

ASTIR

Association of Secondary Teachers, Ireland



President's Convention address: equal pay for NQTs

ASTI Conference on
Junior Cycle reform

ASTI members' families
and 1916

Croke Park hours
unproductive – ASTI survey



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Contents

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ASTIR

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12



22

6



10



24



26

23

| | | |
|----|--|----|
| 4 | From the President's desk | |
| | <i>Focal ón Uachtarán</i> | |
| 4 | General Secretary's update | |
| | <i>Key issues highlighted at Annual Convention</i> | |
| 5 | News | |
| 8 | ASTI in the media | |
| | <i>Equal pay for NQTs</i> | 8 |
| 10 | News features | |
| | <i>ASTI Education Conference</i> | 10 |
| | <i>Three colleagues, three pay scales</i> | 11 |
| 12 | ASTI Convention 2016 | |
| | <i>Key speeches</i> | 12 |
| | <i>Convention votes for industrial action on new entrants' pay</i> | 16 |
| | <i>Motions call for reversal of cuts</i> | 17 |
| | <i>Motions at Convention</i> | 18 |
| | <i>Election outcomes</i> | 19 |

| | |
|---|----|
| <i>Vox pop – a vision for the future?</i> | 20 |
| <i>Convention photo gallery</i> | 22 |

| | | |
|----|--|--|
| 23 | News feature | |
| | <i>Moratorium has led to major loss of posts, survey finds</i> | |
| 24 | Feature | |
| | <i>ASTI members' families and 1916</i> | |
| 26 | FAQs | |
| | <i>Sick leave</i> | |
| 27 | Obituary | |
| 28 | RSTA news | |
| 29 | Noticeboard | |
| 30 | Crossword | |

Letters, comments and articles are welcome

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

Focal ón Uachtarán

Tá sé deacair a chreidiúint go bhfuilimid ag teacht i dtreo dheireadh na scoilbhliana. Táimid mar bhaill den ASTI tar éis an-chuid a bhaint amach i rith na bliana ag iarraidh caighdeán an oideachais a chaomhnú agus cearta an mhúinteora a chosaint agus a fheabhsú. Tá constaicí fós romhainn.

Since my last editorial we have had a very successful and historic Annual Convention. The magnificent celebration of Irish culture we witnessed at Convention from the students of Coláiste an Phiarsaigh, Gleann Maghair, Co. Chorcaí to celebrate the 100th Anniversary of Eirí Amach na Cásca 1916 was representative of holistic education at its best. Students in all our schools are involved in such educationally beneficial celebrations during this historic year. Lá an Fhorógra on March 15 was an outstanding, dignified occasion in schools all over the country.

Gabhaim comhghairdeas leis na scoláirí agus le baill an ASTI.

Annual Convention highlighted many of the issues that need resolution. The discriminatory, inequitable and shameful manner in which newly qualified teachers and new entrants to the profession are treated cannot be allowed to continue. Motions 1, 5 and 6 on the restoration of the common basic scale were all adopted by Convention.

As the Haddington Road Agreement draws to a close on June 30, 2016, we in the ASTI will not be involved in a collective agreement, as we voted against the Lansdowne Road proposals. Such is our democratic right. However, as a result of exercising our democratic right the Government is threatening us with FEMPI legislation. Annual Convention, by adopting Motion 39, instructed Standing Committee to "issue a directive to members to cease fulfilling the 33 Croke Park hours upon the completion of the Haddington Road Agreement". At the time of printing the required ballot is taking place.

With this particular ballot we will be treading new waters subsequent to the adoption of Motion 77 by Annual Convention. School-based ballots will be introduced by the ASTI for the first time.

Junior Cycle is an ongoing issue. Our concerns, which are well documented, with the proposed reform have always been in the best interest of our students and of standards in education. The outcome of the reform will affect all members. We need to support each other and not allow ourselves to be isolated. The campaign continues until better proposals emerge.

As this is my last editorial as ASTI President there is so much more I would like to say. However, suffice it to say that you, the ASTI members, bestowed the greatest possible honour on me by electing me as your President. I have had the privilege of representing you and you have supported me overwhelmingly on this challenging journey.

Go raibh míle maith agaibh, a chomhghúinteoirí agus a chairde as bhur gcuid tacaíochta.



Máire G. Ní Chiarba
ASTI President

Key issues highlighted at Annual Convention

As I write post ASTI Convention 2016, I can reflect on some of the key decisions made by our governing body that will be highly influential in terms of the direction our union takes in the weeks, months and even years ahead. Among the dominant issues debated was the need to work towards pay restoration for all teachers, and in particular the need to end the differential pay scales for newly qualified teachers. The three separate pay scales that are in place for teachers are a blight on our profession and must go. It is heartening to see that momentum is growing across the public sector to have this enormous inequity addressed. The ASTI has been a frontrunner in highlighting this issue, and it is key that the ASTI is to the forefront of the campaign.

Most vulnerable members

Of course, several other aspects of teachers' working lives were debated at Convention and you will find extensive coverage of these in this edition of *ASTIR*. One very valuable initiative I would like to highlight is the setting up of a committee to look at the situation faced by those of our members who are privately paid by their schools. This group is particularly vulnerable to several forms of disadvantage as employees. We must support and protect these teachers and work to improve their terms and conditions.

Another significant step taken at Convention was a decision to change our rules to allow for school-based ballots. This first of these is underway as I write, and it is to be hoped that this will encourage a higher level of participation in ballots than has been the case in the recent past. Indeed, a useful by-product of this decision may be to provoke a renewed focus on the issues of the day within staffrooms and an added emphasis on the importance of ASTI membership for teachers.

Junior Cycle

Standing Committee took a decision in March to plan a series of strike days for autumn in opposition to the Framework for Junior Cycle if there is no resolution of the outstanding issues in the interim. This was a responsible decision, designed to concentrate minds while allowing space for talks. As you will be aware, the political uncertainty that has prevailed for many weeks since the General Election has not been conducive to progress in this regard. Arising from our consultation process with members late last year, together with the debate at Convention on resulting resolutions passed, the ASTI leadership is well aware of the issues that most need to be brought to the table. Our stand for standards and equity for our Junior Cycle students is not over and can only be resolved by discussions and dialogue. It is hoped that the platform for such a resolution will be found in the near future.



Kieran Christie
ASTI General Secretary

Limerick South retirement function



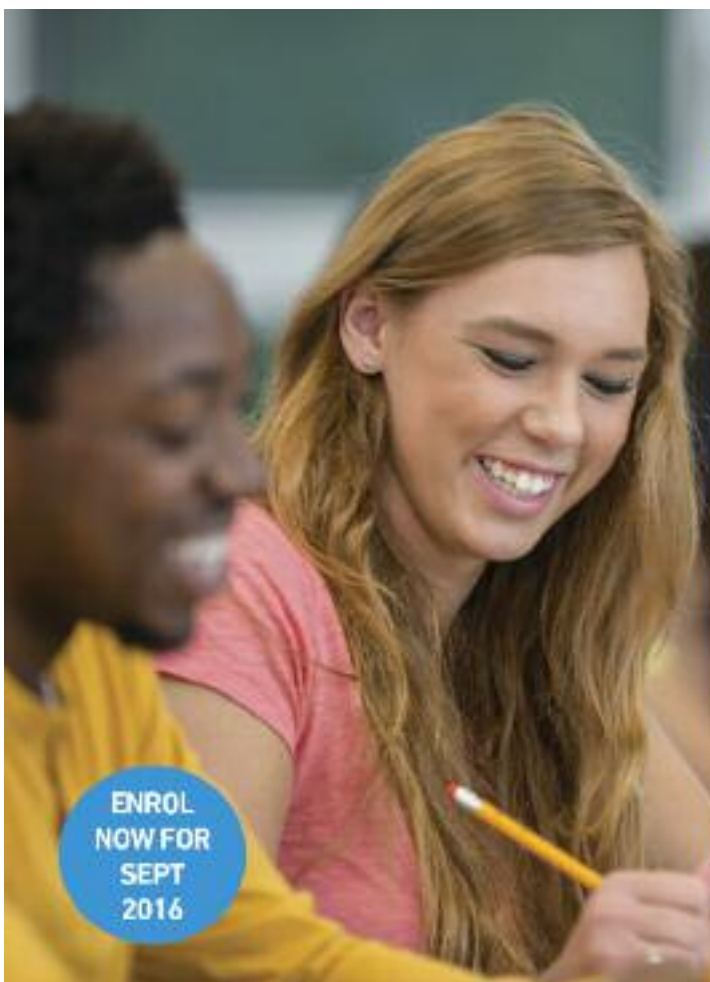
Pictured at a recent Limerick South retirement function are (from left): Marion Hannon, Brian Howley, Ann O'Donoghue, Dan Sullivan, Máire G. Ní Chiarba (ASTI President), John Sheehan, Mary Connolly, Denis Bates, William Clifford and Pat Byrne.

Do we have your up-to-date contact details?

ASTI ballots may be distributed either to schools or to members' home addresses. The ASTI Central Executive Council has the authority to decide if each ballot will be a school-based or a postal ballot. In order to ensure that you always receive a ballot paper, please check that ASTI Head Office has your current contact details by calling 01-604 0160 or emailing info@asti.ie.

New Teaching Council

Two ASTI-endorsed candidates are on the new Teaching Council, which held its first meeting in April. Sean O'Neill was elected in the Leinster – Voluntary Secondary School Sector constituency. Beth Cooney was not opposed, and was already deemed elected in the Connaught, Munster and Ulster – Voluntary Secondary School Sector constituency. The ASTI is also entitled to nominate two representatives to the Teaching Council. The two ASTI representatives are John Holian and Noelle Moran. John teaches in Balla Secondary School, Co. Mayo, and Noelle teaches in St Jarlath's College, Tuam, and represents Galway, Tuam and East Galway on Standing Committee. Other ASTI members elected to the Teaching Council include Niall Duddy and Patricia Duffy. The Teaching Council is made up of 37 members, 22 of whom are registered teachers. Six teachers are nominated by the teachers' unions (the ASTI, TUI and INTO nominate two teachers each) and the remaining are elected. Seven teachers are elected by second-level teachers and nine teachers are elected by primary teachers. The other 15 seats are filled as follows: two nominated by the colleges of education; two nominated by specified third-level bodies; four nominated by school management; two nominated by parents' associations; and, five nominated by the Minister for Education, including one IBEC and one ICTU representative.



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Kerry retirement function



Pictured at a recent Kerry Branch retirement function. Front row (from left): Kevin McCarthy (Secretary), Kieran Christie (General Secretary, ASTI), Máire G. Ni Chiarba (ASTI President), John O'Donovan (Chairman, Kerry Branch) and Matthew O'Connor (Standing Committee). Back row (from left): Gavin Daly (Treasurer, Kerry Branch), Richard Barrett, Mary O'Rourke, Tommy O'Donnell, Cormac Bonner, Mike Dowd, Phil Ni Chathain, Paddy Quaid, Ciaran Lanigan, John Burke, Pdraigin Mhic Liann, Tom Healy, Bernard Moynihan (Industrial Relations Officer, ASTI), Kay Bunce, Margaret McCormack, Meredith O'Connor and Lily Cronin.

