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ASTIR

Association of Secondary Teachers, Ireland



Time to end
unequal pay

ASTI survey of recently-
qualified teachers

Update on
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Vox pop –
members' views

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UNITY IS VITAL AHEAD OF PAY TALKS

Colleagues, I write to you post Annual Convention. Usually at this time of year we are looking forward to the end of one academic year and towards a new one. This year is no different, although we do not do so with any great enthusiasm. We are schoolteachers, and sustained conflict with our employer is neither comfortable nor desirable. In the not too distant past we accepted the Croke Park Agreement and the Haddington Road Agreement. We did this in a ballot of members each time, sometimes after multiple ballots. As I write to you now we have not accepted the Lansdowne Road Agreement despite two ballots. The last ballot indicates different views among the membership. If the majority had voted the other way, would we still be debating the issues or would we be putting our faith in the Public Service Pay Commission and the upcoming pay talks? I believe it is the upcoming pay talks where we must focus our attention. In those talks we must seek to put forward our position on equal pay for equal work. They are top of the agenda because we put them there. We must use this opportunity to persuade the other unions to align their stance with ours.

Talk in recent weeks seems to focus on pensions. It would be a shame if these talks were allowed to further weaken public service pensions. Every conversation in the media fails to recognise the changes to pensions made in 1995, 2004 and, most recently, in 2013. We and the other unions must drive home the message that our pensions pre and post 1995 are very different and anything but gold plated. For those post 2013 the pension resembles iron pyrite (fool's gold) rather than gold plating. Teachers make contributions from their wages towards their pensions. Typically, a teacher contributes 6.5% of their income to their pension. On top of this teachers pay in the region of 7% of their income in the form of a pension levy, which, by the way, does not go towards their pension.

This is my last address to you as President and I am unhappy that our issues remain unresolved. I did say prior to my election as Vice President that I believed we could not continue to agree to public service agreements. The issue of new entrants' pay was becoming deeply embedded in the system and was harming the ASTI. I stated that a fight was necessary; I was not elected for my compromising nature. I mentioned earlier that the narrow majority of the last ballot highlights a difference of opinion in the union. It is a pity that some took that difference and tried to turn it into a full-blown split. Unions act best when they have a mandate and all members accept the outcome of the democratic ballot. It is what we did post Croke Park and Haddington Road, and I'm sure it's what we will do post the upcoming talks. The ASTI has a long and proud history – spanning more than 100 years – of serving second-level teachers, promoting education, and campaigning for social and economic justice. Throughout the decades, the union has survived much adversity because members have committed to a common purpose and to solidarity. The ASTI's future lies in unity.



Ed Byrne
ASTI President

TEACHING HEADING FOR RECRUITMENT AND RETENTION CRISIS

Ireland is one of the most open economies in the world. This, coupled with our relative size, means that we are susceptible to external forces. Currently, there is much discourse about the potential impact of external forces such as Brexit, the Trump presidential era, and changes to the political economy of Europe.

As in the past, we can protect our economy against the effects of such external forces by continuing to produce a highly educated, skilled workforce. Our education system has been the key driver behind our economic recovery. The recent RED C/ASTI survey demonstrates that the second-level teaching profession continues to attract high-calibre, motivated, committed young graduates. A key question for the Government is this: Do we want to maintain our quality teaching force over the next five, 10 years, or do we want to continue heading for a teacher recruitment and retention crisis? A decision must be made on this issue before it is too late. The ASTI/RED C survey shows that almost two-thirds of second-level teachers who entered the profession since 2010 are in precarious jobs: they are temporary, part-time, or both. Recently-qualified teachers are on inferior salary scales and this factor in particular imbues a bitter sense of injustice. Level of pay is the main source of job dissatisfaction, followed by lack of job security. For almost one in five, a second job is necessary. Many of these teachers can and will leave the profession or the country if they continue to be undervalued in this way. Already, second-level schools find it difficult to recruit teachers of subjects such as home economics and physics due to stiff competition from employers in the food science and technology sectors who are eager to benefit from teachers' knowledge and skills. Meanwhile, teachers across a wide range of subjects are being targeted by recruitment agencies from the UK, Europe, and the United Arab Emirates.

Referring to the ASTI/RED C research, *The Irish Times* said the Government must prioritise pay parity in a future pay agreement, if it wants to protect the future of teaching. That very opportunity exists in the form of the imminent pay talks between the Department of Public Expenditure and Reform and the public sector trade unions (due to begin by the end of May).

In my address to Convention I spoke about the "phoenix" miracle – the term being used to describe Ireland's now-established economic recovery. The pay talks also provide the chance for the Government to prove that the Financial Emergency Measures in the Public Interest (FEMPI) legislation is not a misnomer for anti-trade union law. The emergency is over. If the Government really is committed to "fair" talks, then the FEMPI issue must be resolved.



Kieran Christie
ASTI General Secretary

Retrospective vetting

In January 2017, the Teaching Council commenced the retrospective vetting process under Section 33 (Registration Renewal) of the Teaching Act 2001-2015. At that time, there were approximately 33,000 registered teachers who were never vetted by the Council, as vetting was not a requirement at the time they were registered. As the year progresses, these 33,000 teachers are being contacted on a randomly selected basis, asking them to apply for vetting in advance of their renewal date. Teachers should await formal written contact from the Council before applying for vetting.

Failure to maintain registration has consequences for payment of salary

Since January, the Teaching Council has contacted approximately 6,700 teachers out of this cohort of un-vetted teachers and requested them to apply for vetting in advance of their registration renewal. Of those contacted, a small minority has failed to meet their deadline. The Council has sent letters, emails and text reminders to the teachers concerned over the past two months. The Council will now commence a process to remove these teachers from the register. Failure to apply for vetting when requested to do so by the Teaching Council puts teachers' registration renewal at risk. If registration is not renewed, teachers will not receive their salaries.

Check your vetting status online

The retrospective vetting process only applies to teachers who have never applied for vetting via the Council. Teachers who hold a vetting letter from the Council (pre-April 29, 2016), or have completed the National Vetting Bureau (NVB) online vetting offered by the Council (since April 29, 2016), are deemed vetted and thereby excluded from this process. Teachers can check their vetting status by logging on to the 'My Registration' section of the Council's website and clicking the vetting tab on the screen.

Changing employment

Teachers should note that the requirements for vetting under Circular 0031/2016 will continue to apply for all teachers who are changing employment. Therefore, anyone applying for new posts requiring vetting should apply directly to the Council as part of the standard vetting process.

