowances from new teachers. And on top of that, all future new teachers will be handed an inferior, career averaged pension scheme ... Ominously, for the second year in a row, in the middle of an unemployment bubble, there has been a decrease in the number of applicants for initial teacher education courses. The Teaching Council Director Tomás Ó Ruairc has publicly stated that he is concerned at this trend, which, he says, if it continues, will mean that the teaching profession will no longer be able to attract a sufficient number of high-calibre candidates to maintain the high quality of teaching in Ireland. This, he says, will have consequences for the future of our society. Convention, we know why in the middle of a recession young people are less and less attracted into teaching – it's the pay, it's the oversupply, it's the part-time work, it's the lack of job security; it's the lack of a decent career structure in the early years."*

### Initiatives removed from reality

"As educators we share in and support the vision of an ever-improving education system. The Minister and his senior officials regularly launch, announce and initiate programmes and plans designed to enhance the education service. Some of the plans could even be described as noble, necessary or even visionary. Sadly, many are far removed from the reality of the classroom and the experiences of Irish teachers.

"The junior cycle proposals, which we debated yesterday, are a good example of plans drawn up by well-intended people, which lack credibility among teachers who work in real classrooms with real students. If we leave aside the fact that the great majority of teachers have fundamental doubts about some of the junior cycle proposals, a survey of principals recently carried out by the ASTI shows that almost 50% say that their school has little or no capacity to prepare and plan



Minister for Education and Skills Ruairi Quinn TD.



Margaret Kent, Fermoy Branch.

for the junior cycle. That’s even if we wholeheartedly agreed with the proposals – half the schools can’t implement them. That is the reality. “Why are the principals saying this? They say this because schools are now overwhelmed with the demands being placed on them. They have lost teachers, they have lost resources, they have lost posts of responsibility, and yet they are being presented with a never-ending stream of education initiatives, which schools have no capacity to deliver.”

**Major difficulties ahead**

“I have every faith in the collective wisdom of our members and in the collective wisdom of our leadership. We are heading for a period when intelligent strategies will be needed, for a period when each elected person in this conference room will be called on to deliver the loyal support of their colleagues for the direction the ASTI is taking. The signs are, we are heading for a major confrontation with Government. “It may well be necessary to remind colleagues why exactly they joined a trade union. It may well be that we have to reawaken or rediscover the traditional trade union values of defending not just our own conditions but the pay and conditions of those with whom we share our trade union membership ... Only a few years ago we discovered that the future of this country had been placed in the hands of a small number of top bankers – not the Government, not the citizens, certainly not the unions. We must ask ourselves, given where we are now, how the future might unfold if there were no unions – no teacher unions, no teacher solidarity. Because it is unions that have consistently fought for democracy, human rights, equality, dignity and fairness. It is the teacher unions that have consistently fought for a voice for the teaching profession and an education service that develops the individual and serves society. Yes, our achievements are under threat. But today, we have a high-quality, internationally respected education service, which values and nurtures the whole pupil, and we have managed to maintain this largely due to teacher unions and teacher solidarity.”

*Read the full text of the ASTI General Secretary’s speech at [www.asti.ie](http://www.asti.ie).*

**Minister Ruairi Quinn**

*Collaboration with teachers is vital to drive reform, Minister for Education and Skills Ruairi Quinn told delegates.*

“I am aware that there are concerns that too much change is being asked of the system at the present time. I hear concerns of an overload of new initiatives. And I realise that those concerns reflect a determination among teachers to preserve that which is best about our current system. “But we must find the right balance between transformative developments and retention of the best of the present system. Working together, we must ensure that change is implemented, at an ambitious rate.”

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“I have read ‘Teachers Voice’ – the report of your consultation with teachers on the new Framework for Junior Cycle. I want to commend you – both for the report and the process that led to its publication.”

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**Junior Cycle reform**

“I have read ‘Teachers’ Voice’ – the report of your consultation with teachers on the new Framework for Junior Cycle. I want to commend you – both for the content of the report, and the process that led to its publication. As your report notes, the NCCA has previously advised that ‘realising deep educational change can only happen through teachers and school management’ – a point that I fully accept. It is therefore immensely valuable for me to have access to the results of



Guest speaker Fr Peter McVerry.



Jo Ann O'Connor, Desmond Branch.

your consultation. I'm encouraged by the strong support that seems to exist for the introduction of short courses. I accept that we need to work carefully to ensure that all students benefit from this innovation."

#### Admission to schools

"The Education Act of 1998 set out quite clearly that schools are required to operate admissions policies that provide for maximum accessibility to the school. Put simply, schools should be inclusive. Most schools in Ireland, most of the time, are inclusive and welcoming of all children. I applaud and thank those who are.

"The Education Act, however, is light touch in terms of providing ways and means of ensuring that all schools welcome all children ... At present in legislation we do not have any tailored measures that deal with different admission issues that can arise ... I will shortly bring to Government draft heads of a bill – the Education (Admission to School) Bill 2013 ...

"I do not want to unnecessarily intrude into how schools do business. My only policy objective is to ensure that the way in which schools decide on applications is more structured, fair and transparent ... Any school that is faithful to the Education Act in relation to providing maximum access will have nothing to fear from my proposals."

#### Section 37

"The ASTI has campaigned for many years for the amendment or repeal of Section 37 (1) of the Employment Equality Act 1998. Our Programme for Government made it very clear that LGBT people should not be deterred from employment as teachers in this State. That is a commitment I am determined to fulfil. I am delighted that an amendment to this legislation, published by a group of Labour TDs and senators, has recently been accepted by the Government. This legislation will now proceed to Committee Stage in the Seanad, and I hope it will become law before we meet again next year."

*Read the full text of the Minister's speech at [www.asti.ie](http://www.asti.ie).*

## Guest speaker Fr Peter McVerry

Fr Peter McVerry spoke about his experience working with young homeless people, and reflected on the education system from that perspective. "As a rule of thumb, I believe that the more difficult young people's behaviour, the more damaged they have been in earlier years. And therefore the more they need our help and our support ... Of course, the educational system cannot solve the dysfunctions within families or the inequalities within society. But at least we can ask, and should expect, the educational system not to reinforce those inequalities..."

"Most young people only get one shot at it. Because of this, a just educational system must offer equality of access to the educational system and equality of opportunity within the educational system ... even my very limited experience of teaching has taught me how difficult and challenging the work is and left me with a great admiration for those of you who spend your whole life in the classroom..."

"Maybe part of the problem is that in order to ask hard questions about the educational system, you must, ironically, have succeeded within the educational system ... And success within the system may make it difficult to hear the questions which those who have dropped out are asking ... It is perhaps even more difficult to hear those challenging questions when you are part of the system, working very hard within the system, and therefore have, understandably, a vested interest in the system..."

"The educational cutbacks that we have seen over recent years will adversely impact on those young people who are already most vulnerable and at risk. Many of those cutbacks target marginalised groups of children and young adults. Cutbacks in educational support for poorer children will close off, for many of them, the already limited opportunities that the educational system offers them."