Dublin North West retirement function



Dublin North West Branch officers and members were joined by officials from ASTI Head Office at a retirement function on Thursday, February 11. The retirees are: Adrienne Webb, Jackie Pierce, Bernadine O'Sullivan, Diarmaid Lalor, Joan Sugrue, Marcia McGee and Mary O'Sullivan. Also present were Kieran Christie (ASTI General Secretary), Ed Byrne (ASTI Vice President), Philip Irwin (ASTI Immediate Past President), Ray St John (ASTI Honorary Treasurer), Maire Collins (Industrial Relations Officer) and Christy Maginn (former Standing Committee representative for Dublin North West).

Carbery Branch retirement function



Carbery Branch officers and ASTI officials at the Carbery Branch's retirement function, which was held in Fernhill House Hotel, Clonakilty, Co. Cork.

This issue in numbers...

20+

NUMBER OF DES REFORMS introduced in schools since 2009.

(P. 12)

30

DATE IN JUNE 2016 WHEN The Haddington Road Agreement ends.

(P. 14)

Teaching Council update

Changes to *Droichead* policy announced

At a shared learning day on March 2, 2016, the Teaching Council announced a number of significant changes to *Droichead*, the integrated framework for the induction of newly qualified teachers (NQTs).

The changes to *Droichead* include:

1. **Integration of *Droichead* process and induction workshop programme**
From September 2016, all new teachers who commence *Droichead* will attend one cluster meeting per term and one additional professional learning activity.
2. **New teachers who wish to avail of the *Droichead* process will be able to do so in a wide variety of settings**
New teachers will normally complete *Droichead* in a mainstream setting. However, in certain circumstances, they can engage in the *Droichead* process in special schools, learning support and resource settings.
3. **Explicit recognition of the enhanced, reconceptualised programmes of initial teacher education**
The extended school placement in the latter half of the initial teacher education (ITE) programmes will now be recognised towards the professional practice requirement of *Droichead*.

There will be a further review of the Council's policy in 2019. Teachers and schools who participate in *Droichead* between now and then will shape and influence the future of their profession's learning.

Teaching Council and conditional registration

Conditional registration is granted when a teacher has not fulfilled all of the Teaching Council's registration requirements. If you have received a letter from the Teaching Council in relation to conditions, it is imperative that you address your shortfalls within the specified time. This is essential for maintaining your registration. Check the conditions attached to your registration, and the deadlines for meeting these conditions, by logging on to the 'My Registration' section on www.teachingcouncil.ie.

Renewing registration during the summer holiday period

Teachers are reminded to be aware of their registration renewal date. The Council is legally obliged to remove a teacher from the Register should renewal not occur and this has serious implications for pay. You can check your renewal due date through the registered teacher login facility on the Teaching Council's website at www.teachingcouncil.ie.

Junior Cycle update



ASTI Standing Committee has announced that it will plan a series of strike days to take place from this autumn if the dispute over proposed changes to the Junior Cycle is not resolved.

ASTI representatives met with Department of Education and Skills representatives late last year to communicate the outstanding concerns of second-level teachers. These include:

- the impact of the proposals on teaching time
- the absence of State-assessed oral exams in Gaeilge and modern European languages
- increased workload/bureaucratic pressure on teachers.

There is a window of opportunity for the next Minister for Education to resolve the outstanding issues so that Junior Cycle reform can be implemented in a manner that enriches the learning experiences of all students.

At a special meeting for teachers of English, business studies and science held at the ASTI Annual Convention, members stressed the importance of solidarity with teachers of these subjects who are "on the frontline". Any escalation of industrial action will seek to ensure that these teachers are protected.

In the meantime, the Junior Cycle Framework Directive issued by the ASTI remains in force.

The ASTI has established a strategy sub-committee to pursue the ASTI's key concerns.

For updates, visit www.asti.ie.

200

NUMBER OF SCHOOLS WITH
no [one-to-one] guidance
counselling service since the
Government abolished the ex-
quota guidance counselling
allocation.

(P.17)

80

PERCENTAGE OF TEACHERS
who find the Croke Park hours
unproductive, according to an
ASTI survey.

(P. 23)

Equal pay for NQTs

Media coverage of ASTI Convention 2016 focused on pay disparity and Junior Cycle reform.



ASTI President Máire G. Ní Chiarba gave a number of interviews on the key issues of ASTI Convention 2016 in Cork.

“We are very concerned about newly qualified teachers. They are on different pay scales. Teachers are on three different pay scales. The startling figure is that over a lifetime earning the new entrants would be suffering a loss of about €100,000. This is something that needs to be sorted out. It is a dreadful message to send to new entrants who are doing the same work, have exactly the same responsibilities as everyone else, but because of when they started teaching their pay scale is hugely diminished.”

Máire G. Ní Chiarba, ASTI President, *Newstalk Breakfast, Newstalk, March 29*

“In relation to the Junior Cert, significant progress was made and we acknowledge that. We made significant progress in relation to State certification and so on, but there are outstanding issues and concerns that remain. Now we put the package to our members ... it was an outcome of talks, no more, no less, and we put that package to our members and they rejected it. They rejected it for a number of reasons ... We took the time to survey them very extensively and find out what their issues were and we’re working on those and we want to work with the next Minister in relation to those.”

Kieran Christie, ASTI General Secretary, *Today with Sean O’Rourke, RTÉ Radio 1, March 29*

“Ní raibh aon chainteanna, ní raibh aon díospóireacht. Thóg an Rialtas an cinneadh seo ag an am go mbéadh tuarastal níos lú ag na múinteoirí nua-cháilithe, go mbéadh siad ar pháscála difriúil agus tá sé náireach.”

Máire G. Ní Chiarba, ASTI President, *Nuacht, TG4, March 30*

“We need to see the abolition of the situation where there are three pay scales for newly qualified teachers coming out of colleges. Teachers sit in their staffrooms alongside their colleagues who are earning more than them for doing exactly the same job as them, and it’s just unacceptable.”

Kieran Christie, ASTI General Secretary, *Morning Ireland, RTÉ Radio 1, March 30*

“There is a real fairness issue here. It’s hard to be in the staffroom when you see others doing the same job who are getting paid more. The only difference is I joined the profession at the wrong time ... You need strength in numbers, but the danger is young people won’t join because they don’t see the benefit of it. The morale of teachers is very low, especially among younger teachers.”

Siobhan Peters, Tipperary Branch, *The Irish Times, March 30*

“There are misconceptions of what private schools are about. We are not sitting on leather sofas quaffing claret. This is not Eton or Harrow. We have fee-paying schools where grounds might be good and there is wider subject choice, but where teachers are not very well paid, particularly since changes to the PTR.”

Niall Mahon, Dublin North West branch, *Irish Examiner, April 1*

To view recent ASTI media coverage, go to the ‘ASTI in the Media’ section of the website – www.asti.ie.

Free Student eBook with purchase



New for Junior Cycle

SCIENCE

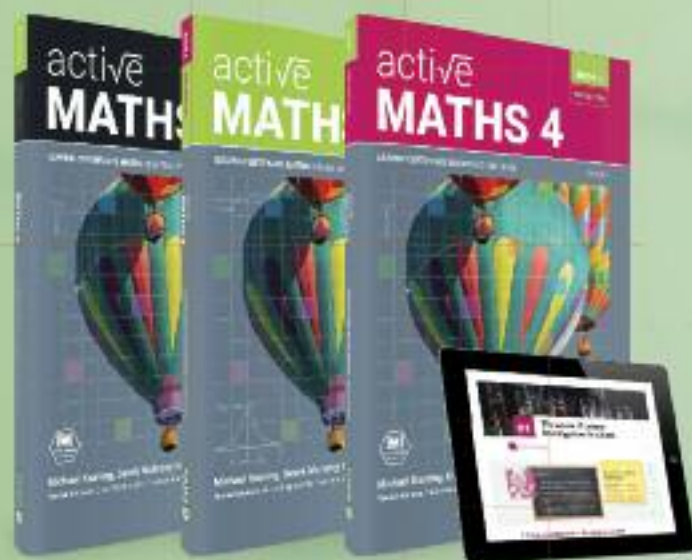


BUSINESS STUDIES

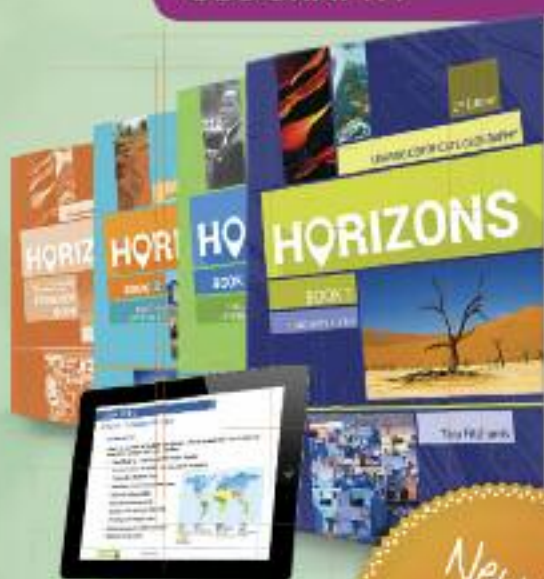


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Education Conference on Junior Cycle reform

Protecting standards, equity and the quality of education.

Over 150 ASTI members attended the ASTI's Conference on the Framework for Junior Cycle held on Saturday, March 5, to explore ideas for innovation, change and reform in education in Ireland. Speakers included Dr Pádraig Hogan, former senior lecturer at NUI Maynooth, Dr Geraldine Mooney Simmie, University of Limerick, and Margaret Kent, teacher and Chairperson of the ASTI's Education Committee.

Real concerns – assessment

Opening the Conference, ASTI President Máire G. Ní Chiarba said that the ASTI's Junior Cycle campaign is driven by classroom teachers with real concerns.

"Teachers have participated in a robust campaign in order to protect standards, equity and quality for all students. Their interest in and commitment to this campaign is rooted in a deep belief in the importance of education to the lives of young people," she told delegates.

"The ASTI has consulted widely with schools and branches to try to establish the unresolved issues regarding Junior Cycle reform... The main issues of concern as identified by the members included: timetabling; the questioning of the educational value of the classroom-based assessments and the assessment task; the timing of the subject learning review meetings and the value of such meetings; common level examination papers in all subjects apart from Gaelige, English and maths and the absence of externally assessed oral examinations in Gaelige and modern languages.