More information can be found on the vetting section of the Council's website – www.teachingcouncil.ie.

Information sought on withdrawal of two-year CIDs

The ASTI is asking school stewards to forward information on the number of members in their schools affected by the withdrawal of the Ward Report (CID eligibility after two years) from ASTI members. School stewards should email info@asti.ie and include the name of the school in their email.

Fingal Branch retirement function



The Fingal Branch held a retirement event in March. Pictured with ASTI President Ed Byrne (back row, centre), the retirees honoured on the night are: Siobhan Branigan, Eddie Fynes, Eddie McCarthy, Mary Noonan, Roisin Scally, Con Bissett, Breege McNally, Aidan Sherlock, Linda Ennis, Eileen Byrne, Catherine Clarke, Marie Fynes, Theo Farrell, and Christy McCutcheon.








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- Master of Education (M.Ed)
- M.A. in Music Education
- M.A. in Education and the Arts (META)
- M.A. in Education and Well-being of the Older Person
- Professional Master of Education [Primary Teaching]
- Graduate Diploma / M.Ed. in The Teaching of Science and Technology (Primary School)
- Graduate Diploma / M.Ed. in Adult and Further Education
- Graduate Certificate / Diploma / M.Ed. in Mentoring in Education
- Graduate Diploma / M.Ed. in Information and Communication Technologies in Primary Education
- Graduate Diploma / M.Ed. in Special Education Needs
- M.Ed. in Educational Leadership and Management
- Graduate Certificate / Diploma / M.Ed. in Professional Studies in Education
- M. Oid. san Oideachas Lán-Gheille

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- Structured Ph.D. in Applied Linguistics
- M.A. in Applied Linguistics (online/on-campus/blended)
- M.A. in German Language and Culture in Europe
- M.A. in Christian Leadership in Education
- M.A. sa Ghaeilge
- M.A. in European Thought and Culture
- M.A. in History
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UrbanPlan 2017 launched



Students and teacher Moira Moloney from Loreto Bray at the launch of UrbanPlan 2017.

The Urban Land Institute has launched its UrbanPlan 2017 programme. Secondary schools from across Ireland are being called on to avail of a free one-day workshop in urban planning by industry experts. The programme, in its second year, targets 16 and 17 year olds from 10 schools selected to take part in a one-day interactive workshop in each school. With the support of industry volunteers, student teams will be presented with an urban regeneration challenge to help them understand the planning and development process for buildings, towns and parks.

The workshops bring the built environment to life by challenging students to plan the regeneration of a blighted site in a hypothetical town. At the end of the programme, students present their development proposals to a team of expert volunteers, who choose a winner in each school.

Breandán Mac Róibín, a teacher in Coláiste Eoin whose class took part in last year's programme, described UrbanPlan as one of the best events in his 18 years of teaching: "It's a really wonderful and enlightening experience, and the feedback from the students has been extremely positive".

Principals, teachers and students are encouraged to sign up to have their school take part in this year's programme.

Schools can register interest or get more information on UrbanPlan 2017 by emailing andrew.kinsella@uli.org before May 19, 2017.

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

If you have changed postal address, email address or telephone number recently, please let ASTI Head Office know. If you have not received any communications from the ASTI in the past six months, please contact our membership department at 01-604 0162, or email membership@asti.ie to ensure that your contact details are up to date.

New Global Schoolroom programmes

Global Schoolroom is a development agency that places Indian teachers with their Irish counterparts to share their educational experience, expertise and good practice. It has been in operation for ten years and this year will commence new programmes in Sierra Leone and Kenya, while maintaining its work in India.

Global Schoolroom is supported by the ASTI, INTO and TUI. The organisation believes that for meaningful development to take place, poor-quality education must be tackled. Quality education can only take place when there are good teachers.

Global Schoolroom's approach to development features sustainable development goals (SDGs). SDG4 calls for inclusive and equitable quality education and lifelong learning opportunities for all, while recognising the need for well-trained teachers.

The organisation also worked closely with the Khasi Jaintia Deficit School Teachers' Association (KJDSTA), which recently saw a collaborative union-to-union support and training programme between the KJDSTA and the Irish teacher unions. Over the coming years, Global Schoolroom will continue to support the work of the KJDSTA and other teacher associations through union-to-union collaborations.

To learn more about Global Schoolroom or to volunteer as a tutor on its programmes go to www.globalschoolroom.net.

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



Cuirfidh Láiríonad de Bhaldraithe do Léann na Gaeilge, UCD Scoil na Gaeilge, an Léinn Cheiltigh agus an Bhealoidis, cúrsaí máistreachta/diplóma iarchéime ar fáil i Meán Fómhair 2017 le freastal ar na deiseanna fostaíochta do chéimithe le sainscoilcanna Gaeilge:

MA/Diplóma Iarchéime: Scriobh agus Cumarsáid

- Aistriúchán
- Dlí-Aistriúchán

- Na Meáin Ghaeilge
- Nuatheangacha

Tá líon áirithe scoláireachtaí ar fáil do na cúrsaí seo.

Sprioclá Iontrála: 30 Meitheamh 2017

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

Is cúrsaí leá seo atá á gcur ar fáil mar dhuid léimoch de gheallúint UCD chun oideachas coimhdeach coathróil a sholáthar agus a n-áirdear comhoibriú orthu tríd an Scoil Iarchéime, Coláiste na nEalaíon agus na nDeonachtaí, UCD. Tá na cúrsaí seo á gcur ar bun le tacaíocht ón Roinn Ealaíon, Oideachas, Grútháil Réigiúnacha, Tuaithe agus Gaeilcacha tríd an Údarás um An-Óideachas.

www.ucd.ie/icsf

PISA reports on student well-being

For the first time, the OECD PISA 2015 survey has analysed students' motivation to perform well in school, their relationships with peers and teachers, their home life, and how they spend their time outside of school.

The report found that teachers play a big role in creating the conditions for students' well-being at school and governments should not define the role of teachers solely through the number of instruction hours. Happier students tend to report positive relations with their teachers. Students in schools where life satisfaction is above the national average reported a higher level of support from their teachers than students in schools where life satisfaction is below average.