*Read Fr McVerry's full speech at [www.asti.ie](http://www.asti.ie).*



Mary Lysaght and Joe Moran, Tipperary Branch, with Fintan O'Mahony, Waterford Branch.



Kevin McEneaney, Monaghan Branch, and Christy Maginn, Dublin North West Branch.

# Junior cycle a major Convention focus

Plans for junior cycle reform must be shelved until teachers' concerns are addressed, say ASTI delegates.

Delegate debate reflected many of the concerns that emerged as part of the ASTI consultation with teachers on the Junior Cycle Framework proposals, which were published in March. The results of this consultation indicated that teachers believe the Minister for Education and Skills' current reform plans will undermine educational standards.

Over 320 second-level schools participated in the consultation, which followed the announcement last October of plans to reform the junior cycle and the Junior Certificate examination by the Minister, Ruairí Quinn.

This consultation was the first time teachers' views were sought on key aspects of the radical Framework proposals. It found that teachers believe that the Minister's Framework has the potential to improve learning outcomes for students. However, teachers who participated in the consultation voiced grave concerns about the impact of the Minister's Framework in its current form on standards in education, equity in the second-level education system, and the nature of student-teacher relationships. A number of teachers

noted that, if implemented, the Framework would result in a minority of students leaving school without any State certificate, despite having completed the junior cycle.

Teachers are also concerned that the Minister's far-reaching proposals are not accompanied by an implementation plan or details of resources for schools.

A survey launched at ASTI Convention found that almost half of second-level schools have little or no capacity to prepare and plan for junior cycle reform – see page 18.

Minister Quinn confirmed to Convention that he has read the results of the ASTI consultation and that he found the report valuable. Resolutions taken at Convention now commit the ASTI to pursue a shelving of the Minister's Framework plans until meaningful dialogue with teachers has been achieved, and until full details of implementation and commitments on adequate resourcing are available. Delegates also insisted that inequalities in the plans must be addressed and teachers must not be asked to mark their own students.



*Christina Henehan, West Mayo Branch.*



*Noel Buckley and Aidan O'Leary, Tipperary Branch.*

### **A flavour of the debate**

Delegates debated four motions dealing with: schools' capacity to implement reform; necessary resources and investment; teachers' equality concerns; and, the need for fair and transparent assessment.

"We want to know our voices are being heard and heeded. We will resist change that is not mandated and that is initiated by those who are external ... There is time for change and it is not now."

**Elaine Devlin, Dundalk**

"Why would the Minister not consult with us, the professional practitioners, the people with the hardest, most demanding job in education, and a job that is getting harder all the time, due in the main to a series of ill thought out department initiatives?"

**James McGovern, Enniscorthy**

"I don't think they have costed it at all yet; the resources required will be huge and it's going to work out a lot more than they expect."

**Christina Henehan, West Mayo**

"We know that the Junior Cert has deficiencies and it needs reform. Minister Quinn's proposals to abolish it are the antithesis of what needs to be done ... We need to be clear on resource and investment provision that is going to be necessary ... Schools are operating on a shoestring, budgets are slashed, teachers cannot be convinced that adequate financial or other supports will be put in place."

**Kieran Christie, Sligo**

"We need to inform the parents and we need to tell them that our policy is well grounded in the consistency of assessment, in the integrity of the methodology, and also the one argument that pupils could go from first level into Leaving Cert with no external assessment."

**John Hurley, Limerick South**

"What will this school certificate be worth ... will all school certificates be equal? ... Further inequality within the education system will reflect and reinforce inequality within broader society ... educational equity is a moral imperative for a society in which education is a crucial determinant of life chances."

**Jimmy Staunton, Sligo**

"We must think of the 10% who will have no State certification ... It's going to be socially divisive."

**Michael Barry, Cork North**

"How can this reform be better if it narrows the core curriculum to which the students are entitled?"

**Niamh Crowley, Waterford**

"We can justifiably ask: will this local autonomy provide the required insulation from bias in assessment, the necessary protection for minority subjects, and preserve confidence in the assessment process? Will the localisation of this power pave the way for formal or informal comparisons of schools? For the answer we need to look at the debacle in England over GCSE results."

**Fintan O'Mahony, Waterford**

"Six years is too long to ask disengaged students, who Minister Quinn is supposedly concerned about, to wait for positive reinforcement and a sense of achievement ... I am my students' advocate, their motivator ... our mainly positive relationship lies in the fact that I am not their final examiner. We are working together to meet the challenge of external assessment."

**Therese Glennon, Dublin North East**



Pauline Nagle, Clare Branch.



Caitriona Ni Mhorda, Fingal Branch.

# Protecting pay and conditions

Proposed cuts to public sector pay and conditions, and the targeting of new and non-permanent teachers, were key issues for debate at Convention 2013.

Delegates to ASTI Convention said the period following the rejection of LRC proposals on pay and conditions would test members' resolve but they were clear that teachers cannot take further cuts to pay and conditions, and that the most vulnerable in the profession must be protected.

Two motions on the LRC proposals on public sector pay and conditions were debated and passed at Convention. The first urged a no vote, which has now been realised.

The second committed the ASTI to taking decisions in the best interests of ASTI members and in accordance with the result of the ASTI ballot, not as dictated by any other body. The motion also committed the ASTI to work with the other unions in defence of public sector pay and conditions and agreed that, in the event that the Government breaches the terms of the Croke Park Agreement or seeks to impose salary cuts or changes in working conditions, the ASTI will convene an immediate meeting of Standing Committee to consider an appropriate response, including a ballot of members on industrial action.

The protection of new and non-permanent teachers was a significant focus of debate on the LRC proposals. Specific motions were also passed calling for all teachers to be paid according to the same pre-2011 pay scale, and to be afforded the same working conditions. Delegates also sought improvements in contract of indefinite duration eligibility and hours, and called for the reinstatement of qualification allowances.

## A flavour of the debate

"When this crisis began teachers stood up to the mark and were prepared to do their bit ... but only if it was fair ... There is no fair play in coming back to public sector workers again, public sector workers who have already taken cuts of at least 14% on top of the USC and other taxation. Newly qualified teachers have taken cuts of double that ... The most important reason for rejecting this is that teachers are struggling ... They're struggling to live, and that is the bottom line."

Sally Maguire, ASTI President Elect





*Ciara Kinsella, Stillorgan Branch.*



*Yvonne Rossiter and Therese Glennon, Dublin North East Branch.*

"It suits some agendas to represent the rejection of these proposals as unions failing to show solidarity with new worker groups since 2011. By addressing this issue in the talks the official side is, in effect, admitting that an injustice has occurred. Let's remember who introduced this inequality in the first place: it was this Government. And who is responsible for maintaining this inequality? Again it is the Government ... If they want to victimise workers based on a democratic decision taken by those workers, let them be crystal clear that the responsibility for that victimisation lies solely with the Government and not with the unions who reject the proposals in a democratic vote."

**Brendan Broderick, Dublin South 2**

"I'm actually insulted that [the panel system] is being put up as part of the LRC proposals. It should be an inherent and integral part of the profession and not be used as a bargaining tool."