"All of these issues were raised at these meetings with department officials and a full report was given to Standing Committee by the ASTI negotiators. Among the decisions taken by Standing Committee was the following: 'that an ASTI Education Conference be organised by the ASTI to highlight our issues and further our campaign'. This decision has resulted in today's education conference."

In his presentation to the conference, Dr Pádraig Hogan told delegates that he had witnessed significant progress on assessment over the past few years: "A lot of teachers are doing feedback assessment, assessment for learning... students are gradually able to take more of the burden of learning onto their shoulders and off the shoulders of the teacher".

School autonomy

Dr Hogan also spoke about the concerns presented by school autonomy: "Autonomy is a mixed thing. I'm for autonomy if it's genuine autonomy, the kind of autonomy that enhances teacher agency... Autonomy is a problem if it's linked with league tables and funding mechanisms".

He said that teachers need to get a greater sense of ownership of what they are doing, and a greater sense of autonomy: "...to give teachers a greater capacity to be the authors, the genuine authors of their own work, because the amount of satisfaction to be got from that is what makes teaching worthwhile as a way of life".



From left: Máire G. Ní Chiarba (ASTI President), Dr Geraldine Mooney Simmie (speaker) and Kieran Christie (ASTI General Secretary) at the ASTI's Education Conference on Junior Cycle reform.

Social responsibility

Dr Mooney Simmie told delegates of the importance of education as a social responsibility: "You are standing for something very important this morning ... you are standing for education as a social responsibility – education for the common good and for public interest values, not every man for himself, and every individual getting their qualifications, and every school being autonomous, and everyone having responsibility thrust down upon them... I think you [the ASTI] have a crucial role to play in holding education as a social responsibility for public interest values in Ireland".

She also spoke of the importance of the role of the teacher in learning: "Professor Gert Biesta in the Netherlands has been worried about the language of education becoming learning... He puts the teacher back into the concept of learning because the teacher is disappearing".

The removal of subject knowledge was another issue raised by Dr Mooney Simmie: "I don't think that teachers are [only] purveyors of knowledge... but I am concerned that subject and theoretical knowledge is being stripped out of courses. Basil Bernstein worked for forty years in the Institute of Education in London and one of his great contributions to the theory of education... [was that] without theoretical knowledge and subject knowledge you can be enslaved, you can [be] made a slave of, because you know what you are doing, but you may not know why".

Margaret Kent spoke of her views on the Framework for Junior Cycle based on her experience as a teacher. She said: "We need more teachers, teaching fewer students. We need coherent syllabuses, offering a wide range of learning opportunities, properly resourced, so that our students will be able for the challenges in their personal, economic and social lives".

To view the presentations given by guest speakers, visit www.asti.ie.

Three colleagues, three pay scales

Three colleagues from Presentation College, Bray, highlight the pay disparity for newly qualified teachers.

Michael Berigan (31), Yvonne Rossiter (27) and Michael Browne (27) teach alongside each other in Presentation College, Bray. They graduated within a couple of years of one another. They are colleagues and friends. Michael Berigan is on the pre-2011 salary scale and has endured the public service pay cut and pension levy. Yvonne Rossiter is on the 2011 new entrant salary scale. Michael Browne is on the 2012 new entrant salary scale.

"I am already earning over €4,000 per annum less than my colleagues who began teaching before me," said Michael Browne. "My entry to teaching has been through substitute and temporary work, and I am currently on a fixed-term contract. I am 27 and living at home because the cost of rent and mortgages in the greater Dublin area is so high."

Yvonne, who has been campaigning on equal pay for NQTs since she was a student teacher, said: "The first time I attended Convention I was a student teacher and I had been invited down to see what Convention is all about. I've been coming to Convention every year since then and it's four years later and we're still talking about this disparity in pay... Action needs to be taken... This can't go on anymore – it has to stop. Equal pay for equal work – you cannot be a little more equal – let's stop this now".



Michael Berigan (left), Yvonne Rossiter and Michael Browne. They teach in the same school and are on three different pay scales.

Read ASTI Annual Convention report on page 16.

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Key speeches

Honouring the principles of the 1916 Proclamation, and its teacher signatories, was a central theme in speeches at ASTI Convention 2016 in Cork.



President's address

For Máire G. Ní Chiarba, the ASTI must honour its founding members by continuing to defend teachers and education.

Eirí Amach na Cásca 1916

"What a magnificent celebration of Irish culture we have witnessed here this afternoon from the students of Coláiste an Phiarsaigh, Gleann Maghair, Co. Chorcaí. Táim thar a bheith brodúil as na scoláirí atá tar éis a léiriú dúinn cad atá i gceist le fíor-oidreachas. An t-oidreachas cuimsitheach, uileghabhálach atá á fháil ag na scoláirí seo agus scoláirí cosúil leo i scoileanna thart timpeall na tíre, ní bhéadh sé á fháil acu ach go bhfuil múinteoirí chomh díograiseach agus gairmiúil acu. Cultural and educationally beneficial celebrations such as the one we have just witnessed are taking place in schools all over the country commemorating 1916. I congratulate and wish to acknowledge you, the ASTI members and your students for the amazing activities in which you are involved during this historic year."

Croke Park hours

"When I, like many of you, started teaching, we gave freely of our time in the interest of our students – we gave hours of additional time and never sought any recognition for them. But then the introduction of the infamous and insulting Croke Park hours, which I always call 'detention for teachers' attempted to poison our goodwill and undermine the extraordinary, unrecognised and undervalued contribution we make to the holistic education of the young people of this country. And what was the message there for teachers from the Department when these hours were introduced? – 'We don't trust you, you are not doing enough hours, we want to make you more accountable to us by doing these hours'."

Initiative overload

"There is only so much we can take and only so much we can give. The problem is we have been giving too much and not alone has it been taken advantage of, it has been thrown back in our faces by those who should know better. We are being inundated in our schools with initiatives and programmes of all sorts. More than 20 new Department of Education and Skills reforms have been introduced into our schools since 2009. Schools are at breaking point. The burden for all is becoming unbearable. Launching initiatives that are unsupported is both misleading and disingenuous. Are these so-called reforms, even if they were supported, going to improve in any way the teaching and learning for our students?"

NQTs

"Talking about teacher exploitation, one only has to look at the manner in which newly qualified teachers and new entrants to the teaching profession are treated. What an appalling situation currently exists where teachers are working on three different pay scales. What a disgrace! What discrimination and what inequity! Anyone who thinks that this situation will be allowed to continue is mistaken. The ASTI will do everything possible to right the wrong and to have this shameful situation rectified."

Lansdowne Road Agreement

"As a result of our rejection of the Lansdowne Road proposals for not being in the best interest of ASTI members or of education we are being threatened by the Government with FEMPI legislation. Any attempt by the Government to renege on commitments made under the Haddington Road Agreement will be met with the appropriate response by the ASTI."

Casualisation

"I must also mention at this point the culture of casualisation in the teaching profession in this country. Another shameful and unacceptable situation! The instability this causes in the lives of so many teachers is scandalous. There are teachers who have as few as four teaching hours a week. In an era when the Department of Education and Skills seems to be so concerned about "improving teaching and learning", it should be reminded that such instability and discontinuity impact negatively on teaching and learning in the classroom according to the OECD."

Posts of responsibility

"This moratorium [on posts of responsibility], introduced in March 2009, has decimated middle management structures in schools. It has impacted greatly on services for students and has made teaching a career with little or no opportunity for progression."

Guidance

"At a time when there was never a greater need for the services of our guidance counsellors and where there was never a greater need for one-to-one counselling for students, a shameful, unenlightened decision was taken by those who claim to care for our young people. Obviously, such care for our young people can only be provided if it can be delivered on the cheap."

Junior Cycle

"We rejected the Joint Statement on Principles and Implementation and its Appendix in the September ballot. Following the rejection, members were

consulted widely to try to establish the unresolved issues. Through the consultation, the lack of trust of our members in the Department of Education and Skills was made very clear. Members do not trust the motives behind some of the proposed reform, and they do not trust that the Department will deliver on its commitments. The incoming Minister for Education and Skills has been put on notice by us through our decision to engage in a series of one-day strikes in the next academic year until our educationally worthwhile concerns on Junior Cycle reform are taken seriously. Nobody takes lightly a decision to strike, least of all teachers. We do not want to have to go on strike – we want to be in our classrooms. Our voice, the voice of the practising teacher, is powerful and must be listened to for its expertise.”

Stair

“Teastaíonn uaim aitheantas a thabhairt do na múinteoirí cróga a léirigh tionscnaíocht sa bhliain 1909 nuair a bhunaigh said ár gCeadchumannn, an ASTI, as a bhfuilimid an-bhródúil. Ba iad na muinteoirí a léirigh an tionscnaíocht chun an ASTI a bhunú ná – PJ Kennedy, Tomás Mac Donncha, Micheál Ó Sé agus Cormac Ó Cadhlaigh. Agus sinn ag comóradh Eirí Amach 1916 i mbliana, tá sé an-tráthúil go smaoinois ar bheirt iarbhall den ASTI go raibh ról suantasach acu san Eirí Amach – is iad san Tomás Mac Donncha agus Éamon de Valera.

“In the words of PJ Kennedy, the first President of the ASTI: ‘An education system which ignores the teacher is radically unsound’. As your President, I would like to say that any country that undervalues its teachers and its education system, undervalues itself.”

View the full speech at www.asti.ie.



General Secretary's report

In his first speech to Convention, new General Secretary Kieran Christie addressed a wide range of issues.

“I have assumed this role at a crossroads in time that may prove to be very significant for us as teachers, for Irish society in general and indeed for the second-level education system in particular.”

Education as central to the economy

“We must ensure that education is seen as central to a resurgent economy and a thriving society. This means it must be properly funded.

For some time the OECD has been stating that the return on funding in education becomes a multiple of the investment.”

Teachers’ terms and conditions

“We will take every opportunity to recover teachers’ terms and conditions and will apologise to no one for doing so. Movement on pay will have to come sooner rather than later. Over the last seven years teachers have endured pay cuts, pay freezes and the removal of supervision and substitution payments. The removal of the public service pension levy would be an important first step and, in accordance with our motion (see page 18) adopted yesterday, we will pursue this vigorously.”

Tracing our ancestry

“The ASTI always played an important role in Irish society. It is fitting that in 2016, 100 years after the Rising, the union can trace its ancestry to the epicentre of that movement with its links to Thomas MacDonagh. A schedule of events kicked off at our CEC meeting in January to mark the centenary and, in particular, to commemorate MacDonagh as one of our founding fathers.

“Another feature of the ASTI that we also must always nurture is our loyal, strong and resolute membership. The trust and confidence that the hard work of generations of activists and officials has built up must be maintained and nourished. It is on that strength we must build, by putting the protection and enhancement of teachers’ terms and conditions of employment front and centre of all that we do.”

Future of the union

“The ASTI must adapt to new ways of doing things and new ways of getting our message across. We must engage with members in their preferred ways. We must demonstrate that we are a progressive union, which identifies and responds to our members’ changing needs. The communication of our members’ views must be underpinned by sound empirical evidence, as well as by classroom teachers telling their stories.”