Many students are very anxious about schoolwork and tests, and the analysis reveals that this is not related to the number of school hours or the frequency of tests, but to how supportive they feel their teachers and schools to be. On average across OECD countries, 59% of students reported that they often worry that taking a test will be difficult, and 66% reported feeling stressed about poor grades. Some 55% of students say they are very anxious for a test even if they are well prepared. In all countries, girls reported greater schoolwork-related anxiety than boys. Anxiety about schoolwork, homework and tests is negatively related to performance.

The survey also found that bullying was a major issue in schools, with a large proportion of students reporting being victims of bullying. On average across OECD countries, around 4% of students – roughly one per class – reported that they are hit or pushed at least a few times per month, a percentage that varies from 1% to 9.5% across countries. Bullying is lower in schools where students have positive relationships with their teachers. Parents need to be involved in school planning and responses to bullying, and schools need to collaborate with other institutions and services to put in place comprehensive prevention and response plans.

Students in Irish schools were found to have a slightly above average level of or exposure to bullying. They also had a below average 'sense of belonging' at school, compared to students in other OECD countries. However, the findings for Ireland also indicate that Irish students on average reported their life satisfaction as 7.3 on a scale of 1-10, which is in line with the OECD average.

For more information visit www.oecd.org.



May Day



ASTI representatives attended the annual May Day March organised by The Dublin Council of Trade Unions on Monday, May 1. This year's theme was 'Housing is a Human Right'.

Charter for Inclusive Schools launched



From left: Ellen O'Rourke (ISSU International Officer), Jane Hayes-Nally (ISSU President), David Duffy (TUI), David Stanton TD (Minister of State for Justice), Moira Leydon (ASTI Assistant General Secretary), Ed Byrne (ASTI President), Larissa Nanning (Organising Bureau of European School Student Unions), and Samiya Mooge (African Diaspora Youth Network in Europe).

ASTI President Ed Byrne and ASTI Assistant General Secretary Moira Leydon attended the launch of the Irish Second-Level Students' Union's (ISSU) Charter for Inclusive Schools. Although schools in Ireland are now more diverse than ever (with one in eight students having been born abroad), the ISSU felt that this issue was not talked about or celebrated in schools. The Charter is an agreement imagined, designed and written by students who want to make schools more inclusive of students from migrant, refugee, and minority backgrounds. The Charter also calls on key educational stakeholders to take concrete steps to promote inclusion at second-level education.

The Charter was created as a result of the ISSU's collaboration with the Organising Bureau of European School Student Unions and the National Youth Council of Ireland. The Charter focuses on the integration of migrant and refugee students in second-level schools across Ireland.

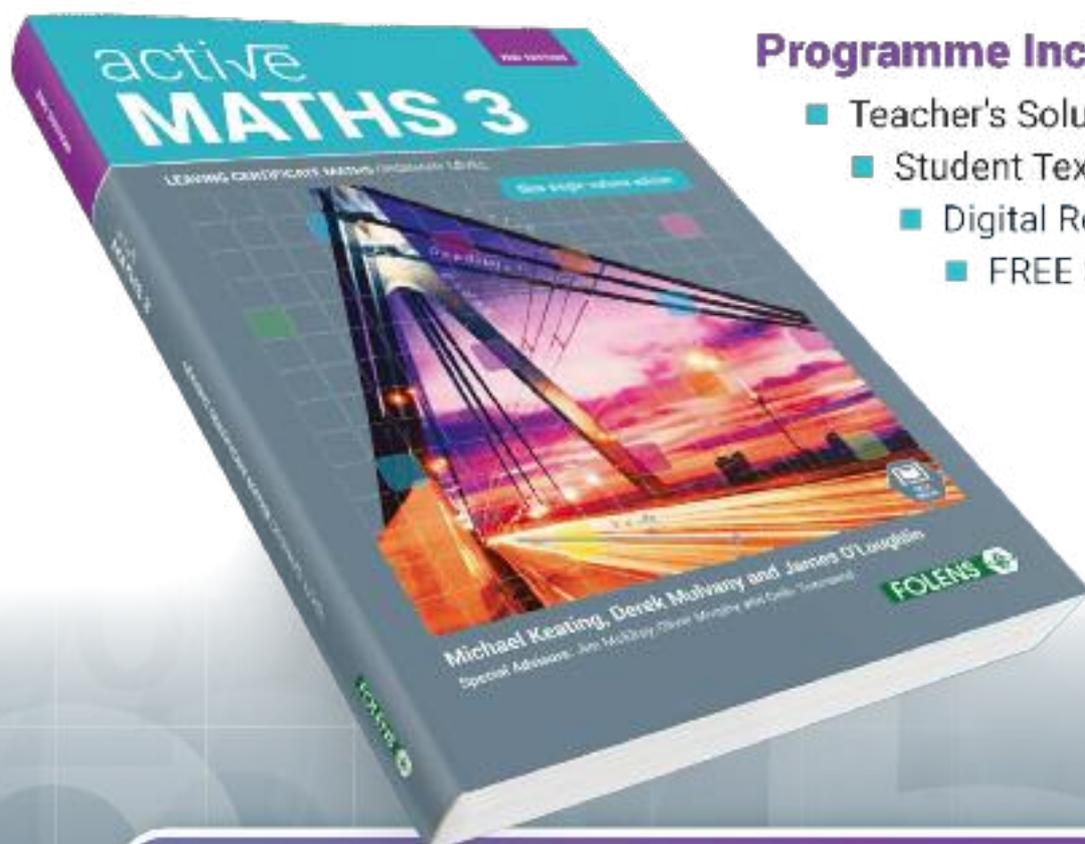
The ISSU will distribute a copy of the Charter to any school's student council that wishes to display the Charter in their school.

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THE FUTURE OF TEACHING

NEWS FEATURE



ALMOST ONE IN FIVE (18%)
HAVE TO SUPPLEMENT
THEIR INCOME WITH
ANOTHER JOB

66% OF TEACHERS ARE IN
PRECARIOUS EMPLOYMENT
(temporary/
part-time contracts)



82% BELIEVE THE ASTI MUST PRIORITISE EQUAL PAY FOR EQUAL WORK



ASTI survey of recently- qualified teachers

JOB SATISFACTION

58% ARE SATISFIED/VERY SATISFIED WITH THEIR JOB
BUT FEEL THEY DESERVE BETTER TREATMENT

87% SAID BEING ABLE TO HELP YOUNG PEOPLE WAS
A SOURCE OF JOB SATISFACTION,
WITH 55% SAYING THIS IS THEIR
MAIN SOURCE OF SATISFACTION

69% SAID TEACHING
THEIR SUBJECTS WAS A
SOURCE OF SATISFACTION



PRECARIOUS WORK THREATENS EDUCATION

Sixty-six per cent of teachers who entered the profession since 2010 are on fixed-term and/or part-time contracts, according to an ASTI/RED C survey.