**Ciara Kinsella, Stillorgan**

"We are morally obliged to protect our young teachers ... Divide and conquer started with public versus private, it continued with the employed versus the unemployed, it has then got to the stage of union versus union, and it has malignantly crept into our own union – young versus old, permanent versus temporary. We as a union must all recognise this for what it is ... and we must stand and fight against it ... how are we to have a future, if we are to barter with our young?"

**Richard Bell, Galway**

"Not too many years ago trade unions had to fight for the rights of women to equal work. Now in 2013 we must fight again, this time on behalf of new entrants to the teaching profession. We must achieve for them the core principle of equal pay for equal work ... The State has to invest in our young teachers."

**Crena Shevlin, Stillorgan**

"I do wonder will I ever see any of the students I teach coming into the teaching profession now because ... you're not looking for a job; you're looking for hours ... I know teachers who are working fewer than six hours a week."

**Yvonne Rossiter, Dublin North East**

"Dignity continues to be eroded on a fortnightly basis ... Teachers like myself are doing the same job as the teachers next door, regardless of if they're in the profession 12 months or 12 years ... I feel that my professional confidence and my ability and that of all NQTs should be rewarded equally to that of those before us."

**Marian O'Neill, Stillorgan**

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**Specific motions were also passed calling for all teachers to be paid according to the same pre-2011 pay scale, and to be afforded the same working conditions.**

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"We have to commit to be into this fight for the long haul. It's not going to happen today or tomorrow. It has to be a long and clear strategy that we have to follow in order to fight these cuts ... If the Government imposes pay cuts or changes our conditions unilaterally as far as I am concerned Croke Park I is over, it's dead in the water and so is all that goes with it."

**Sally Maguire, ASTI President Elect**

# “Schools are struggling”

Education cutbacks were widely discussed at ASTI Convention, where ASTI research on their impacts on schools, teachers and students was also launched.

An ASTI survey, launched at Convention, found that student well-being and education reform are being significantly impacted by over three years of education cutbacks. This message was highlighted by many of the speakers at Convention.

Despite increased student numbers, 98% of second-level schools have lost teachers since the onset of cutbacks in 2009. Schools have lost an average of two full-time subject teachers during that time. At a time when schools should be gaining teachers to accommodate the rising number of students entering second-level education, Irish schools are actually losing teachers and vital subjects are dropping off school timetables as a result.

- The survey found that in addition to losing classroom subject teachers, many schools have also lost specialist teachers. A total of 40% of schools have lost learning support/resource teaching hours, while 37% have lost English language support teaching hours.
- Some 38% of schools said they had dropped at least one subject at Leaving Cert level as a result of losing subject teachers. The top four subjects to be dropped by schools were accounting, physics, economics and chemistry.
- Schools have dropped subjects, amalgamated classes and years, reduced the number of classes per week, and placed a cap on the number of students taking particular subjects. In addition, almost one-third of principals and 60% of deputy principals are teaching classes – in addition to undertaking their management duties – as a direct result of reduced teacher numbers.

## Student well-being

The survey also looked at the impact of the education cuts on student well-being services in schools. As a result of the abolition of ex-quota guidance counselling provision in schools in September 2012, 78% of schools have made changes to their guidance counselling services. Of particular concern to the ASTI is that seven in 10 schools have reduced the provision of one-to-one guidance counselling for students.

In addition, almost 60% of principals stated that the moratorium on posts of responsibility has had a high or medium adverse impact on the well-being of students.

The research clearly demonstrates that education cutbacks are affecting all aspects of young people’s education and are impacting significantly on teachers’ workload.

## A flavour of the debate

Delegates to Convention passed motions calling for the moratorium on posts of responsibility to be lifted, for the ASTI to resist any increase in teaching hours, and for student and teacher welfare to be protected through seeking the restoration of the guidance allocation and the reversal of cuts to teacher numbers.

“The need for and importance of counselling has never been more apparent. The cut of the ex-quota guidance allocation is ill conceived, irresponsible and very dangerous ... Undermining the value of guidance counsellors is nothing more than a cynical smear campaign against the work done in schools by dedicated professionals who try their very best to provide quality services despite limited resources ... something has to give and at this rate it’s students that will have to give.”

Mairead Mhic Liam, Stillorgan

“How can we support young people when we are struggling ourselves? When we feel ridiculed and held in contempt for doing our best under a system of inadequate resources ... Every teacher looks out for their students, but suggesting that everyone has a responsibility to counsel is unprofessional and dangerous ... By not supporting adequately we will damage those we seek to help.”

Eileen Collins, Carbery

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**Schools have dropped subjects, amalgamated classes and years, reduced the number of classes per week, and placed a cap on the number of students taking particular subjects.**

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“Our school communities have been ravaged by the moratorium on posts of responsibility ... The moratorium on posts has led to a disproportionate amount of work being foisted on the most vulnerable of teachers – those who do not have permanent contracts, those whose employment rights are weak ... These teachers are desperate to teach, desperate to earn an income, and most desperate of all to earn a promise of continuity of employment.”

Margaret Kent, Fermoy

“It is simply unjust to be placing non-permanent teachers under further pressures as they work towards a permanent contract ... we must ensure that they are protected and not exploited.”

Patrick O’Driscoll, Fermoy

“We are being asked to work more and more hours and quantity isn’t a substitute for quality. Teachers need time to reflect on what they do in the classroom ... The work we do in the classroom is the most important and that has to be good quality ... schools don’t work the way the Department of Education thinks they do. It’s not about filing reports and making plans and putting things into a folder ... we have to take control of education again.”

David Wynne, Athlone

# Vox pops

We asked delegates for their views on some of the key Convention issues.



**Mairead Mhic Liam, Stillorgan**

The junior cycle reform proposals will destroy the well-respected Irish education system; they are about saving money, not reforming education. If the Minister had ever been an educator he could not stand for these proposals, as they are more destructive than reformative. We are already trying our very best to deliver quality education with very

limited resources. Teachers are drained and overloaded by the endless succession of drastic changes. The fact is we are doing our best but we can only do so much. The impact of austerity is taking its toll on students outside of school and now with the cut in guidance allocation, often those in need are left without counselling. On top of that, pastoral care is reduced because of the moratorium on posts, and because of increased workloads and hours teachers are not available to help pick up the slack. Like an overstretched elastic band we are about to snap.



**Theresa McKenna, Navan**

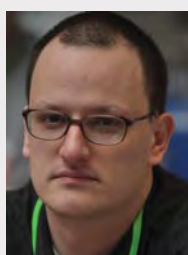
I think it's important that we look after all strands of teachers. We're moving to a situation where people think they should just be glad to have a job – we need to maintain the conditions we fought for in the past. The pressures have increased so much and the tragedy is that we want to teach, we want to focus on our lessons, not on work that doesn't seem to

improve the quality of education we deliver. If you're not consulted about major changes in the work you do, that lowers your morale. We are for reform; if we saw some vision or educational benefits for our students, we'd be happy to work along with it. The people who will really suffer are the students; we have to be their voice. We don't judge students; we support them. That relationship is totally separate from assessment. Junior cycle reform needs to be structured, it needs to be planned, it needs to be resourced and definitely we need to be consulted. I think we deserve that.