Junior Cycle

“We in the ASTI can be very proud of the stand that we have made in relation to Junior Cycle reform. We stood foursquare for what we believe in and with the interests of our students at heart, in defence of standards, in defence of the integrity of the system. In fact, we made enormous progress in that regard. In particular, we ensured that State certification stays at Junior Cycle. We ensured that teachers will not be assessing their own students for State certification purposes. These were major achievements. However, the fact is that there are still some issues to be addressed. The ASTI will not do a deal at any price. The stakes for our profession,

and indeed the students we teach, are too high. But, if we arrive into a new school year in September, with no progress having been made, there should be no doubt, we in the ASTI will take the necessary action to force the issue and ensure that the matter is thrashed out once and for all."

Lansdowne Road Agreement

"Standing Committee has stated that the ASTI will not be bound by the ICTU decision to accept the [Lansdowne Road] Agreement.

"It is our position that we are in the Haddington Road Agreement. That Agreement is set to conclude on June 30, 2016. Because we are adhering to the Haddington Road Agreement we are by extension effectively simultaneously adhering to the terms of the Lansdowne Road Agreement for the moment. It would appear to be the case that for as long as the ASTI is outside the Lansdowne Road Agreement, but does nothing to repudiate the terms of the Agreement, then its terms will be applied to our members.

"However, as I see it, the ASTI will have some very serious decision-making to face later this year."

Posts of responsibility

"The moratorium on appointments to posts of responsibility introduced some seven years ago, albeit with some limited alleviation along the way, has created the situation whereby schools have lost an average of two assistant principal posts and four special duties posts. Almost three in ten principals tell us that they are intending to opt for early retirement. Middle management structures in our schools are creaking at the seams. Arising from a decision taken at Convention last year, the ASTI issued a directive to its members last November, not to undertake post of responsibility duties unless pensionably remunerated for this work. My sense of it is that this action is already biting and hopefully will speed up resolution of what has been an unacceptable and running sore in schools and staffrooms right across the country."

Working together

"Last December, amendments to the Equality (Miscellaneous Provisions) Bill were signed into law. The effect of those changes are that gay teachers can now take their place as equals in our school communities without the appalling fear of discrimination and adverse treatment, a fear that was a reality for them for generations. This was an issue on which the ASTI, together with our TUI and INTO colleagues, had sought change for many years. And what it illustrates is that we must always remain in there, chiselling away to bring about improvements and changes that we strongly believe in. We must never give in."

View the full speech at www.asti.ie.



Dr Marian McCarthy, UCC – guest speaker

"A teacher affects eternity."

"I begin my address with this inspiring quotation from Henry Brooks Adams because it captures the power and role of teachers in shaping generations of students and the course and direction of education. "The first reflective task I set the teaching staff of UCC annually is to seriously consider and reflect on this statement. I ask them to think about teachers who have influenced them, and to name the qualities of good teaching that emerge. Again and again, the responses prioritise the passion and enthusiasm of teachers, for good teachers love their subject and they model this each time they step into class. The next quality that staff highlight is the teacher's knowledge of the subject and his or her ability to communicate it. Another set of highly-rated qualities speak to how the good teacher relates to students through his or her empathy, compassion and good humour. Good teaching is an interactive, relational and interpersonal encounter – it is not about dictating but about listening and facilitating."

Myriad and complex

"I remind you of these qualities, not because they are not obvious to every good teacher, but to remind the public of the myriad and complex roles of teachers and their responsibility for and priceless contribution to educating the children of the nation – the future generations that define this country and the kind of society it will become. I particularly stress the idea of the teacher's effect on eternity to remind policymakers and politicians that we can't continue to have a two-tier system where our newly qualified teachers are paid less than their colleagues. We are in danger, once again, of knowing the price of everything and the value of nothing. This is about sustainability and leadership. We must invest in the education of our children, and to deny newly qualified teachers the same starting point on the pay scale as their colleagues is to undermine that education. A continuation of this policy, and that of the long-term temporary contracts of teachers, is not only unsettling and uncertain for teachers, but will lead to a 'dumbing down' of education. Our politicians and policy makers need to refocus now on succession planning, more than on the success of the economy."

A priceless quality

"Let us remember that the complex, intellectual and practical act of

teaching begins way before the actual classroom interaction itself. Teaching begins in the act of designing and planning the curriculum. It continues long after the challenging and dynamic interaction with our students is over, in the many hours of reviewing, marking and correcting. We can't count the cost of this work in monetary terms. Indeed, so many teachers don't count the cost in the endless hours spent preparing and correcting and strive constantly to give students comprehensive feedback within and beyond the classroom. Neither do teachers count the many voluntary and selfless hours spent on the sports field, in the science lab, the drama club and on the many trips up and down the country to debating, sporting, scientific and artistic events. There is a priceless quality about such work, which is what makes teaching a vocation, as well as a profession. Therefore, we must go beyond the rhetoric of honouring teachers verbally: we must put our money where our mouth is and respect our teachers by treating them all equally."

Scholar, soldier and educationalist

"Given this important commemoration of 1916 and the role of Pádraig Pearse therein, as scholar and soldier, it is appropriate that I should call on Pearse, the educationalist, to aid our thinking here by reference to his essay *The Murder Machine*. The Irish language was the key for Pearse, who believed that the personality of a nation was reflected through its language. Educational tradition, therefore, is encoded through language, as the following quotation indicates: "The words and phrase of a language are always to some extent revelations of the mind of the race that has moulded the language ... To the old Irish the teacher was *aite*, 'fosterer', the pupil was *dalta*, 'foster-child', the system was *aiteachas*, 'fosterage', words which we still retain as *oide*, *dalta* and *oideachas*".

"Pearse develops his thinking by building on the metaphor of fosterage:

"And is it not the precise aim of education to 'foster'? Not to inform, indoctrinate, to conduct through a course of studies (though these be the dictionary meanings of the word) but, first and last to 'foster' the elements of character native to a soul, to help bring these to their full potential rather than to implant exotic excellences".

"Pearse extends his metaphor and his message with passion and comes close to the bone of what happens when we put the economy first and education second:

"Fosterage implies a foster-father or foster-mother – a person – as its centre and inspiration, rather than a code of rules. Modern education systems are elaborate pieces of machinery devised by highly-salaried officials for the purpose of turning out citizens according to certain approved patterns. The modern school is a State-controlled institution designed to produce workers for the State ... We speak of the

'efficiency', the 'cheapness', and the 'up to dateness' of an education system just as we speak of the 'efficiency', the 'cheapness', and the 'up to dateness' of a system of manufacturing coal-gas."

"A hundred years on, these words have an ironic and chilling reality as the demise of the Celtic Tiger and the brunt of the crash and austerity speak to the *cheapness* of education, rather than to its *richness* in the spiritual and pedagogical senses of the term.

"Teachers, members of the ASTI, finally, can I say to you: know that you affect eternity – you have the greatest charge and responsibility of all in educating the children of the nation and the generations of the future. You deserve to be listened to, to be appreciated and supported, resourced and nourished."

View the full speech at www.asti.ie.

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Convention votes for industrial action on new entrants' pay

There were passionate contributions from delegates on the need to end the inequity of lower pay for NQTs.

Three motions were debated at Convention calling on the ASTI to negotiate with the Department of Education and Skills to restore the common basic salary scale for teachers. Speakers argued that as the ASTI is not a party to the Lansdowne Road Agreement, it is time for the union to enter negotiations to restore pay and conditions for all teachers, but particularly to regain parity for new entrants to the profession. Since changes to teachers' pay and conditions in 2011 and 2012, there are now three separate salary scales for teachers. Delegates spoke of the principle of equal pay for equal work as being fundamental to trade unionism, and described this as the 'burning issue' of this Convention. As a testament to the importance of this issue, Motion 6 called on the union to ballot members for industrial action, up to and including strike action, if the issue is not resolved by August 31.

A flavour of the debate

"What has to be understood is that this affects new entrants now as well as having very far-reaching consequences into the future. A post-2012 entrant earns approximately 22% less than a teacher who entered the profession before 2010. An NQT in their first year of teaching now earns roughly €9,000 less than a teacher in the same position pre 2010. This can amount to between €100,000 and €250,000 in a difference of earnings [over the course of a career]. Finally, a post-2012 entrant is on a career average pension. Current projections reveal that this is likely to be worth about €11,000 a year. Not only are teachers being paid less now for doing the same work, our future safeguard, a pension, is severely downgraded. This devalues the profession, treats new teachers unequally and will impact on our ability to attract and retain new teachers."

Michael Browne, Bray Branch

"It is the new entrants to the profession, those who do not have full hours, or security of employment, and who are the most vulnerable, who are being discriminated against here. Their remuneration package is defined not by the work they do but by when they began their career. We as a trade union are morally obliged to protect our new entrants and to ensure that they are both valued and respected in their chosen profession."

Sinéad Corkery, Dublin South Central Branch

"This is an urgent issue and requires urgent action. It is patently unfair that there are three different pay scales in operation in our schools, and in particular the denial of qualification allowances for post-2012 entrants is of great concern. Unprecedented demands are being made on teacher

"This is an urgent issue and requires urgent action."

trainees during their new two-year qualification. Then they have the prospect of competing against each other for hours in the hope of reaching the magic number of 18 hours for their CID. Do we expect NQTs to go through all this on less remuneration than their colleagues in the staffrooms? The inequality in pay is driving a wedge between new entrants and teachers employed before 2011. I believe that we in the ASTI need to take the lead on this and make the restoration of the single basic pay scale and qualification allowances our priority in the coming year."

Declan McInerney, Wicklow Branch

"This disparity flies in the face of all that is holy to a trade union. It has allowed the Government to openly discriminate against newly qualified teachers, the majority young. This cannot be allowed to continue. NQTs struggle with many problems. The disease that is casualisation, the problems of discipline in our classrooms, the difficulty of exploitation by some management, particularly in a system that is starved of posts of responsibility. To deal with all this after six years in college is anathema to a right and just society but to then face institutional discrimination is a bridge too far. I hope that any future government will deal with this plague visited upon the NQTs. If it does not it must be forced by firm industrial action. We were not at the table when these decisions were made. However, we may need to force any new government to the table to have them reversed."

Ed Byrne, President Elect, Fingal Branch

"We must be really serious and prepared even for all-out strike to get this issue resolved because at this stage it has to be solved. We are years calling for action. Let us make this the year that we actually take the action. I don't think the Government is going to give up on this in negotiations. They're going to have to see that we really mean business by taking strong industrial strike action in September and then maybe they'll start to take us seriously."

Mark Walshe, Dublin North East Branch

"My first time here was in 2012 when I was a student teacher and I was invited to see what this is all about because I was only entering into my career. I've been coming to Convention every year since then and it's four years later and we're still talking about this disparity in pay. We need to ballot our members on this – we need to take action up to and including strike action. You cannot be a little more equal – let's stop this now."