The recent survey, which asked recently-qualified teachers about their career experiences to date, found that almost one in five (18%) supplement their teaching income by working a second job. These teachers have spent four to six years attaining their teaching qualifications. Since 2014, entry into second-level teaching normally requires a two-year professional master's in education.

Skilled, motivated teachers

Sixty-two per cent of recently qualified teachers have qualifications in addition to their teaching qualifications. These include master's degrees and

postgraduate diplomas. However, the survey also demonstrates that the abolition of qualification allowances clearly inhibits professional learning. Over 29% said it is a barrier to continued professional learning. This has implications for the development of the professional capital of the teaching profession.

While the majority of young teachers say they entered the profession because of a desire to help young people and to teach subjects they love, the level of pay and lack of job security are causing huge job dissatisfaction. Almost half of those surveyed said that holding onto their current teaching job is their main career aspiration for 2020.

EXTRACURRICULAR ACTIVITIES

NEWS FEATURE



90% ARE INVOLVED IN EXTRACURRICULAR ACTIVITY

62% HAVE QUALIFICATIONS IN ADDITION TO THEIR TEACHING QUALIFICATIONS



The most prevalent extracurricular activities for teachers are:

COACHING/GAMES (55%) AND SCHOOL CLUBS (45%)



DISSATISFACTION

83% SAID LEVEL OF PAY WAS DISSATISFACTORY, 40% SAID IT WAS THEIR MAIN COMPLAINT

47% SAID LACK OF SUPPORT FOR NEWLY-QUALIFIED TEACHERS, 26% SAID IT WAS THEIR MAIN COMPLAINT

Other sources of dissatisfaction include:

lack of job security (58%)

large class sizes (31%)

amount of administrative work (29%)

insufficient resources in classrooms (29%)



Our young teachers are highly educated and motivated but have inferior conditions and pay. Many of them do not know if they have a job in the next school year and all of them are on lesser pay scales than their colleagues who began teaching just a few years before them. What does this say about the value we place on teaching and education in this country?

ED BYRNE, ASTI PRESIDENT

New teachers' pay was cut in 2011 and again in 2012. An ASTI teacher starting in 2017 has a salary which is nearly 21% below the 2010 starting salary.

A motion stating that the ASTI will vigorously oppose any future national pay agreement that does not guarantee equal pay for equal work was passed at ASTI Annual Convention 2017.

To read more about the ASTI's Equal Pay for Equal Work Campaign visit www.asti.ie

Forty per cent of respondents in the RED C survey said the level of pay was the number one factor causing job dissatisfaction. For 26%, the main cause of job dissatisfaction was lack of job security.

Mixed experience

Recent entrants had a mixed experience of their first teaching post. While they received support from colleagues, they had little opportunity or time to engage in important learning activities such as team teaching, observing experienced teachers, or time to reflect on their daily work. Of particular concern is the fact that more than half of respondents – 51% – received inadequate mentoring support. The latter is an essential part of their induction experience. Almost 40% stated they found it difficult to obtain sufficient hours to meet the requirements for full registration with the Teaching Council. This underlines the fractured nature of entry into second-level teaching.

Lack of job security coupled with differential pay scales for recently-qualified teachers represent a critical threat to the future of second-level teaching and education in Ireland.

New teachers' pay was cut in 2011 and again in 2012. An ASTI teacher starting in 2017 has a salary which is nearly 21% below the 2010 starting salary.

Extract from *Irish Times* Editorial, April 17, 2017

"A survey by the ASTI has found that two-thirds of those who qualified since 2010 are working in precarious teaching positions, many reliant on fragments of work. Almost one-in-five are supplementing incomes with part-time work such as taxi-driving or bar work.....

The Government should make a pathway to pay parity a priority of a future [pay] agreement. If we are serious about protecting the status of teaching, it is a step it needs to take sooner than later.

Teachers play a hugely-influential role in firing young minds and helping students reach their full potential. The best members of the profession do not just educate children; they inspire young people, build their confidence and develop crucial skills needed for their future careers. It is vitally important that teaching remains an attractive profession for bright and ambitious graduates."

ASTI CAMPAIGNS: KEEPING THE PRESSURE ON

The ASTI will continue its efforts to pressurise the Government into addressing equal pay for equal work for recently-qualified teachers.



From left: ASTI General Secretary Kieran Christie, ASTI President Ed Byrne, President-Elect Ger Curtin, and Honorary Treasurer Ray St John.

Speaking at ASTI Annual Convention in April, ASTI President Ed Byrne said the union had led a principled and challenging campaign: “Now is the time to keep the pressure on. New pay talks are on the horizon, presenting the Government with a fresh opportunity to put this issue to bed once and for all”. ASTI Convention copper-fastened its campaigns on teachers’ pay and FEMPI by passing the below motion from the Fingal branch: “That the ASTI vigorously oppose any future national pay agreement that does not:

- a) guarantee equal pay for equal work
- b) provide an end date for pay restoration
- c) terminate FEMPI legislation”.

In the event that pay talks do not address the pay of recently-qualified teachers, the ASTI will ballot its members for a fresh mandate for industrial action in pursuit of equal pay for equal work. This is in line with the decision of the TUI Annual Conference 2017, which voted to ballot members next October if the matter is not addressed by then. At its Annual Conference, the INTO, representing primary school teachers, also passed a motion committing the union to the re-establishment of pay equality.

Protest

The ASTI will hold a protest on the first day of the forthcoming pay talks to ensure that equal pay for equal work is a key priority. Convention 2017 also voted to direct ASTI members to withdraw from substitution from the start of the school year. This is in response to measures taken against ASTI members following the union’s rejection of the Lansdowne Road Agreement

and withdrawal from the Croke Park hours. Measures taken against ASTI members have included withdrawal of access to CIDs after two years, non-payment of the supervision and substitution moiety, and the freezing of increments.

In October 2016, ASTI members voted by 78% to take industrial action, up to and including withdrawal from the supervision and substitution scheme, in response to the worsening of pay and conditions.