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**We are for reform; if we saw some vision or educational benefits for our students, we'd be happy to work along with it.**

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**Donal McCarthy, Wexford Tony Boland**

Croke Park and the Junior Cert are obvious issues that need to be tackled now, but in the coming years we need to start reorganising ourselves for a different type of fight to the one that we are used to. Our policy in terms of changing the structures of the union and how the union works is important, so that we can make sure an engaged

membership is at the heart of everything. That's a much easier thing to say than to do. The union is us, and yes we demand things of our leadership but we also have to be better organised as a group. Junior cycle reform needs to be opposed for now, but we need to start thinking about what we want if we manage to have it taken off the shelf for now. How would we reform it and how would we make sure that reform fits in with the integrated education system, and is not just cutting and pasting from other trendy education systems around the world?



**Kitty Condren, Dublin North East**

The most important issues under debate at Convention are junior cycle reform and how new teachers have been treated in recent years. New teachers have been left behind and treated very unfairly; we need to support them. Teachers must be consulted on junior cycle reform – they work with students in schools and classrooms every

day. As it is we have no time to implement all the new initiatives we are being asked to take on. There is no time to step back and examine if one is working before another is foisted on us. The educational results are the most important thing; without knowing if there are any positive results, it's difficult to have any confidence in the programmes or any motivation to carry them out. Combined with all of the cutbacks of recent years, teachers are left exhausted – never in my career have I been so tired!

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**New teachers have been left behind and treated very unfairly; we need to support them.**

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**Sean Roberts, Navan**

Cutbacks have taken their toll on schools but the nature of teachers is that we keep the ship going. We've lost posts, we've lost staff, we have higher pupil-teacher ratios, we have fuller classes; we have less time in general because we are doing more. Teachers are papering over the cracks, but we're getting to breaking point. We want to teach

– we do other work because it's part and parcel of what makes a school good, what runs a school and what will benefit our students ultimately, but at the end of the day we are teachers. We are supposed to be in the classroom teaching, not ticking boxes. Everyone agrees that some sort of junior cycle reform is needed. The main thing is we need to maintain the independent nature of the assessment. Teachers aren't opposed to different types of learning or different types of assignments, once they are independently assessed, marked and awarded by the State.

# Resolutions adopted

## Motion 21 – Posts of responsibility (Fermoy)

That the moratorium on posts of responsibility be lifted so that schools can still continue to function without undue burdens and pressures being placed on teachers without permanent contracts of employment.

## Motion 35 – Conditions of work (Athlone, Dublin South Central)

a) That the ASTI seeks to ensure that in any negotiations with the Department of Education and Skills there is no increase in the 22 hours teaching time, and b) That the ASTI seeks to ensure that in any negotiations there is no increase in the non-teaching hours of teachers as negotiated in the Croke Park Agreement.

## Junior cycle review

**Consultation and capacity: Motion A (Wicklow, Standing Committee, Dublin South Central, Kildare, Tuam)**

Given that schools are struggling to cope with the impossible demands placed on them by successive Department initiatives, and recognising the damaging impact these are having on teachers' physical and mental health, particularly in the context of ongoing resource and staffing cutbacks, this Convention demands that the Minister shelve the implementation of the Junior Cycle Framework proposals and calls on him to engage in real and meaningful dialogue with teachers so necessary changes to the junior cycle programme, in which teachers can have full confidence, can be designed and introduced.

## Resources and investment: Motion B (Standing Committee)

The ASTI demands that the introduction of any new junior cycle proposals will not be initiated until such time as a comprehensive and fully costed implementation strategy, in which teachers can have full confidence, is put in place, this strategy to include substantial investment in the provision of and time for teacher CPD and other essential resources.

## Treating our students equally: Motion C (Standing Committee)

In light of the role that education plays in promoting social cohesion and inclusion, and in providing for students of all abilities to reach their full potential, the ASTI opposes the implementation of the Junior Cycle Framework as currently proposed, as it will lead to a widening of social divisions in our education system both at local level and national level.

## Fair and transparent assessment: Motion D (Dublin South County, Standing Committee, Waterford, Dublin North West, Wicklow and New Ross)

That the ASTI re-affirms its policy of not assessing our own students for State examinations. This Convention demands that the Department of Education and Skills abolishes its proposals for teachers to assess their own students for the Junior Cycle Review and gives responsibility for all assessment marking and grading for this exam, to the State Examinations Commission. Given the importance of maintaining the confidence of students, parents, teachers and the general public in the quality and standards of the education system, and in order to maintain the role of teachers as advocates for their students, the ASTI demands that the revision of the Junior Cycle Programme must have credible, independent and external assessment, which must include the retention of State certification.

## Motion 106 – Organisation and administration (Wexford Tony Boland)

That a Safety, Health & Welfare Committee of six be elected biannually at Annual Convention:

- to review the implementation of Safety, Health & Welfare legislation in second-level schools; and,
- to support school Safety, Health & Welfare co-ordinators and officers.

## Composite Motion (2, 11, 6) – Pay and allowances (Stillorgan, Galway, Dublin North West)

That the ASTI demands that all teachers are paid using the pre-2011 common basic scale and that all teachers, including new entrants, have the same pay, allowances and conditions.

## Motion 28 – Contracts of indefinite duration (Stillorgan)

That the ASTI seeks that teachers approaching eligibility for CIDs should be allocated the maximum hours possible.

## Motion 29 – Contracts of indefinite duration (Dungarvan, Dublin North East)

That the ASTI will endeavour to attain recognition of all hours served in all schools towards a CID.

## Motion 93 – Education (Carbery)

That the ASTI carries out a review of the whole inspection process in light of teachers' experiences of the ever-increasing number and type of inspections.

## Motion 44 – Student welfare – Composite motion (Stillorgan, Carbery, Tipperary)

That out of concern for the welfare of students and the whole school community, the ASTI urgently seeks the immediate restoration of the ex-quota guidance allocation.

## Motion 4 – Salaries and allowances (Clare, Kildare)

That the ASTI opposes the abolition of allowances for teacher up skilling and that the ASTI vigorously pursues the reinstatement of qualification allowances for all teachers in order to maintain equality and fairness in the teaching profession.

## Motion 45 – School resources (Dublin South County)

This Convention acknowledges the serious deterioration of behavioural standards and discipline in schools, and calls on the Department of Education and Skills to reverse cuts in the number of teachers in guidance, resource provision and general subjects, for pupils most in need.

## Motion 32 – Teacher supply – (Sligo, Dublin South County, Tipperary)

That in the light of the current high unemployment figures for teachers and acknowledging that the regulated supply of teachers is central in ensuring quality in the teaching profession, the ASTI engages in discussions with the relevant education partners, including the Department of Education & Skills and the Teaching Council, that review the role of private and online colleges in the training of new teachers, with the objective of securing agreement on a

model of regulation of teacher supply.

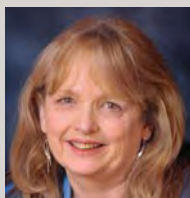
#### Standing Committee motion – LRC proposals

That this Convention calls on all ASTI members to vote to reject the LRC proposals on public sector pay.