Yvonne Rossiter, Bray Branch

Motions call for reversal of cuts

Two motions called for the reversal of cuts that have had devastating effects on schools' ability to operate efficiently and to offer appropriate support to students. Motions also called for an end to the controversial 'Croke Park hours'.

Motion 51 sought the full restoration of the ex-quota guidance allocation to all secondary schools, and the debate focused on the impact this "stealth cut to the pupil-teacher ratio" has had both on subject choice and career planning, and on student well-being. Motion 14 called on the Department of Education and Skills to lift the moratorium on posts of responsibility. Delegates heard how the moratorium has created enormous problems for schools, put great pressure on newly qualified teachers, and denied teachers an appropriate promotional pathway. Motions 39 and 37 called for an end to the 33 Croke Park hours when the Haddington Road Agreement is finished.

Cherishing the children

"During the past few days we have heard the catchphrase – 'cherish the children of the nation equally'. Our children have not been cherished. They have been abandoned by our Government. A national audit carried out by the Institute of Guidance Counsellors found that there was a reduction of 69% in one-to-one counselling, and that 200 schools no longer have a [one-to-one] guidance counselling service. Shame on our government for allowing this to happen. Minister O'Sullivan has taken one small step to restore guidance counselling. However, it is a faltering step. It is not ring-fenced exclusively for guidance counselling – it is left to the autonomy of the schools to decide. This needs to be ring-fenced – and we need the support of the ASTI to ensure that happens."

Michael Gleeson, Limerick North Branch

"As a maths teacher I have seen how the lack of career guidance in schools is affecting students. Students are unsure of which path to take, due to the large number of courses and options available. Students' skills are not being assessed as before; therefore, they are unsure of their suitability for courses. Finally, and most importantly, their mental health and well-being is not being cared for adequately. From a mental health point of view these students need someone to speak with, someone they can trust. Guidance counsellors now have to prioritise students in need of most care; however, the students further down the queue, who may still have a serious issue, are not being seen."

Joe McCormack, Navan Branch

"Those outside schools do not understand the insidious nature of this cut because the guidance counsellors are still there in the schools, but they are now teaching timetabled classes and are therefore not available to the students as counsellors. This was one of the worst actions against our education system and our children. The ASTI should

throw its full weight behind this campaign as soon as possible."

Niamh Crowley, Waterford Branch

Restoring posts

"There should come a time when this essential work that was done before and is still being done by some of our colleagues, is remunerated in schools because it's valued in schools. Unlike other aspirations we might have, this one already has an action connected with it, a directive issued after a ballot of members, which has begun to bring this issue to a head. If middle management in schools is to function, we need to have the moratorium end and teachers back in roles that make schools work again. In my own school we should by pre-2008 numbers have 14 special duties posts – we have one. The purpose of what we're doing [the directive] is to make this whole thing stop working ... if we're too accommodating at a local level, it won't work."

Donal McCarthy, Wexford Tony Boland Branch

"Who is doing the work? Special duties posts are not being filled; therefore, the work associated with these posts is still there and is still being done in our schools and the people being asked to do that work are non-permanent teachers that cannot say no. As a trade union, what are we doing? Are we guilty of allowing people in our schools to end up doing this work? We should strengthen the directive and we should look for this moratorium on posts to be lifted."

Sarah Withero, Galway Branch

Croke Park hours

"These Croke Park hours are demeaning to our profession and are hated by teachers. They incur extra childcare cost for some and are viewed by most as detention for teachers. They drain us of our energy and goodwill, and are divisive, as some schools are stricter than others in their implementation. It is time to put an end to these most hated 33 hours before they become normalised and a permanent fixture of our lives. As the Haddington Road [Agreement] comes to an end on the first of July, let us now use this opportunity to be rid of them."

Mary Ohle, HNO, Dublin North West Branch

"These hours place a crazy, unnecessary burden on teachers ... This is having a disastrous effect on the endless voluntary, extra-curricular activities hours of teachers and also seriously eats into correction time and preparation time. I feel that abolishing these hours will improve goodwill and improve the quality of education."

Pat Collins, CEC Dungarvan

Motions at Convention

Motions debated at ASTI Convention 2016.

The following motions were adopted at Convention 2016:

Motion 14 – Posts of responsibility moratorium – composite motion (Desmond, Wexford, Galway)

That in light of the changed economic circumstances and economic growth, Convention call on the Department of Education and Skills to lift the moratorium on posts of responsibility immediately and restore the number of posts to the pre-2008 level.

Motion 51 – Ex-quota guidance (Limerick North)

That the ASTI seek the full restoration of guidance counselling hours in all second-level schools.

Motion 1 – Common basic scale – composite motion (Bray, Dublin South Central)

That in the interests of equality for all its members, the ASTI enter into negotiations with the Department of Education and Skills with the view to restoring a common basic pay scale for all teachers.

Motion 5 – Common basic scale (Wicklow)

That the ASTI enter into negotiations with the Department of Education and Skills, prior to the termination of the Haddington Road Agreement, to immediately restore all teachers employed post-January 2011 to the common basic pay scale including entitlement to qualification allowances.

Motion 21 – Pension levy (Dublin South Central)

That the Public Service Pensions Levy be removed.

Motion 48 – Sick leave (Nenagh)

That the ASTI demand that the DES does not count holiday leave as part of sick leave entitlement.

Motion 6 – Common basic scale (Fingal)

That the ASTI demand that the DES restore the common basic scale for teachers to the pre-2011 common basic scale for teachers. In the event that this matter is not resolved by August 31, 2016, that the ASTI ballot its members on industrial action, up to and including strike action.

Motion 39 – Croke Park hours – composite motion (Dungarvan, Kilkenny, Longford, West Mayo, Wicklow)

Following the rejection of the Lansdowne Road proposals and in the absence of any consequent agreement by members of the ASTI, that Standing Committee issue a directive to members to cease fulfilling the 33 Croke Park hours upon the completion of the Haddington Road Agreement.

Note from Steering Committee: This motion may require a ballot of members.

Motion 97 – Privately paid teachers (Tipperary)

That the ASTI establish a committee to oversee the pay and working conditions of privately paid teachers and to make policy recommendations in this regard; this committee to report back to Annual Convention 2017. Such committee to be elected at Annual Convention 2016.

Motion 37 – Croke Park hours (Dublin North West)

That the 33 hours of the Croke Park Agreement expire at the end of the Haddington Road Agreement and be not renewed in future agreements with the Government.

Motion 20 – Superannuation (Dublin South County)

That this Convention vehemently reject the changes to pension provision which force teachers to retire on average rather than final salary and call upon the ASTI to devise a strategy and effective campaign to fight against this cut.

Motion 67 – Assessment for school certification (Dublin North East)

That ASTI members refuse to assess their own students for school certification (the Junior Cycle Profile of Achievement).

Motion 27 – Examination superintendents (Nenagh)

That the ASTI seek that the SEC should accept home addresses of superintendents and examiners for the purpose of calculating travel expenses incurred during the exercise of State examination duties.

Motion 30 – Supervision and substitution (Carbery)

That the current S&S scheme revert to the scheme that existed prior to the Haddington Road Agreement.

Urgent motion from Standing Committee:

That the ASTI negotiate:

- that all pregnancy-related illnesses, post September 2014, be recognised as such and not be considered as part of the general sick leave scheme; and,
- that maternity leave be available to women who miscarry or deliver stillborn at any stage of their pregnancy.

Rule changes

Motion 77 – Ballots – composite motion (Enniscorthy, Kerry, New Ross)

Amend Rule 87 by deletion of the second sentence “plebiscites or ballots of association members shall be by postal ballot” and by insertion of the following new second sentence:

“The format of any plebiscite or ballot of association members shall be by postal ballot or by school-based ballot, such format to be decided by CEC.”

Rule 87 to then read as follows:

"With a view to deciding matters of policy or principle, the CEC may take or cause to be taken a plebiscite or ballot of the members of the association. The format of any plebiscite or ballot of association members shall be by postal ballot or by school-based ballot, such format to be decided by CEC. All branches shall, where possible, convene information meetings prior to such plebiscites or ballots."

The following motions were referred to Standing Committee:

Motion 62 – Continuous professional development (Athlone)
That the ASTI seek to ensure that in the event of compulsory CPD, that it must take place during normal school hours, and that full mileage and subsistence be paid where appropriate.

Motion 63 – Continuous professional development (Dublin North 1)

That the ASTI reject any attempt to link Continuous Professional Development and the annual renewal of registration with the Teaching Council.

Motion 10 – FEMPI (Dublin South 2)

That the ASTI refuse to co-operate with the DES while FEMPI legislation is still in place.

The following motions were rejected by Convention 2016:

Motion 38 – Croke Park hours (Dublin South Central)

Following the rejection of the Lansdowne Road proposals, and in the absence of any consequent agreement by members of the ASTI, that Standing Committee issue a directive to members to cease fulfilling the 33 Croke Park hours and S&S duties upon the completion of the Haddington Road Agreement.

Note from Steering Committee: This motion would require a ballot of members.

Motion 78 – Ballots – composite motion (Kildare, Laois, Navan, West Mayo, Kilkenny, Tuam)

That Rule 87 be amended by addition after the words 'postal ballot' of the words 'or school-based ballot as decided by Standing Committee'. The Rule will then read:

"With a view to deciding matters of policy or of principle, the CEC may take or cause to be taken a plebiscite or ballot of all members of the Association. Plebiscites or ballots of Association members shall be by postal ballot or school-based ballot as decided by Standing Committee. All branches shall, where possible, convene information meetings prior to such plebiscites or ballots."

Election outcomes



President
Edward Byrne



Vice President
Ger Curtin



Honorary Treasurer
Ray St John

Steering Committee:

Richard Bell
John Byrne
Mary Lyndon
Susie Hall
Peter Quinn

Privately Paid Teachers' Committee:

Brendan Broderick
Philip Irwin
Joe Moran
Colm Ó Gaora
Jimmy Staunton

Rules Committee:

Philip Irwin
Séamus Keane
John McDonnell
Michael McGrath
Padraic McWeeney

Business of CEC Sub-Committee:

John Byrne
John Conneely
Jimmy Staunton

Pensions Sub-Committee:

Gloria Helen
Pauline Nagle
Denis O'Boyle
Ger O'Donoghue
Bernadine O'Sullivan

Investment Committee:

Patrick Collins
John McDonnell
Tony McGennis
Padraic McWeeney

All ASTI committees are listed on the website – www.asti.ie.

Vox pop – a vision for the future?

In the centenary year of the 1916 Rising, we asked teachers what the ASTI's vision should be for 2016 and beyond. Equality and pay parity were top of the agenda.