ASTI President Ed Byrne said the announcement of withdrawal from substitution allowed more than adequate time for contingency plans to be put in place: “There is no reason for any school to shut due to this action. The Department stated to us that they needed the principals to co-ordinate contingency plans and they needed a lead-in time. Those things are now in place”.

“ In the event that pay talks do not address the pay of recently-qualified teachers, the ASTI will ballot its members for a fresh mandate for industrial action in pursuit of equal pay for equal work.

ASTI Annual Convention conducted a lengthy debate on future strategy in relation to equal pay for equal work and opposition to measures implemented for ASTI members following the union's rejection of the Lansdowne Road Agreement.

As well as motions on the agenda, Convention adopted a procedural motion to suspend standing orders and allow for a full debate on future strategy. The outcome of this debate was the adoption of the following motions:

Urgent Motion 1

That the ASTI direct all ASTI members to withdraw from all unpaid classroom substitution covered by the supervision and substitution scheme, beginning on the first day of the next school year.

Urgent Motion 2

That the ASTI take the following actions:

That the ASTI hold a demonstration outside Leinster House on the first day of the pay talks, involving members from every branch nationwide and in which TUI and INTO be invited to participate.

That the ASTI ballot its members in the new school year for industrial action up to and including strike action, if the issue of lesser-paid teachers has not been addressed satisfactorily.

Read our Convention report on pages 16 to 30.

Visit the campaigns section on the ASTI website for more information.

Continued industrial action

In addition to these actions, the ASTI will continue with its industrial action on Junior Cycle, the posts of responsibility moratorium, and the Croke Park hours. Current ASTI industrial action directives state that members are prohibited from co-operation with the implementation of the Framework for Junior Cycle, from undertaking post of responsibility work that does not attract pensionable remuneration, and from engaging in the Croke Park hours.

Junior Cycle

The ASTI leaflet 'Junior Cycle: Reform Not Harm' has been circulated to schools. Members are encouraged to pass the leaflet on to interested parents and others. The leaflet describes the 'four fatal flaws' of the current proposals.

Four fatal flaws

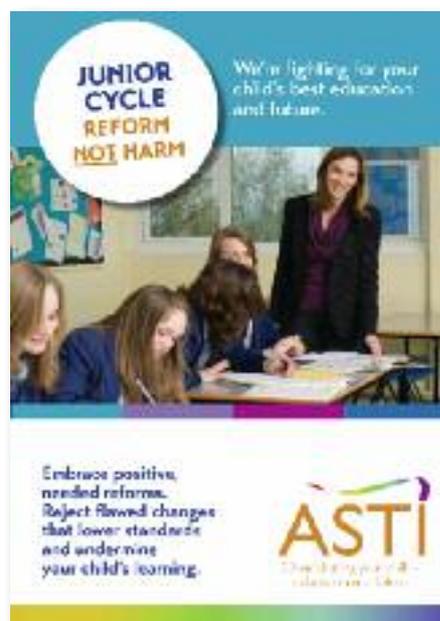
1. Under the new Junior Cycle children will be, in part, assessed by their teacher, not an independent, transparent system.
2. There is no external assessment of oral skills.
3. There is less time for teaching and learning.
4. There is a lack of differentiated exam levels for most subjects.

Political lobbying

The ASTI is currently undertaking a lobbying campaign of national politicians with a particular focus on equal pay for equal work and the abolition of the Financial Emergency Measures in the Public Interest (FEMPI) legislation.

ASTI directives at your fingertips

Did you know that the ASTI website contains a page 'ASTI Directives'? The page lists the ASTI directives currently in operation and links to the text of each directive in print-friendly format. Go to www.asti.ie. Click on 'Campaigns', and then click on 'Current ASTI Directives'.



'Junior Cycle: Reform Not Harm' leaflet.

CONVENTION HIGHLIGHTS EQUAL PAY

Throughout Convention 2017 and beyond, ASTI representatives spoke out on issues of equality and education.

Pay equality

"Inequality is inequality. Pay restoration is obviously a priority for all unions but at the moment we are emphasising that we want everybody on a common basic scale. Any trade union worth its salt could not stand by and allow that to persist and not have it as a priority. And it's good to see the INTO and the TUI on the same page as us on this; even though they've had a slight improvement, there's still a huge inequality there. I think that point has been lost: that TUI members and INTO members are still way behind other teachers. So I think that is the priority. Yes, I think for the wider public service the whole question of pay restoration will be very much to the forefront under the Pay Commission, but we're looking for equality for all teachers."

Breda Lynch, ASTI Vice President, *Today with Seán O'Rourke, RTÉ Radio 1, April 19*

"The difference between pay of newer entrants and those who have longer service is very substantial. It runs to thousands of Euro and across a career it can amount to tens of thousands of Euro over the years, and even hundreds of thousands of Euro over the course of a 40-year career period for a new entrant. It is very substantial and it needs to be fully addressed and it needs to be fully addressed immediately."

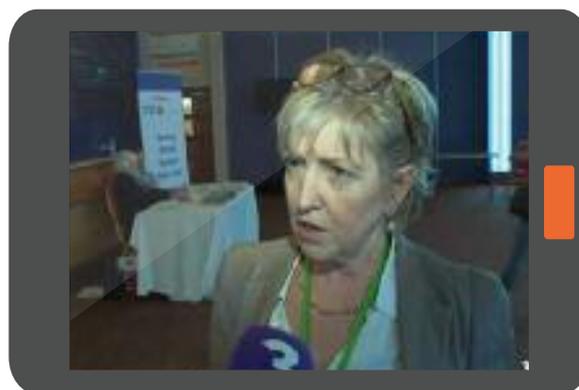
Kieran Christie, ASTI General Secretary, *3News at 12.30, April 18*

"Quite rightly, there is a particular onus on teachers to emphasise the importance of equality and to teach and communicate the need for it to their students. How deeply ironic then, that the teachers doing this are subjected to a two-tier pay system that is the complete antithesis of equality, and that so many of our unequal teachers feel they have no option but to emigrate, either to teach or perform the 21st century equivalent of the hewing of wood in foreign lands."

Diarmaid Ferriter, Opinion, *The Irish Times, April 22*

"I think every single member of the ASTI is absolutely intent on achieving equal pay for equal work for all of our members, but I think that a certain amount of members have become frustrated that the period of industrial action has gone on for a considerable amount of time and that we haven't received as much support from our colleague unions as we would have liked."

Brian Burke, Standing Committee Region 11, *Midlands 103 News, April 18*



Deirdre MacDonald, Standing Committee Region 8, spoke to TV3 about pay equality.