#### Standing Committee motion – LRC proposals

1. That at the meeting of the Public Service Committee of the ICTU on April 17, the ASTI will vote in accordance with the outcome of the ballot of ASTI members;
2. that any subsequent decisions taken by the ASTI will be in accordance with the best interests of ASTI members, in accordance with the decision of members in the ballot, and will not be dictated by any other body;
3. that in the event of the rejection of the LRC proposals by ASTI members, the ASTI will work with the other teacher unions, and other unions, in defence of public sector pay and conditions; and,
4. that if the Government breaches the terms of the Public Service (Croke Park I) Agreement, or if the Government seeks to impose salary cuts unilaterally, or changes of working conditions, on ASTI members, then an immediate meeting of Standing Committee will be convened to consider an appropriate response by the ASTI, including a ballot of members on industrial action.

## Election results 2013



**President**  
Sally Maguire



**Vice-President**  
Philip Irwin



**Honorary Treasurer**  
Ray St John

**Trustees**  
Michael Corley  
Edmund Kenneally  
Gearoid O’Ciarain

Tony McKernan  
Mary Ohle  
Yvonne Rossiter

**Non-Permanent Teachers’ Committee**  
Catherine Downey  
Edel Farrelly  
Sara Murphy  
Caroline Roche  
Mary Ryan  
Mark Twohig

**Education Committee**  
Jim Ahern  
Christina Henehan  
Margaret Kent  
Anne Loughnane  
Mary Lyndon  
Joe Moran  
Peter Quinn  
James Staunton  
Mark Walshe

**Steering Committee**  
Dermot Bennan  
John Byrne  
Susie Hall  
Deirdre MacDonald  
Mary Lyndon

**Investment Committee**  
John Byrne  
Patrick Collins  
Michael Freeley  
Padraic McWeeney

**Safety, Health and Welfare Committee**  
Jim Ahern  
Miriam Duggan  
Anne Loughnane  
Deirdre MacDonald  
Frank Milling  
Pauline Nagle

**Equal Opportunities Committee**  
Beth Cooney  
Rosabelle Crampton  
Jim Duffy  
Maura Greaney  
Gloria Helen  
Carmel Heneghan

**Rules Committee**  
Henry Collins  
Sheila Jennings  
Michael Kilbride  
Conor Murphy  
John O’Donnell

**Business of CEC Sub-Committee**  
Beth Cooney  
Anne Taylor  
Another to be elected at CEC



Newly qualified  
and looking for a  
teaching position?

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# Junior cycle campaign

A consultation with ASTI members on junior cycle reform gained significant media coverage.



“... Gerry Breslin, ASTI president, said there was anger at significant departures from advice given to Mr Quinn by the National Council for Curriculum and Assessment (NCCA).

‘Teachers are resoundingly stating that the Minister’s plan to remove the State exam and State qualification at junior cycle is a retrograde step that is fundamentally unfair to students and threatens to lower standards.’

They are concerned that a move to entirely school-based assessment and the marking of their own students’ work will be seen as unfair by some students and parents.

‘Perceptions of favoritism could quickly emerge, leading to an erosion of trust in the assessment process itself,’ said the ASTI report.”

‘Teachers fear changes to the Junior Certificate will undermine standards’ – *Irish Examiner*, March 12

“The nub of ASTI’s concern is the proposal to eliminate the June exams and leave the assessment of students entirely to their own teachers, with a certificate issued by the school. It represents a departure from an earlier proposal from the National Council for Curriculum and Assessment (NCCA) for a mix of teacher assessment and traditional State exams ... ASTI Assistant General Secretary Moira Leydon said teachers had ‘deep-seated professional concerns’ as to whether the minister’s more radical plan would work and ‘if it won’t work should we go along with it’.”

‘Standards will fall if Junior Cert dropped’ – *Irish Independent*, March 12

“Around the world, teachers are being challenged to transform educational outcomes. Fundamentally, teachers want to do what is best for their students. When teachers are unconvinced about the merits of change, and when there is no space for their professional opinion to be heard and responded to, their motivation and energy to implement reform is deeply impaired.

The Minister must look to best international practice to understand how successful reform was developed and implemented by the education stakeholders in those countries. It is now time for meaningful dialogue with teachers on Junior Cert reform.”

‘International evidence shows dialogue with teachers crucial to education reform’ – Article by ASTI President Gerry Breslin, *Irish Times*, March 12

“Now teachers are concerned that the Minister’s new school certificate – consisting of grades awarded by the students’ own teachers – will serve to de-motivate students. Indeed teachers believe students will perceive a school certificate as nothing more than the usual annual school report card. Students will no longer be spurred to develop the resilience and self-management skills necessary to cope with a high-stakes State exam. Teachers say this will lead to increased pressure at Leaving Cert level ... It is now time for meaningful consultation with teachers on core aspects of the Framework.”

‘Minister should keep teachers in the loop when changing policies’ – Article by Pat King, *Irish Independent*, March 13

**‘Teachers are resoundingly stating that the Minister’s plan to remove the State exam and State qualification at junior cycle is a retrograde step that is fundamentally unfair to students and threatens to lower standards.’**

“The problem with this model is that there will be no external benchmarking process whereby the mark that is generated at school level can be compared to marks in other schools through a mediating external process and teachers feel that it is a retrograde step to drop the State certificate, they feel it’s unfair on students ... there is a legitimate fear and a genuine fear that if we move away from a State certificate system to a school certificate system it will be viewed as worthless.”

Moira Leydon, ASTI Assistant General Secretary, quoted on *Newstalk News*, March 11, 2013.

ASTI reaction to junior cycle reform proposals was a major focus of ASTI Convention, which received significant media coverage last month. Read more ASTI media coverage, including coverage from ASTI Convention, at [www.asti.ie/news/media-centre](http://www.asti.ie/news/media-centre).

# Principals, deputy principals angry at workload

School principals are increasingly engaged in firefighting and covering up cracks, ASTI seminar hears.

Almost 150 ASTI principals and deputy principals gathered in Athlone for the annual ASTI seminar in March. The overload of work and “death by a thousand initiatives” is strangling schools’ ability to concentrate on teaching and learning, the seminar heard.

ASTI General Secretary Pat King informed the seminar that the ASTI had initiated a series of meetings between the second-level management bodies and teacher unions to address principals’ concerns. These meetings have led to further meetings with the Department of Education and Skills at the highest level to impress on them that schools, teachers, principals and deputy principals are reaching breaking point, and that schools no longer have the capacity to deliver on more and more initiatives while still trying to maintain the highest standard of education for our children.

Questionnaires were distributed to those present with a view to determining the biggest issues causing this ever-increasing and near unbearable workload, and to posit possible solutions.

## Workload overload

A recent ASTI survey demonstrates the strain principals and deputies are under because of the impact of cuts in schools. The survey shows that the vast majority of principals and deputy principals are undertaking duties previously undertaken by a teacher with a post of responsibility. The majority of deputy principals and more than one-third of principals are undertaking some classroom teaching duties as a result of the increased pupil-teacher ratio (see page 18 for more on the survey).