Hugh Coughlan, North Presentation Secondary School, Cork City

As a young teacher I'd like to see young teachers better represented. I think morale is very low among young teachers. A major problem for me is the casualisation of the profession: teachers travelling the length and breadth of the country for contracts as low as three or four hours per week. It's the only area

in the public sector where this is happening. If you're a guard or a nurse, obviously you have similar concerns with pay and conditions, but you work a full working week – this idea of 'hours' doesn't exist. There was great progress made by the unions in securing a permanency deal, but no one wants a CID for three hours. Teaching was a sought-after career – I don't think it's a job people are that keen on doing now.



Daithí Mac Binéid, Meánscoil Gharman, Enniscorthy, Co. Wexford

We need to reach out to newly qualified teachers and start fighting for them. Almost 50% of the staff in our school are on the newer pay scales. It's about pay equality, not a pay rise and that's something the general public need to understand. We need our union to be united; at the moment it's not united. I'm also looking

forward to hearing about Junior Cert reform and where our union wants education to be in the future. As a new teacher I'm completely open to change, but I stand by objectivity when it comes to marking. That's the most basic deal breaker for me.



Beth Cooney, St Mary's Secondary School, Nenagh, Co. Tipperary

Immediate priorities have to be pay restoration and pay equality for new entrants: a return to a single pay scale and for younger teachers to receive fair treatment. The pay and conditions of teachers have been eroded since 2009 and those have to be restored. We're at a very critical juncture in education in Ireland, and I

think that part of the job of the ASTI is to be a gatekeeper for the vision and values of the Irish education system, to protect what is distinctive about our system and to resist the 'knowledge economy' agenda, where it's about systems and product. Another thing I'd love to see the ASTI do is to

take a more active part in teacher education. I think there's a possibility there to be explored.



Donal McCarthy, Presentation Secondary School, Wexford

If we're talking the next 100 years, it makes sense to start with the people who are going to be in the profession the longest – the ones who have just come in. That's why pay equalisation is the burning issue as far as I'm concerned. In terms of going forward, when the unilateral decision was made by Ruairi Quinn to try and

impose his vision of education without consultation, it was so important to stand up to that. I think we fought a very good fight and I hope we'll finally bring that to an end in the coming months. We can't meet those challenges with a divorced body of teachers; we need to make young teachers see that it's their fight too and to do that we need to be with them on their issue.



Robert Chaney, CBS Thurles Secondary School, Co. Tipperary

The catch-all for me would be equality: equality of opportunity for students, and workplace equality for teachers – equality of resources, equality of pay, equality of facilities. The nonsense going on with new teachers at the moment is not fair. If they want to readjust pay then that's a debate we can have, but this is

not the way to do it. It's divisive; it's about dividing and conquering the profession. In terms of students, [I think we look for equality in terms of] the opportunities that students have – that everybody comes to school with all of their books and whatever equipment they need, and that they have enough food, shelter and sleep.



David Gannon, Meánscoil Gharman, Enniscorthy, Co. Wexford

Given the year that's in it, surely pay equalisation should be the biggest priority. My fiancée is on a different pay scale to me, which is a hard thing to take when you're doing the same job, and everything else is equal in your life except that one thing. You don't realise what it means to people who are on that lower

level when you're on the higher level, and we need to increase that

empathy. We should be giving a voice to the people who are weakest, and bringing them to a place where they're comfortable expressing their opinions instead of us expressing them for them. That's kind of a cultural change that we need. We need to see younger faces at Convention.



Marian O'Neill, St Raphaela's Secondary School, Stillorgan

This is an especially momentous time, and I hope that the ASTI can use it as a time to reflect on what has been achieved for teachers in the last 100 years and especially more recently, and be inspired to continue to work in solidarity with its members and

support all of their varying and best interests. I especially hope that parity is gained regarding pay for NQTs and that the ASTI remains resolute in its pursuit of equality for all of its members. I'm on the most recent pay scale, and it's demoralising. I really hope that it doesn't come to a strike, but I hope that the ASTI will do all they can. We need to feel that our colleagues are in solidarity with us on this.

Were you at ASTI Convention this year? To see more photos from Convention, visit the photo gallery at <http://www.asti.ie/news/gallery/asti-annual-convention-2016/>.



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Convention photo gallery

Were you at Convention 2016? Here is a selection of photos from Cork.

To view more pictures from ASTI Annual Convention, visit www.asti.ie.



Presentation of medal to ASTI Immediate Past President Philip Irwin by ASTI President Máire G. Ní Chiarba.



Siobhan Peters, Tipperary Branch.



Ger Curtin, ASTI Vice-President.



Declan McInerney, Wicklow Branch.



Philomena Lynch and Maire Hynes, Sligo Branch.



Joe Rolston, Donal McCarthy and Deirdre MacDonald, Wexford Tony Boland Branch.

Moratorium has led to major loss of posts, survey finds

Schools have lost an average of six posts of responsibility since 2009, according to an ASTI/Millward Brown survey.



Just over one-quarter of teachers now hold posts of responsibility – 27% – compared to an average of 49% in 2008.* The survey, commissioned by the ASTI and carried out by Millward Brown, found that on average schools are down two assistant principals and four special duties teachers as a result of the 2009 moratorium. The survey findings mirror Department of Education and Skills figures, which show that posts of responsibility in second-level schools (excluding the ETB sector) fell from 9,223 in 2009 to 5,458 in 2016. In the ASTI/Millward Brown survey of 1,749 teachers and school principals, 82% of principals said that the moratorium has undermined pastoral care structures in their schools.

Teacher workload

The research also found that teacher workload has increased across a number of areas. For example, 78% of teachers stated that they have more administrative duties to complete than they had one year ago. The amount of administrative duties and attendance at after-school meetings are the key issues affecting job satisfaction among classroom teachers. Job satisfaction is low – a 55% satisfaction rate in 2016 compared to 77% in 2009. Teachers say that the Croke Park hours are the least productive task for them, with 80% of those surveyed saying those hours are unproductive. “Implementing new initiatives which I feel don’t focus on classroom teaching” is the second most unproductive task identified by teachers in the survey. Allowing more in-school time for preparation/planning, along with smaller classes, would make the most difference to the learning environment.

Key findings

- Schools have lost an average of six posts of responsibility since 2009.
- 82% of principals believe that the moratorium has undermined pastoral care structures in second-level schools.
- 43% of principals state that there is a less than adequate level of implementation of the Department’s student mental health guidelines in their school.
- Being able to help young people is a key driver of job satisfaction among second-level teachers in Ireland. Almost 90% of teachers identify it as a key source of job satisfaction, while 49% say it is the one main source of job satisfaction.
- Job satisfaction levels are low among second-level teachers. While 55% say they are very or quite satisfied, this compares to 77% in 2009.
- The amount of administrative duties required of teachers and attendance at after-school meetings are the key sources of job dissatisfaction.
- The Croke Park hours are seen as the most unproductive task for teachers.
- For school principals, the moratorium on posts of responsibility is the key cause of job dissatisfaction.
- 95% of principals state that their workload is heavy or very heavy; one in three intend to opt for early retirement.

* Pre-2009 figures do not include ETBI schools.



ASTI members' families and 1916

ASTI members share their family connections to the 1916 Rising with *ASTIR*.



Margaret Kent (left) is Chairperson of the ASTI Education Committee and a member of CEC. She shared her family connection to Thomas Kent. Margaret grew up in Ballyhampshire, Castlelyons, Co. Cork, where Kent was captured and his

brother mortally wounded.

Thomas Kent was a first cousin to Margaret's grandfather Edmond. Thomas, born in 1865, was the fifth child of David and Mary Kent (née Rice). David (b.1832) and his brother John (b.1837), who was Edmond's father, were born in Ballyhampshire where their father James was a tenant farmer. At the age of 19, Thomas emigrated to Boston, USA where his brothers James and John had emigrated to previously. He returned to Ireland early in 1889 and joined in the Land League struggle.

From 1890 to 1913

From 1890, the year when An tAthair Peadar O'Laoghaire was appointed parish priest of Castlelyons (regarded as one of the founders of modern Irish literature, he wrote his most famous story *Séadna* while living in Castlelyons), until 1913/14, when Eoin MacNeill founded the Volunteers, Thomas made a serious study of the Irish language in the newly formed Castlelyons Branch of the Gaelic League. He was now living in Bawnard, and was active in the Gaelic Athletic Association and the Pioneer Total Abstinence Association.

Irish Volunteers

From the formation of the 'Irish Volunteers', Thomas was active in the promotion of the organisation locally. With Terence MacSwiney, he addressed a volunteer recruiting meeting at Ballynoe on January 2, 1916. Both were subsequently arrested and charged under the Defence of the Realm Act. Kent was acquitted but was rearrested a week later on a charge

From the formation of the 'Volunteers', Thomas was active in promoting the organisation.

of having arms in his possession at Bawnard. For this he served a sentence of two months' imprisonment.

Thomas and his brothers Richard, William and David, along with their elderly mother, were at home in Bawnard on the night of May 1, 1916, when they were awakened by a loud knocking to find the house surrounded by armed police. The Kents resisted arrest and a fight ensued. Head Constable William Neil Rowe was shot dead. David Kent was seriously wounded. Richard Kent, attempting to escape, was gravely wounded and died in the military hospital in Fermoy the following day. Thomas and William Kent were tried by court-martial in Cork on May 4. William was acquitted, but Thomas was executed at Cork Detention Barracks on May 9, and was buried where he fell. On September 18, 2015, his remains were reinterred in the family vault in the churchyard of St Nicholas Parish Church, Castlelyons.



Fighting in North Dublin and Ashbourne

While Kent and his family never got the chance to fight in the Rising, Sean Landers' (left) grandfather was right in the thick of the action. Landers is a teacher in Coláiste Dun Iascaigh in Cahir, Co. Tipperary. He joined the Dublin South 1 branch of the ASTI in 1984 after graduating from UCD, and joined the Tipperary Branch when he began teaching in Cahir in 1997.

Sean's grandfather, Peter (Peadar) Blanchfield, was born in 1893 at 52 Summerhill, Dublin, and was a 22-year-old cabinetmaker when he put down his tools and picked up a rifle to fight in the Rising. He was an active member of the Irish Republican Brotherhood and was part of 'B' Company, 1st Battalion, Dublin Brigade, Irish Volunteers. In 1914, Blanchfield helped with preparations for the Howth Gun Running and was one of a small group of armed volunteers who made sure of a safe landing of the arms after the British Army found out



about the operation and tried to stop it. Later that year he was made Captain of 1st Battalion Cycling Corps after he brought 50 men on bicycles fully armed to Limerick for manoeuvres.

He was attached to rebel headquarters as a despatch carrier and on Holy Thursday carried a despatch from Pádraig Pearse at St Enda's in Ranelagh to Loughlinstown. During the Rising, he saw action at the North Circular Road and Cabra Bridge before falling back through Finglas to Knocksedan where he joined up with Thomas Ashe and the Fingal Battalion.