Future strategy

"Pay negotiations are commencing in May. We are going to have a demonstration and we are going to ask our fellow teaching unions, who have balloted about prioritising lesser-paid teachers, to attend. You can't be a little bit equal; equality is an absolute."

Deirdre MacDonald, Standing Committee Region 8, *3News, April 20*

"This close to exam season, the members felt that it would be the wrong time to strike, because people would be getting ready for exams. We do know that our students would be under enough stress without us adding to it."

Ed Byrne, ASTI President, *Six One News, RTÉ 1, April 20*

"The backdrop of any discussion we had this week was the confidence of our students and how close we are to the exams...I think all people made the point vehemently; even people that would be totally exercised about the issue of lesser-paid teachers and supervision and substitution said that they would be flat out between now and the exams, doing extra classes and whatever else it takes trying to get those extra points or extra percentages for their students.

So, strike action was not accepted as an option and I think it reflects the concern teachers would have for their students that they are taking this road."

Ger Curtin, ASTI President-Elect, *Michael Read Show, LFMFM, April 21*

Call to reduce costs to parents

"I think school management needs to look more closely at how they can ensure that costs are reduced for parents. In some cases, schools go on school trips because it's tradition and the educational merit should be well established before such decisions are made."

Moira Leydon, ASTI Assistant General Secretary, *The Last Word, Today FM, April 18*



Precarious employment

"They [teachers on fixed-term/part-time contracts] often don't have enough hours, maybe six or eight hours a week. This means that they may have to take second jobs, which is a major issue. Also, as everyone is aware at this stage, for any teacher to take a job in Dublin and then secure accommodation, on short-term hours, is almost impossible. Another problem is that students build up a relationship with a teacher who has no security of tenure, so they may be gone the following year, and the process begins all over again. It's particularly difficult. The Ward Report took some steps towards addressing it, but the Department is using it in an industrial dispute."

Ed Byrne, ASTI President, *Morning Ireland*, RTÉ Radio 1, April 18

"With childcare costs close to €1,000 a month, Seán says banks reduce the amount they are willing to lend a family with three kids. But he is also grateful that finally securing a contract of indefinite duration (CID) with full-time hours last year meant the couple could at least apply for mortgages.

"Before that, without permanent work, they wouldn't even look at you," he said. Seán is conscious of the difficulties facing more recently-qualified teachers, whose salary scales were cut by 10% if they began working from the start of 2011, and who also lost some allowances for qualifications which are paid to their longer-serving counterparts.

"Even with my partner working for at least 12 years, me on the old pay scale, and with a full-time CID, we're still struggling," he said."

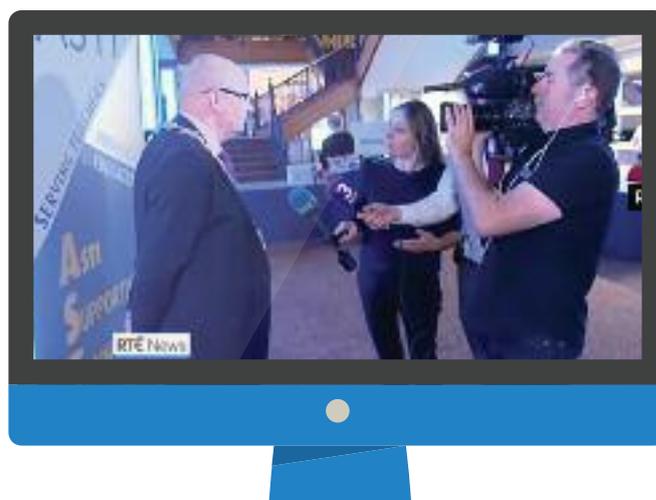
Sean Fox, ASTI Member, *Irish Examiner*, April 19

"A niece of mine qualified as a teacher here in Ireland, but she didn't even look for a job here; instead she headed off straight for Dubai. I met her at Christmas and she has no intention of coming back until things improve. So you're going to lose a huge amount of young teachers, who the State has paid part of their going through college and they're not even going to stay here.

You can't expect somebody to spend four years, and actually for teachers now it's six years, before you are qualified, you can't expect them to spend that much time and money qualifying and then take a job with a salary that they cannot live on.

Those are the economic facts and people are walking and they will walk and I don't see how we can blame them."

Ray St John, ASTI Honorary Treasurer, *The Morning Show*, East Coast FM, April 18



ASTI President Ed Byrne is interviewed by RTÉ's Emma O'Kelly at ASTI Convention.



KEY SPEECHES

All three speeches at this year’s Convention addressed vital issues for teachers in Ireland.



*Aileen Brosnan and Lorraine Mellerick
(Cork North Branch) at ASTI
Convention 2017 in the INEC, Killarney.*



*ASTI President Ed
Byrne and President-
Elect Ger Curtin.*

PRESIDENT'S ADDRESS

For ASTI President Ed Byrne democracy, equality and equity are at the heart of the ASTI's principled stance on pay and education reform.

An abuse of power

In an age of conformity and orthodoxy, we in the ASTI have positioned ourselves as outsiders. Our members saw injustice and mendacity and set their faces against them. We didn't and don't see ourselves as special – just principled.

The country's finances went into meltdown in 2008 brought about by the collapse of the banks and the socialisation of private debt. It seems so ridiculous to be mentioning this so long after the collapse, but as long as successive governments cling to the Financial Emergency Measures in the Public Interest (FEMPI) legislation, we have no alternative. FEMPI has denied the trade union movement, and the ASTI more than most, the right to normal industrial relations mechanisms. Let's not be in any doubt that it is an abuse of power – particularly so long after the emergency has passed. This is one of the reasons that I believe that collective agreements like the Croke Park Agreement, the Haddington Road Agreement (HRA) and the Lansdowne Road Agreement (LRA) are based on absolute hypocrisy. The LRA has a clause that states an aim to support an ethical workplace. Any collective agreement underpinned by emergency legislation so many years on from the emergency is shameful and unworthy of being considered ethical.

Democracy in action

The members of the ASTI rejected the Croke Park Agreement. As always, this was done democratically in a ballot of members. The FEMPI legislation was

brought to bear on the members, forcing them to re-ballot. I hope there is no one in Government, the Department of Education and Skills (DES) or the Department of Public Expenditure and Reform (D/PER) who considered this to be ethical.