“At a time when strong leadership is more vital for schools than ever before, principals and deputy principals are increasingly tied up with trying to cover up the cracks caused by the education cutbacks,” said John O’Donovan, Chair of the ASTI Principals’ and Deputy Principals’ Committee.

Questionnaires were distributed to those present at the seminar with a view to determining the issues causing the greatest workload strain. It was decided that this questionnaire should be distributed to all ASTI principals and deputy principals, and that the results should be analysed and presented to the

## Information

Presentations from the Seminar are available in the events section of the ASTI website – [www.asti.ie](http://www.asti.ie).

Principals’ and Deputy Principals’ Advisory Committee for discussion and to elicit proposals for future action.

## Guest speakers

The seminar was addressed by Dr Robert Ryan, Managing Partner with Medmark Occupational Health Care, who focused on Medmark’s current activity in schools and changes in Medmark’s role brought about by the changes in teachers’ sick leave entitlements.

The Data Protection Commissioner, Billy Hawkes, gave an informative presentation on data protection issues for schools, which led to a flurry of questions from the floor as principals and deputies reassessed their school policies in this area.

A short presentation from Nathan O’Connor, PRO of the Irish Secondary Students’ Union, asked that school managers be receptive to the ISSU visiting schools and encourage participation by students in their national representative body.

*Presentations from the Seminar are available in the events section of the ASTI website – [www.asti.ie](http://www.asti.ie).*



*Pictured at the Principals’ and Deputy Principals’ Seminar are (from left): John Banville, St Peter’s College, Wexford; Elaine Devlin, Standing Committee; and, Pat King, ASTI General Secretary.*

Principals and deputy principals are represented within the ASTI by the Principals’ and Deputy Principals’ Advisory Committee, which is elected biennially at the Principals’ and Deputy Principals’ Seminar. The members of the current committee, which serves until 2014, are: John O’Donovan (Chairperson); Katherine Bulman; Una Byrne; James Anthony Carty; Eilis Casey; John Cleary; Michael Davitt; Leo Golden; Shane Hallahan; Mary Keane; Tim Kelleher; Liam Murphy; Michael O’Loughlin; and, Adrian Oughton.



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# Securing success

ASTIR looks at two cases where ASTI support led to improved job security for members.

## ASTI support results in CID

An ASTI-supported case secured a contract of indefinite duration (CID) for a teacher, when the colleague for whom they had previously been covering resigned.

The teacher worked in a Dublin school on a series of fixed-term contracts between the school years 2006/2007 and 2012/2013. He was initially hired to replace a teacher on secondment but when the secondee did not return for the 2012/2013 school year, the teacher received a contract to cover concessionary hours.

The teacher applied to his Board of Management for a CID but was refused on the grounds that such contracts must be within the authorised Departmental allocation. In an appeal taken to the Rights Commissioner, the teacher's ASTI representative argued that this stipulation or qualification is not contained in the relevant circular letter governing the granting of CIDs, and nor was it set out as an objective ground in the teacher's contract for the 2011/2012 school year.

The ASTI case cited the Protection of Employees (Fixed-Term Work) Act, which states:

"Where on or after the passing of this Act, a fixed-term employee completes or has completed his or her third year of continuous employment with his or her employer or associated employer, his or her fixed-term contract may be renewed by that employer on only

one occasion and any such renewal shall be for a fixed term of no longer than one year". The ASTI argued that the teacher had completed the required continuous service under fixed-term contracts and further argued that, in accordance with Section 9(2) of the Act, the teacher had served continuous fixed-term contracts with the aggregate duration of in excess of four years and should, therefore, be awarded a CID.

The school argued that these sections of the Act could be qualified by objective grounds set out in the teacher's contracts. The



ASTI countered that while there may have been some legitimacy to deny a CID while the teacher was designated as a replacement for a named colleague on approved leave, no objective grounds exist to undermine the teacher's entitlements under the terms of his 2012/2013 contract.

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**"...his or her fixed-term contract may be renewed by that employer on only one occasion and any such renewal shall be for a fixed term of no longer than one year".**

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The ASTI representative further argued that there was no evidence advanced to suggest any reduced demand for tuition in the teacher's two core subjects, and that any unfounded fears would not meet the test for classifying a ground as an objective ground, which must be for the purpose of achieving a legitimate objective, and must be appropriate and necessary.

The Rights Commissioner found that the teacher's claim was valid, and awarded a CID based on his 2012/2013 contract.

## Member working in yearly funded support unit awarded CID

A guidance counsellor employed by a school completion programme, which relies on year-to-year funding, has been awarded a CID following a Rights Commissioner case taken by the ASTI. The member was employed on a series of fixed-term contracts between 2005 and 2012.

In October 2012 the ASTI supported her in taking a case to the Rights Commissioner claiming that the failure to offer her a CID within the appropriate time constituted a breach of the Protection of Employees (Fixed-Term Work) Act, 2003, as no objective grounds existed to justify the failure to offer a CID.

The school completion programme argued that it had no control over its funding, which was allocated year to year, and that each fixed-term contract provided to the member stated that continued employment was subject to continued funding.

The Rights Commissioner found in favour of the ASTI member and awarded a CID effective from September 1, 2009.



The teachers were represented by Maire Mulcahy, Assistant General Secretary.

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# Answering your questions

ASTIR addresses your concerns regarding the new salary scale for teachers, sick leave, allowances and redeployment.

## Does the new salary scale circular released in January affect my pay?

The new salary scale and pay rates in Circular 0008/2013 apply to teachers who were first employed after February 1, 2012, and teachers who return to teaching following retirement. The circular implements the announcement made in September 2012 that teachers first employed after February 1, 2012, would not receive qualification allowances but would be moved to the equivalent of the 4th point of the existing post-2011 salary scale (€30,702). The circular clarifies categories of teacher affected by the abolition of qualification allowances, and sets out a new salary scale and new rates of hourly pay for teachers to whom allowances are not payable.

## Who is entitled to qualification allowances, and who is not?

Following a review of public sector allowances, it was announced in September 2012 that qualification allowances would not be paid to new beneficiaries after February 1, 2012 – Circular 0008/2013 implements this decision. Any qualification allowances held on January 31, 2012, will continue to be paid. However, teachers in receipt of the Diploma in Special Education allowance will lose eligibility if they no longer carry out the duties associated with the job or move from that job unless compulsorily reassigned or redeployed. Teachers first employed between December 3, 2011, and January 31, 2011, are entitled to qualification allowances only to a maximum of the equivalent value of an honours primary degree allowance. No qualification allowance may be paid to a teacher for the first time after February 1, 2012. Exceptions are made in the case of teachers who were qualified and first employed in an Oir eachtas-funded post on or before December 4, 2011, and who acquired an additional qualification on or before December 4, 2011. Allowances will be payable to teachers who were employed on December 5, 2011, and were in receipt of a qualification allowance on that date, but were also actively undertaking a course of further study.