His glory moment came in Ashbourne when the Battalion attacked and took the RIC barracks. A gun battle had been raging for 40 minutes when he was ordered to bomb the barracks. He was the grenadier (bomber), and made two bombs out of coco tins packed with explosives. He threw them at the barracks and the RIC surrendered to Commandant Ashe and Richard Mulcahy.

Ashbourne is still regarded as the only successful engagement by the Volunteers in 1916. The Battle of Ashbourne was re-enacted in the town on Easter Monday 2016 as part of the commemorative events. After the Volunteers surrendered, Peadar was deported to Knutsford Prison and then to Frongoch internment camp in Wales. He was released in the general amnesty in December 1916, returned to Ireland and re-enlisted. He took part in the War of Independence but not the Civil War.

In 1921 he married Mary Dalton, a seamstress who had also been involved in the Rising. During the War of Independence she carried guns, ammunition and despatches around the city.

After Blanchfield left Dublin, he went to Galway first and then to Killarney, Co. Kerry, where he worked as a clerk for the Board of Works. In Killarney, he rented Ballydowney House, which is reputed (although he did not know it) to be the birthplace of Robert Emmet. It certainly was the home of Robert Emmet's mother, Elizabeth Mason, and also at one point hosted Charles Stewart Parnell.



Church St and North King St

Mary Lynch (left) teaches at Presentation Secondary School in Mitchelstown, Co. Cork.

Mary is a member of the Fermoy Branch of the ASTI, and has played an active role in the union, both in the position of Branch Chair and as a branch representative on Central Executive Council from 2010 to 2016.

Mary's grandfather, Fionan Lynch, was a founding member of the Irish Volunteers in 1913 and a member of the Gaelic League and the Irish Republic Brotherhood.

A native Irish speaker from near Caherciveen, Co. Kerry, he attended Rockwell College in Co. Tipperary, where he was taught by Éamon de Valera. He trained as a primary school teacher in St Patrick's College, Drumcondra, and went on to achieve a BA and HDipEd from UCD. During the Rising he served as Captain of F Company of the 1st Battalion under Edward 'Ned' Daly in the Church St and North King St area of Dublin.

The aftermath

Arrested after the Rising, Lynch was sentenced to death. This sentence was then commuted to 10 years' imprisonment. He served only a year of his sentence but did so in three prisons – first in Portland Prison, then he was transferred to Lewis Prison, where he was interned with four other members of what would one day become the Free State Government: W.T. Cosgrave, James McNeill, James J. Walsh and Desmond Fitzgerald. He was finally sent to Frongoch internment camp in Wales, before he was released in the general amnesty of 1917.

Until the Easter Rising he had worked in St Michan's national school near the Four Courts in Dublin, but he lost his job once he was imprisoned. In a letter to his mother from prison, he said he was practicing his Latin and French as he would be able to become a secondary school teacher when he was released.

After his release from prison he lodged at 44 Mountjoy Street, where Mary's great grand-aunt, Myra McCarthy, ran a safe house. Also lodging in the house was Lynch's good friend Michael Collins, who lived there from his release from Frongoch until the truce. Due to the backgrounds of many of its tenants the house was one of the most raided in Dublin during the War of Independence.

In 1921, Lynch was assistant secretary to the treaty delegation during the Anglo-Irish Treaty negotiations in London. In 1922, he was elected as one of the eight members of the Pro-Treaty provisional government, and served as Minister for Education.

In this role, he abolished the board of commissioners of national education and ordered, where there were adequately qualified teachers, to instruct in Irish in primary schools for a minimum of one hour per day. In 1923 he became Minister for Fisheries and then Minister for Lands and Fisheries until 1932.



Sick leave

ASTIR explains how sick leave occurring before or after any period of school closure is calculated.

I have been absent for two self-certified sick days immediately prior to a school closure. I have had very little sick leave in the last four years and intend to return immediately after the period of school closure. Will the school closure be deemed to be sick leave?
 In the above circumstance, this will be recorded as two self-certified sick days and the school closure will not be considered sick leave. This is due to the fact that the teacher has had very little sick leave within the four-year rolling period, has not exceeded the limit for referral to Medmark, and will be returning immediately after the period of school closure.

I have been absent on certified sick leave from Monday to Friday of the week immediately prior to a period of school closure. I have had very little sick leave in the last four years and intend to return immediately after the period of school closure. How many days' sick leave will this be considered and will the school closure be included in my sick leave?
 In the above circumstance, once the teacher returns immediately after the period of school closure, then this will be recorded as five certified sick days. The teacher should also ensure that they provide a medical certificate, which clearly states the dates it covers (from and to) and also clearly states that the teacher is fit for duty on a date prior to the school closure. This will ensure that the school closure is not recorded as sick leave.

I have been absent on sick leave for an extended period and have been referred to Medmark. I am currently unsure if I will be returning to work after the period of school closure. Will the full period of school closure be considered sick leave?
 In the above circumstance, as the teacher has been on extended sick leave and exceeded the 28-day limit for referral to Medmark, then in order to return to duty they must provide medical certification of their fitness for duties. Confirmation of their fitness to return to duties must also be obtained by their employer directly from Medmark (OHS). Medmark will also advise the employer as to whether the school closure period or part thereof might be discounted.

I have been absent on sick leave for an extended period and have been referred to Medmark. I currently have a return to work date. A period of school closure occurs within my period of sick leave: will this period be included in my sick leave?
 In the above circumstance, the full period, including the school closure, will be counted in your sick leave record. This is due to the fact that the teacher was absent immediately before and immediately after the period of school closure, and also has not been deemed fit for duty by Medmark during this period.

Calculating your sick leave

When calculating your remaining sick leave entitlement and the rate of pay for any remaining sick leave days, you will always need the following two pieces of information:

- firstly, how many sick days you have taken within the rolling four-year period – subtract this number from the total entitlement of 183 days under ordinary illness provisions
- secondly how many of the days taken fell within the last 12 months, as the most full pay a member can receive in any 12-month period under the ordinary illness provisions is 92 days. Subtract the number of days taken in the last 12 months from 92 and this will be the number of days left on full pay. The balance will be on half pay.

In summary, a teacher's entitlement under the Ordinary Illness Provisions are as follows:

- a maximum of three months (92 days) on full pay in a year
- followed by a maximum of three months (91 days) on half pay in a year
- subject to a maximum of six months' (183 days) paid sick leave in a rolling four-year period.

Winifred Joyce



The academic year 2014-2015 was a very difficult one for us all in Presentation College, Headford (PCH). We lost a dear friend and a wonderful colleague and teacher, Wini Joyce. It is no exaggeration to say that she was the heartbeat of the school. From the first day she came here as a first-year student in 1969 she was an integral part of the fabric of the school. Her

relationship with PCH started then and was to last throughout her whole, albeit too short, life.

She was always a great linguist and taught both German and French for many years. Wini was devoted to PCH and in particular to her students. She gave them 100% and she demanded the same from them. While her students couldn't fail to notice her utter dedication to them in class, they never knew about the hours of care and preparation she gave them outside of class.

Apart from her teaching in PCH Wini had many interests. She was an accomplished actor, singer and musician. She loved to entertain, whether it was at break time in the staffroom or on stage or screen, directing students in a school show. She played many parts over the years in plays, musicals and films for which she received many accolades and awards.

Wini was always young at heart, with her love of music and drama and her bright colourful outfits, which were always cleverly put together and accessorised. Meeting her on the corridor was like meeting a whirlwind of colour: scarf trailing, books, bags, and almost always a smile, a joke or a funny observation. She never lost her sense of humour or her optimism, even when she became ill. The last time we saw her in school was on November 21, 2014, when she came in not only to celebrate Presentation Day with us but to help organise it with her usual flair and enthusiasm. She was in terrific form and was as usual one of the last to leave, having helped to tidy up.

Sadly, after Christmas her health took a turn for the worse and after a difficult few months she slipped away quietly on April 16, 2015. When I remarked that it was unlike Wini to slip away quietly, a lifelong acting friend replied: "Ah a soft exit, she slipped away through the wings".

She may indeed have slipped away from us but she will never be forgotten. We miss her laughter, her sense of fun, her colour, her dedication, her mischief, her optimism, her passion for life; in short, we miss Wini. I finish with a couple of lines from one of her favourite songs, *The Rose*.

"Just remember in the winter,
Far beneath the bitter snows,
Lies the seed that with the sun's love,
In the spring becomes the rose."

Certificate in Holocaust Education

Continuous Professional Development
Special Purpose award at NQF level 7 carrying 20 CECTS

Trinity College Dublin
Collegium Sanctissimum, Dublin 2
The Archbishop's Estate

A certificate in Holocaust education for post-primary teachers providing in-depth tuition in the historical significance and contemporary resonance of the Holocaust. The programme provides participants with information, facts and skills to address the subject in their areas of work, and to develop pedagogic expertise to complement their knowledge. The programme is divided into four modules, all of which must be completed by participants.

Course Duration: One year (part time)

Accreditation: The Certificate in Holocaust Education is awarded by Trinity College Dublin, accredited by the EU and acknowledged internationally.

Development: August or October

1. **Teaching the Holocaust: (August)** Intensive three-day summer programme for teachers that addresses the complex subject of the Holocaust and how to teach it in the classroom.
2. **Learning from the Holocaust: (October)** Six-day programme that includes a four-day study visit to Krakow and Auschwitz-Birkenau. The programme is supported by two separate seminar days, one in preparation for the study visit and one in reflection afterwards.
3. **Irish Seminar at Yad Vashem International School, Jerusalem: (July)** Eight-day programme for teachers at Yad Vashem International School for Holocaust Studies.
4. **Assignments:** There are four assignments to be completed on this programme.

Fee: €7,505 for registered teachers which includes university registration, all tuition, travel and accommodation (p.p.a.) For other applicants who do not qualify for sponsorship, the fee is €2,005. This programme runs quickly for the Month of Remembrance.

For information and details about our teacher education programme, contact:
Holocaust Education Trust Ireland, Office House, Lower Fitzwilliam Street, Dublin 2, Ireland.
Tel: + 353 1 6666560 Email: info@holocaust.org www.holocaust.org

Teaching The Holocaust

Continuous Professional Development
22, 23 and 24 August 2016

An intensive three-day programme for post-primary teachers that addresses the complex subject of the Holocaust and how to teach it in the Irish classroom. The course considers the historical context of the Holocaust, pedagogic challenges, cross-curricular perspectives and interdisciplinary approaches.

Teachers of History, RE, English, CSPE, Drama, German and other European languages, Mathematics, Music, Sports and Transition Year have all benefited from participation in this programme, presented by international Holocaust educators.