The next collective agreement, the HRA, was at best a travesty. ASTI members – even in a second ballot – refused the Corleonesque offer. Once more the ASTI became divorced from the wider trade union movement and fought on alone. The pressure of FEMPI was once more exerted and in particular the threat to members' very right to job security. This less than ethical pressure coincided with a third ballot and once more ASTI members accepted a coerced settlement. It became difficult to listen to those who suggested that only those earning over €65,000 per annum had a pay cut under Haddington Road – every teacher had a pay cut under the HRA regardless of earnings.

A betrayal of good faith

ASTI members signed up to the HRA against their better judgement, but in good faith; this made it extremely hurtful when provisions under the agreement were withdrawn because they refused a subsequent agreement. Is it ethical to expect people to sign up to future deals, forcing them to agree to clauses they could not see or predict?

The LRA was absolutely silent on the issue of new entrants' pay. Members remembering how they felt tricked by previous agreements, leaving future entrants unprotected, felt they could not and would not sign up. Once more the FEMPI legislation was used to coerce trade unions to accept the offer. ASTI members rejected the offer.

Payment for supervision and substitution – agreed in the HRA – was suspended. Access to CIDs that were agreed by the Independent Chairperson, Mr Peter Ward, was withdrawn unilaterally. The LRA was deemed the only game in town. The ASTI embarked on a number of days of strike in support



Jason Poole (Dublin North West Branch), Adrienne Healy (Dublin North Central Branch), and Andrew Phelan (Dublin North West Branch and Standing Committee Region 15).

of equal pay for equal work. The Department's failure to honour the HRA and pay the moiety due to commence on September 1 created a difficult situation and on November 7 ASTI members withdrew a service that they had been providing free of charge for three years by agreement but continued for a further two months – unpaid. This led to a 'Lockout' – it cannot be described otherwise.

While all this continued, we remained in contact with the DES on the issue of reform of the Junior Cycle. We had until summer 2016 agreed with the Department that the issues of the LRA, or any collective agreement for that matter, and Junior Cycle should remain separate. Unfortunately the position of the Department changed! They now stated that in any future agreement, nothing would be agreed until everything was agreed. The DES and D/PER insisted that the proposals be put to members as a single issue, despite our warnings. The proposals were best described as a document of disagreement and were subsequently rejected in a ballot of members.

Trust and morale

The ASTI through RED C surveyed entrants to the profession. The responses were from those teachers who entered the profession since 2011 and they paint a picture of poor pay, poor job security and very low morale. The Minister and the Department must end the disgraceful withdrawal of the Ward Report from our members. It is nothing short of malice and vengeance with no benefit accruing to the system.

Inequality and inequity are barriers to both trust and morale. We demand at the next round of pay talks that the public service unions insist on equal pay for equal work regardless of the outcomes of the Public Service Pay Commission. Members are now being threatened with redundancy because they are members of the ASTI. We are currently undertaking a ballot of members in support of those singled out for redundancy.

In recent weeks I have been fortunate enough to attend educational conferences in the United Kingdom. Listening to the debates, the impression I get is that our Government likes to wax lyrical about Finland – but actually means to implement England, without the resources of either.

The other Minister in our lives, the Minister for Public Expenditure and Reform Mr Paschal Donohoe, must rid us of the crass phrase 'doing more with less'. This is short-termism and is not a strategy to bring about long-term success.

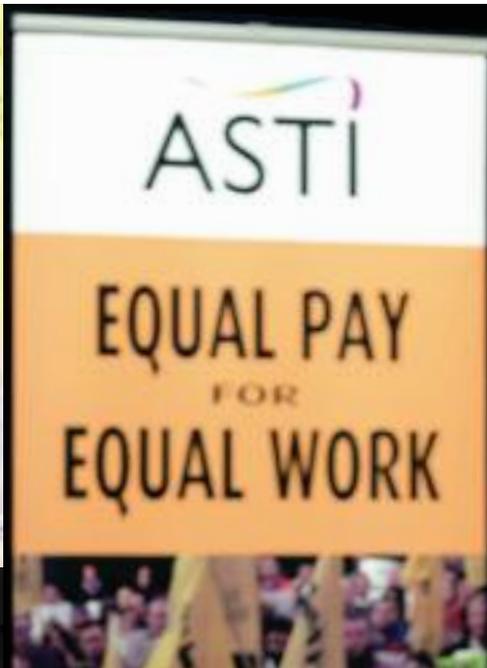
“ Any collective agreement underpinned by **emergency legislation** so many years on from the emergency is **shameful** and unworthy of being considered ethical.

Importantly, the Department has to pay some attention to teacher morale and trust. The absence of equality and equity go to the heart of our disputes. Deal with the inequality and inequity; bring about equal pay for equal work, and the ASTI will come on board.

[View the full speech on www.asti.ie.](http://www.asti.ie)



Medal presentation by ASTI President Ed Byrne to Immediate Past President Máire G. Ní Chiarba.



President-Elect Ger Curtin addresses delegates.

GENERAL SECRETARY'S REPORT

ASTI General Secretary Kieran Christie sought a future path informed by a commitment to equality and social justice.

Campaigns

The General Secretary's report provides an opportunity to pull together the key threads of what has happened since last year and derive some wisdom from that, together with a perspective on future direction.

Clearly, what has happened in the past year has been tumultuous at times, but mostly it has been centred on an absolute determination to advance the interests and the terms and conditions of our members.

I pick up from what started here at Annual Convention last year, with the passage of a motion that led to a ballot in which our members voted to withdraw from the Croke Park hours. As we all know, that withdrawal action led in turn to the imposition of the most appalling and draconian excesses of FEMPI legislation on our members. The sooner that anti-democratic piece of legislation is consigned to the dustbin of history, the better.

Our subsequent industrial action, with the talks and ballot, has thrown two of our key issues into very sharp relief: recently-qualified teachers' pay and the Junior Cycle. These must be addressed to our satisfaction.

If I were to identify one key fatal flaw in the approach of the DES to resolving our issues, it was their absolute and dogged refusal to decouple the Junior Cycle from the Lansdowne Road dispute. Other unions did not face this obstacle and in my view the Department's stance represented an attempt to impose curricular reform by diktat.