## What is the current situation with sick leave?

All teachers may take up to seven days' self-certified sick leave in the period from August 1, 2012, until July 31, 2014. After that time each teacher will have a personal rolling two-year period, counting backwards from the date of their latest self-certified sick leave. The maximum number of self-certified sick leave days allowable in that two-year period will be seven. Changes to certified sick leave are due to come into operation on January 1, 2014, but will involve backdating, meaning that certified sick leave taken before January 1, 2014, may impact on your sick leave entitlement. Talks regarding the backdating of certified sick leave are ongoing. When implemented, the new arrangements will allow teachers to take up to three months' certified sick leave with full pay, followed by up to three months' certified sick leave with half pay in a rolling four-year period. This may be followed by up to 18 months of sick leave on Temporary Rehabilitation Payment (TRP). Leave for certified sick leave for critical illness will be allowed for six months on full pay followed by six months on half pay in a rolling four-year period; this may be followed by 12 months' TRP. As regards sick leave referrals, at present any teacher who has four weeks' continuous or 12 weeks' cumulative sick leave in a 12-month rolling period must be referred to the Occupational Health Service. From January 1, 2014,

any teacher who has four weeks' continuous or cumulative sick leave absence in a 12-month rolling period must be referred to the Occupational Health Service.

## What are my options if I want to switch schools and keep my permanent job?

A redeployment scheme for teachers in schools with teachers surplus to requirements is in operation. Under this scheme, if your school has surplus teachers, you can volunteer to be redeployed and specify the geographic area to which you wish to be redeployed. The Board of Management must indicate that it is capable of releasing you and must consent to the application. The date by which schools had to identify teachers for redeployment in 2012/2013 has now passed. The ASTI has pursued a voluntary redeployment scheme for teachers in schools that are not in a surplus teacher position for some time. It was agreed under the Croke Park Agreement to engage in a pilot voluntary redeployment scheme of that kind. That pilot scheme is now operational for schools in the Sligo area. Depending on the success of the pilot, it is hoped that a voluntary redeployment scheme will eventually be rolled out nationally. Updates will be available on the ASTI website.



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## Join the Goal Sports Challenge

Encourage your students to get involved in the Goal Sports Challenge this May. The aim is very simple: students challenge themselves more, so that others are challenged less. Through fundraising sports events, students will raise money for Goal's international humanitarian efforts. To register for a sports pack, Tel: 01-280 9779, or log on to [www.goal.ie](http://www.goal.ie).



## Dyslexia factsheets

The Dyslexia Association of Ireland has produced factsheets on dyslexia for schools, teachers and parents. The factsheets have been emailed to schools and are available at [www.dyslexia.ie](http://www.dyslexia.ie).

## EZA Science app

A transition year mini company from the Ursuline Secondary School, Thurles, has designed and produced an educational tool to help students revise Junior Certificate science. The product consists of revision flashcards and a smartphone app, which can be downloaded from Google Play. For more information, Email: [ezascience13@gmail.com](mailto:ezascience13@gmail.com).

## CLASSIFIED

### Could you mentor a vulnerable teen in Dublin?

Le Chéile Mentoring Project is looking for volunteers to meet once a week with teenagers, or their families, involved with Probation. Contact Claire, Tel: 087-2016801/[recruitment@lecheile.ie](mailto:recruitment@lecheile.ie) or visit [www.lecheile.ie](http://www.lecheile.ie).

## Masters in Irish-medium education

Mary Immaculate College is offering a new masters programme in Irish-medium education, commencing in September 2013. The programme will be offered on a part-time basis over two academic years. A total of 20 places will be allocated in the 2013 intake, and the Council for Gaeltacht and Gaelscoil Education is offering 20 scholarships to the value of €2,000 per year to students who register for this programme in the year 2013/2014. For more information or to apply, Tel: 061-204348, or Email: [admissions@mic.ul.ie](mailto:admissions@mic.ul.ie) by May 31.

## New anti-racism education pack

Show Racism the Red Card has launched a new education pack aimed at tackling racism in schools and sports clubs. It includes written and video testimonies from a host of well-known sportspeople, including: Ireland internationals Seamus Coleman and Seán St Ledger; GAA stars Lee Chin, Barry Cahill and Cliona O'Connor; and, Leinster and Ireland rugby player Seán O'Brien. Further information about the new education pack is available at [www.theredcard.ie](http://www.theredcard.ie).

## ISPC anti-bullying campaign

The Shield My School Programme is an evaluation tool to combat bullying developed by the ISPC. It aims to assist schools in understanding and reflecting on how effective they are currently in tackling bullying, and is available to download from [www.ispc.ie](http://www.ispc.ie). The ISPC has also launched a new dedicated bullying support service. By texting the word 'bully' to 50101, children and young people can access real-time support from 2.00pm-10.00pm, Monday to Sunday. By logging on to [www.childline.ie](http://www.childline.ie) they can access the live chat facility. A range of materials such as posters, info graphics and information leaflets are also available from [www.ispc.ie](http://www.ispc.ie).



**Marius Fitzsimons**  
1954-2012

Deep shock and sadness surrounded the Patrician Secondary School and the community of Newbridge last June on hearing of the passing of well-known and respected guidance counsellor Marius Fitzsimons. After working for some time in the Department of Social Welfare, Marius attended Mater Dei College and

afterwards taught history and religion in Drogheda. He then qualified as a guidance counsellor in the University of Coleraine and joined the staff of Patrician Secondary School Newbridge in 1980, where he served as School Guidance Counsellor until his untimely death in 2012.

Marius was an active member of the Kildare Branch of the Institute of Guidance Counsellors, serving in a number of administrative capacities, and was also strongly involved at national level. He always had a special interest in advancing guidance practice through the use of technology. Throughout his career he played an active role in educating both pupils and colleagues in the use of IT. In the mid 1990s he used his knowledge and experience to create the website Careers World, which was launched in the school by the

then Minister for Education Micheál Martin. He continued to update and improve the site, and eventually joined the team that formed the current site, Careers Portal. This then resulted in the publication of the Careers book *Reach+*, which is used by many secondary schools today.

Marius constantly sought ways to improve and enrich his counselling practice at Patrician Secondary, and had a particular interest in reality therapy and mindfulness. His love of GAA was reflected in his 10-year involvement in training both boys' and girls' teams at juvenile level in his local community. He loved walking, nature, mountains and people in general.

In 2010, Marius accepted and dealt with his illness with great courage, dignity and good humour. All who visited him were hugely impressed by his positivity and optimism. He is deeply missed by all who knew him and by his many good friends in the guidance community. Patrician Secondary School Newbridge extends its deepest sympathies to his wife Fiona, his children Ríain and Aibhínn, his mother Mary and his siblings Jeanne, Joseph, Gabrielle and Catherine.

*May he rest in peace.*

*Ar dheis Dé go raibh a anam dílis.*

*A tribute by the staff of Patrician Secondary Newbridge.*

# Retired teachers react to pension cuts

The following statement has been issued by the Alliance of Retired Public Servants, which includes the RSTA:

## Contempt for public service pensioners

The Alliance of Retired Public Servants is very concerned at the continued failure by the Government to respond to repeated requests for input (on behalf of public service pensioner organisations representing 33,000 pensioners) into decisions associated with Croke Park II to reduce public service pensions. The Alliance now publicly calls on the Minister for Public Enterprise and Reform to urgently meet Alliance representatives and to give the Alliance and public service pensioner organisations generally a facility to consider what is proposed and, as accorded to serving public servants, an opportunity to have a considered input into the outcome. This is an entirely reasonable request, which, if denied, would amount to gross disrespect, if not outright contempt, for a substantial number of pensioners (in the order of 20,000 plus) who have spent their working lives in public service and whose income and that of their surviving spouses and dependents will be affected by these decisions.