- The historical context and development of the Holocaust
- Teaching the Holocaust to Junior and Senior Cycle
- Choosing and using age-appropriate resources
- Methodologies and Lesson Plans for the classroom
- Participants will draw together a comprehensive portfolio of resources by the end of the course

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

Venue: Trinity College, Dublin 2
Fee: €705 (includes lunch each day)

For information and details about our teacher education programme, contact:
Holocaust Education Trust Ireland, Office House, Lower Fitzwilliam Street, Dublin 2, Ireland.
Tel: + 353 1 6666560 Email: info@holocaust.org www.holocaust.org

Planning to retire in 2016? Join the RSTA

Your support is vital to secure our pensions.

The RSTA continues to campaign for retired teachers. Our current focus is on achieving the right to formal representation in pay negotiations, which are inextricably linked to pensions, the ending of the FEMPI cuts to pensions, and the retention of the principle of pension parity. This would ensure *pro-rata* increases in pensions with salaries. We call on every retiring secondary teacher to join the RSTA and give us the numerical strength to vigorously pursue our objectives in co-operation with the ASTI, and with our colleagues in the Alliance of Retired Public Servants. Lack of

action means that pensioners will again be at the back of the queue as the economy improves and the clamour from other sectors increases.

From a social perspective, RSTA branches offer a range of social events, activities and lifestyle courses. Recent group trips ranged from Valentia and the Skelligs to the Camino, Russia and Peru.

Be sure to include the RSTA application form in your 'Retirement Planning Folder' and don't forget to invite your recently retired colleagues to join you.

RSTA Membership Application/Renewal

| | | | |
|-------------|----------------------|--------------|----------------------|
| First Name: | <input type="text"/> | Surname: | <input type="text"/> |
| Address: | <input type="text"/> | | |
| Home Phone: | <input type="text"/> | Mobile: | <input type="text"/> |
| Email: | <input type="text"/> | RSTA Branch: | <input type="text"/> |

Annual Subscription €24. Payment options:

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

PLEASE RETURN COMPLETED APPLICATION FORM TO:

RSTA National Treasurer: Mrs Muriel McNicholas, Cordarragh, Kiltimagh, Co. Mayo.

E: rstatreasurer@gmail.com M: 085-118 1330.

Please complete in BLOCK CAPITALS using black or blue pen.

| | | | |
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| To The Manager: | <input type="text"/> | Date: | <input type="text"/> |
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(Name of Member's Bank)

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| Bank Branch and Full Address: | <input type="text"/> |
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I hereby authorise and request you to DEBIT my account.

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| Bank Account No: | <input type="text"/> | National Sort Code (NSC): | <input type="text"/> |
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Account Name: with the amount of €24. Amount in words: **Twenty Four Euro**

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| Frequency: Annually Until Further Notice | Start Date for payment: | <input type="text"/> |
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And to CREDIT the account held in the name of: **Retired Secondary Teachers' Association AIB Bank, Sutton Branch**

NSC: 93-23-61 Account Number: 12729-080 IBAN: IE55 AIBK 9323 6112 7290 80 BIC: AIBKIE2D

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| Member's Name & RSTA Branch: | <input type="text"/> |
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(To identify the member's payment on the RSTA bank statement)

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|---------------------|----------------------|-------|----------------------|
| Member's Signature: | <input type="text"/> | Date: | <input type="text"/> |
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(You can cancel this Standing Order instruction at any time by writing to your Bank. The amount of the payment authorised above may not be altered except by your instruction to your Bank.)

Services for young people affected by a problem drinker



Alateen is part of the Al-Anon fellowship and is for young people, aged 12-17 inclusive, who are affected by a problem drinker. Alateen members share their ideas and experience in order to gain a better understanding of alcoholism. They learn to accept it as an illness and so lessen its impact on their lives. Alateen groups are sponsored by two adult Al-Anon members (Alateen group sponsors are screened and registered with the Al-Anon Family Groups UK & Éire General Service Office).

For details of Alateen group meetings, please ring the helpline on 01-873 2699, from 10.00am-10.00pm, seven days a week.

Share your teaching story

What does being a teacher mean to you? Would you like to share your story of teaching? Interview participants needed for PhD research with Maynooth University on the changing lives of post-primary teachers. See teachinglives.wordpress.com or contact cliona.murray.2015@mumail.ie for more information.

Privately paid teachers

At the recent ASTI Convention in Cork the following motion was passed:

“That the ASTI establish a committee to oversee the pay and working conditions of privately paid teachers and to make policy recommendations in this regard; this committee to report back to Annual Convention 2017. Such committee to be elected at Annual Convention 2016.”

This committee was duly elected and is set to commence its work shortly. In order to assist the committee with this work we will be seeking information from ASTI members who are privately paid by their school. Please see the ASTI website for details of the information requested and how to send such information to us. Please be assured that all such information will be treated as completely confidential.

INNOVATIVE PROGRAMME FOR CURRENT AND FUTURE LEADERS IN EDUCATION

Postgraduate Diploma in Educational Leadership

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Postgraduate programme with 60 credits at Level 9 (NFQ)

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

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Commencing: September, 2016

Closing Date: 3rd June, 2016



FURTHER INFORMATION:

School of Education, UCC, Tel: **021 4902467**
 Anita Cronin: a.cronin@ucc.ie
 Claire Dooley: c.dooley@ucc.ie
<http://www.ucc.ie/en/ckc18/>



Further Study Opportunity:

Those who satisfy the entry requirements of the MEd (Modular) and have achieved an honours grade in the Postgraduate Diploma in Educational Leadership, will be granted an exemption of 60 credits from the taught element of the MEd Modular (120 credit) programme. For details of the MEd, please see <http://www.ucc.ie/en/ckc58/>

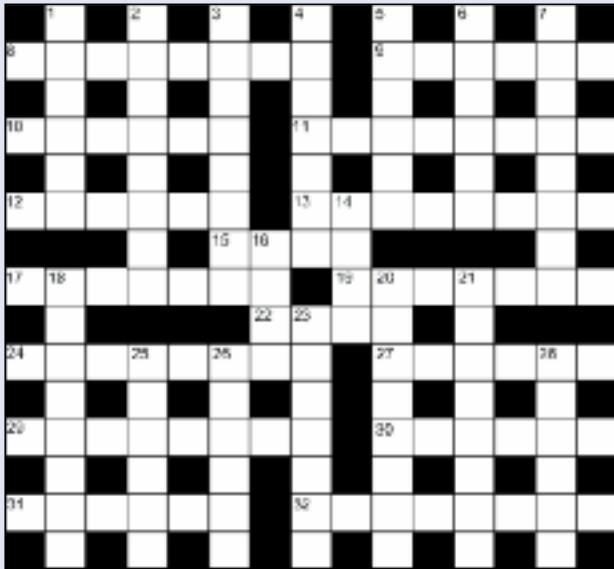


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ASTIR CROSSWORD NO. 1603

The winner will receive €200

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



Name

School

Address

ASTI Branch

Entries to: ASTIR Crossword No. 1603, Think Media,
The Malthouse, 537 NCR, Dublin 1.

To arrive by: Friday, June 17, 2016

CLUES ACROSS:

- 8 Macbeth, Lady Macbeth, Banquo had problems with this (8)
- 9 Not digital (6)
- 10 Put up a fight, sister! (6)
- 11 Digs (8)
- 12 A fallen signpost contains a military or a naval flag (6)
- 13 On trial, a criminal is reasonable (8)
- 15 A French sky (4)
- 17 Fair... man's imperial race ensnare, And beauty draws us with a single hair. (Alexander Pope) (7)
- 19 Children's novel by Roald Dahl (7)
- 22 Best remembered for big-screen epics, e.g., *Ryan's Daughter*, *Doctor Zhivago*. (4)
- 24 Tacit (8)
- 27 Carload on island could contain a god of beauty and desire (6)
- 29 Mathematics that deals with points, lines and surfaces (8)
- 30 He doesn't need to roar to be an eloquent public speaker! (6)
- 31 Could be calm and unruffled (6)
- 32 Pied mice could cause an outbreak of disease (8)

CLUES DOWN:

- 1 Full many a flower is born to blush ... , And waste its sweetness on the desert air." (Thomas Gray) (6)
- 2 Leinster House activity! (8)
- 3 An example could be set by ancients (8)
- 4 Mixed air fuel could lead to a lack of success (7)
- 5 Bar the outlaw in front of the institute (6)
- 6 Mottled coloured cat (6)
- 7 Ordinary writing (8)
- 14 Mater lead in to your old school (4)
- 16 ... of Man or of Wight, for example (4)
- 18 Melted down the fat and handed it over! (8)
- 20 These steroids could enhance sporting performance (8)
- 21 Ladies to be set apart from others (8)
- 23 Food processors! (7)
- 25 Mollycoddle (6)
- 26 A juvenile cat! (6)
- 28 Incongruous, sardonic (6)

Solution to ASTIR Crossword No. 1602

Across

- 1. Ultimo
- 4. Radicals
- 9. Launch
- 10. Consomme
- 12. Kyoto
- 13. Organiser
- 14. Luisa
- 15. Auburn
- 20. Cheese
- 21. Snare
- 24. Hopefully
- 27. Unite
- 28. Monument
- 29. Scenes
- 30. Skerries
- 31. Psalms

Down

- 1. Unlikely
- 2. Teutonic
- 3. MacDonagh
- 5. Among
- 6. Ibsen
- 7. Almost
- 8. Sneers
- 11. Solace
- 16. Bye Bye
- 17. Resources
- 18. National
- 19. Recesses
- 22. Thomas
- 23. Sponge
- 25. Femur
- 26. Lance

DID YOU MISS?

Report from Convention 2016

12

ASTI members tell their family stories of 1916

24

Congratulations

Congratulations to the winner of

Crossword No. 1602:

Catherine (Crena) Shevlin,

St Raphaela's Secondary,

Stillorgan, Co. Dublin,

Stillorgan Branch.



Fuelling Their Progress

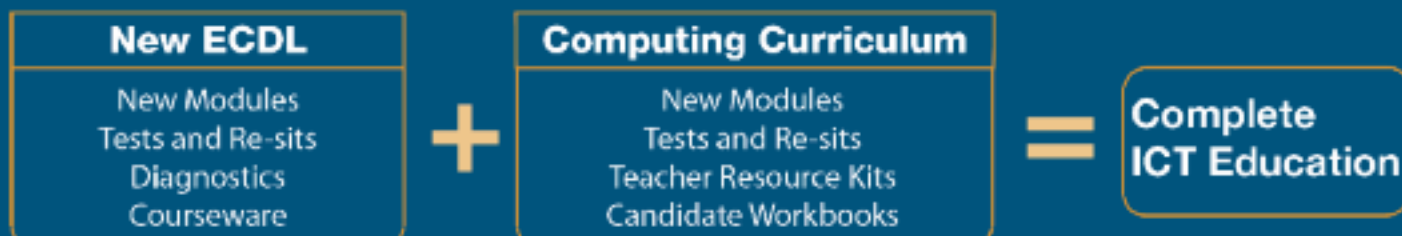
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