## A right to be heard

The basis for this statement is set out in the correspondence the Alliance has had with the Minister for Public Enterprise and Reform. The Alliance initially sought representation at the Croke Park II discussions and, when this was refused (on the basis that trade unions would not be discussing pensioner entitlements), a meeting was sought with the Minister before final decisions were taken by Government that could affect the incomes of public service pensioners. This request was repeated when it emerged from the LRC that there were pension cuts associated with Croke Park II and, through the media, that these cuts would range from a minimum of 2% at €32,500 to 5% at €100,000. If normal pension rules apply, surviving spouses will be liable for

pension cuts at €16,125 per annum. The present position is that the pensioner bodies represented by the Alliance are inundated with enquiries from members who are looking for information on how they might be affected and on whether the proposed cuts are temporary or permanent. Not unreasonably, they expect their representatives to have an input, as is the case with serving public servants, into decisions that substantially affect their income and, indeed, that of their surviving spouses and dependents. Public service pensioners ... are to have their income cut at substantially lower levels; they cannot work longer or harder and they have no opportunity to ameliorate these cuts by extending their working lives. They (along with serving public servants) have already been subjected to emergency measures not applied to other pensioners or taxpayers and they must pay the Universal Social Charge on all their pension income, unlike those otherwise in receipt of pensions from the State.

As matters stand, there has been no response from the Minister for Public Enterprise and Reform and it is in these circumstances that the Alliance publicly renews its request for a meeting with the Minister. The right to be heard is at the core of democratic government and this principle should be respected in decisions that fundamentally affect the income of public service pensioners and their surviving spouses and dependents.

## New RSTA branch formed

We are delighted to announce the formation of a new branch of the RSTA in Clare. This brings the total number of branches to 17. If you have not joined yet, log on to our new website – [www.rsta.ie](http://www.rsta.ie) – and see what the RSTA has to offer. Apart from our campaign to protect the pensions of retired teachers, our various branches around the country provide a wonderful opportunity to meet up with other retired teachers and to participate in a huge variety of activities and trips.

## Retired teacher honoured

Sean Beattie, former ASTI member and former guidance counsellor in Carndonagh Community School, Co. Donegal, was recently awarded an Honorary Degree from NUI Galway for his contribution to historical research. A member of Donegal Historical Society and the Ulster Local History Trust, Sean has published several books on Donegal's local history and contributed articles to journals and newspapers.

*Pictured at the conferring are (from left): Dr James J Browne, President, NUIG; Sean Beattie; and, Nollaig McCongail, Registrar and Vice-President, NUIG.*



CROSSWORD

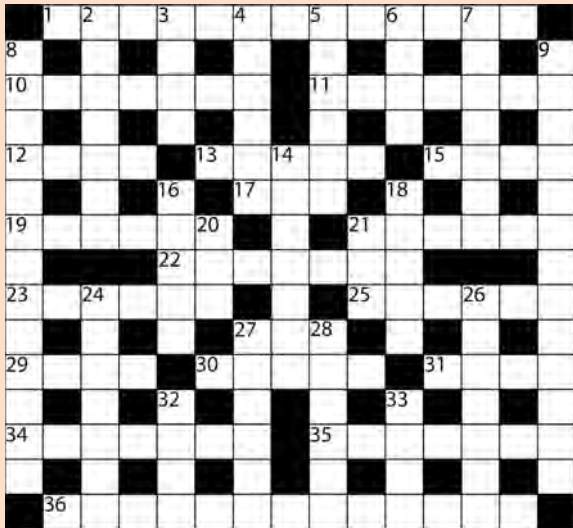


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Entries to: Astir Crossword No. 1303, Think Media, The Malthouse, 537 NCR, Dublin 1.

To arrive by: Friday July 19, 2013

CLUES ACROSS:

- 1 Poem by Sylvia Plath prescribed for Leaving Cert. course (7,2,4)
- 10 Public relations company could be the start of seclusion (7)
- 11 Trade prohibition (7)
- 12 Fertility goddess (4)
- 13 Could be fitter to be suitable (5)
- 15 Tug the learner for an oversupply (4)
- 17 See Ravenna for this historical period (3)
- 19 Where to get a train in Albania? (6)
- 21 across, 30 across, 23 across: Due to begin in September 2014 (6,5,6)
- 22 In short he sounds open and sincere in Rome (7)
- 23 See 21 across
- 25 His age could affect this Japanese entertainer (6)
- 27 Russian fighter jet (3)
- 29 Oscars 2013: First name of best supporting actress (4)
- 30 See 21 across
- 31 Loathsome kind of evil (4)
- 34 The sceptre could indicate admiration or esteem (7)
- 35 You could step on it coming home (7)
- 36 ASTI Report on Consultation with Teachers re Junior Cycle (8,5)

CLUES DOWN:

- 2 Considered to be the greatest actor in the English-speaking world during the 20th century (7)
- 3 A pale church bell sound (4)
- 4 Paris palace (6)
- 5 Spanish airline (6)
- 6 Tasks for Apple co-founder! (4)
- 7 Siren of the Rhine (7)
- 8 This equine wonder has been described as "the special one" and "the big black aeroplane" (8,5)
- 9 They tend to bring up unrelated issues! (6,7)
- 14 Craft in an agitated state (7)
- 16 Very often seen before "red" or "structure" (5)
- 18 Erato, with her sisters, dreams and reflects (5)
- 20 Harmful to prepare for war (3)
- 21 Lively dance (3)
- 24 Savoir-faire (7)
- 26 Sounds like it's earth shaking, Michael (7)
- 27 Try elm to get this shrub (6)
- 28 They're happy to start in the forest (6)
- 32 A luxury car in short (4)
- 33 So lonely by oneself (4)

Solution to ASTIR Crossword No. 1302

Across	Down
1. Hamper	2. Ascends
5. Sedate	3. Post
10. Accuses	4. Risque
11. Audible	5. Skater
12. Lone	6. Dido
13. Ruler	7. Tablets
15. Tess	8. Ballad
17. Ear	9. Heists
19. Dossier	14. Last bus
21. Senses	16. Reset
22. Sultana	18. Yeast
23. Mortem	20. Rum
25. Assail	21. SNA
28. Dud	23. Menace
30. Numb	24. Remorse
31. Beset	26. Analyse
32. Faun	27. Linnet
35. Carnage	28. Delete
36. Anodyne	29. Demand
37. Serene	33. Dame
38. Duffer	34. Wolf

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No. 1302: Tara Dillon,

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# SICK PAY CHANGES AHEAD BE PREPARED

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FOR THE PRICE OF ONE LUNCH  
OUTING PER WEEK, YOU COULD  
PROTECT YOUR LIVELIHOOD



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