We all know what happened last November. Our members balloted on proposals, in full possession of the information on the consequences of a yes

and a no vote. The result, narrower than we would have liked from all points of view, is the determinant of where we stand at this point in time. Standing Committee and CEC have been meeting since the result was announced and are constantly keeping matters under review. The withdrawal from the 33 Croke Park hours continues and the ASTI Directive on the Framework for Junior Cycle remains in place. Make no mistake about this. The ASTI will continue its campaigns for equal pay for recently-qualified teachers and sound reform of the Junior Cycle.



If I were to identify one key fatal flaw in the approach of the Department of Education and Skills to resolving our issues, it was their absolute and dogged refusal to decouple the Junior Cycle from the Lansdowne Road dispute.

Taking a strong stance

The truth is that our members are enduring enormous penalties and making massive sacrifices in support of our principled campaigns. The penalties applied to ASTI members by the DES are entirely disproportionate and deserve to be condemned in the strongest possible terms.



ASTI delegate Michael Browne (Bray Branch) took part in the debates.

In that context, we cannot be and have not been oblivious to the developments in the wider industrial relations arena. The ASTI has made a submission to the Public Sector Pay Commission. As we know, the Commission is due to report later this month. That is expected to be the precursor for a new round of national pay negotiations. I fully believe that we must have a strong and active presence at those talks. I further believe that any talks must achieve a number of things. Firstly, the new entrants' pay issue has to be completely resolved. It is a stain on the fabric of our profession and it simply must go. Secondly, ASTI members want their union to reclaim their pay, that is, their pay prior to savage austerity cuts. As priority, the income poverty that many of our members are experiencing must end.

In addition, there must be an end to the phenomenon of public servants, including teachers, doing unremunerated working hours. The name of Croke Park should be known and loved for all the reasons that millions of people do, and not associated with hours worked for no payment.

Finally, the attacks on public servants' pensions, by way of the pension levy or the breaking of the link to the serving teacher, must be completely reversed. We are in uncertain times. The truth is that there is much that will have to play out over the coming months in order for us to get a full sense of the lie of the land. But rest assured that we will at all times be working hard to get a full and fair resolution of all our issues.

“ **The new entrants' pay issue has to be completely resolved. It is a stain on the fabric of our profession.** ”

Commitment to members and students

One of the most significant initiatives undertaken by the ASTI in the last year has been our move to school-based ballots. It shows that there is a hunger out there among our members to engage with and participate in the union. This is something we must build upon if we are to ensure we have a vibrant and effective union in the future.

As you know, we will have a ballot in a few weeks' time that seeks to protect ASTI members from the threat of redundancy. We can never, ever, accept forced redundancy for any of our members when a perfectly workable alternative in the form of the redeployment scheme is in existence.

And of course, we in the ASTI have always had broader concerns than just teachers' terms and conditions. Our single-minded and staunch insistence over some years now that our students must have access to a Junior Cycle curriculum that meets the highest standards, at great cost to each and every member, is clear testament to that.

There is no doubt that the last 10 years have seen enormous harm being done to our education service. We cannot say this enough: education must be seen to be the driver of the future of a resurgent economy. Proper funding is an imperative. Pupil-teacher ratios must improve, guidance and counselling must be fully re-established, and the middle management structure must be returned to our schools.

[View the full speech on www.asti.ie.](http://www.asti.ie)

DR GERALDINE MOONEY SIMMIE, UNIVERSITY OF LIMERICK – GUEST SPEAKER

Is teaching nearer to poetry than physics?

I want to begin by saying that I stand in solidarity with your strike action in relation to Junior Cycle reform and the payment issue for new teachers.

In this presentation I want to explore the critical questions: 1) is teaching nearer to poetry than physics, and 2) if so, what type of inspection of teaching would be more appropriate than the teleology of certainty required nowadays in Irish secondary schools by New Quality Management?

Prof. Timothy Snyder of Yale University explains teleology as a portrayal of the present as a step toward a future that we already know, one of expanding globalisation, deepening rational thinking and scientific certitude, with the prospect of future glorious prosperity for all. However, holding a mirror to history should beg us to be far more cautious. The fall of democracy in Europe in the last century into fascism, communism and authoritarianism also offered teleologies – narratives of time all promising some type of inevitable utopia.

Open to change

In this regard I salute your moral courage in speaking truth to power. It is all too easy to fall foul of the critics who say that ASTI teachers on strike are stuck in their ways and afraid of change. I spent ten years working with in-service

teachers as a member of the Transition Year Support Service (TYST) and Second Level Support Service (SLSS) and can vouch for the eagerness of teachers to enact change in their schools, often with minimal resources and working conditions. I know that you want to work to progress change in Irish education, but not all change is good change, and reforms rushed through during a punitive period of economic austerity and a climate of fear need serious levels of critical questioning.

“ Teaching is regarded as nearer to poetry than physics, a relational practice leading out the potential of young people and offering their talents in public service for the betterment of society and a fair and just world.

The politics of education

It is not by happenchance that public sector employers want to set teachers’ pay and conditions based on different remuneration packages. This is a necessary feature of the teleology of the marketplace. The aim is to break solidarity between teachers and set up competition.

In my research, I understand schooling as taking place on a political platform. There is no one involved in education matters who can claim that they stand on neutral ground. There is always an agenda, whether hidden or otherwise. The struggle for the soul of the curriculum is a productive way of understanding reforms. What kind of teachers’ souls are we supporting in practices set within what Professor Stephen Ball at the University of London calls the terrors of performativity and the reporting of hard evidence brought on by a global order gripped in a climate of fear?

At the moment there appears to be little or no space for pause in Irish education policy to consider what is now recognised internationally as the growing dominance of the Organisation for Economic Co-operation and Development (OECD) in education. The OECD – where the E stands for economy and not education – spearheads policy in education in over 30 countries, and its international comparative tests, such as PISA, are paid for by the Irish Government. This OECD understanding is not shared by many philosophers of education. Instead, teaching is regarded as nearer to poetry than physics, a relational practice leading out the potential of young people and offering their talents in public service for the betterment of society and a fair and just world.

In a research study published in 2015, I showed that Junior Cycle reform arises from the epistemic dominance of the OECD as it seeks to (re)calibrate the curriculum in Ireland into a narrower emphasis on English, science and maths for standardised testing in PISA. Junior Cycle reform is about achieving a skill-set for a new type of self-regulating pupil, self-regulating teacher and self-regulating autonomous school. However, there is no direct mention of the critical thinking skills needed for education as a social responsibility for public interest values.



Guest speaker Dr Geraldine Mooney Simmie gave a stirring address.

Qui bono?

So who benefits and who stands in the way? It is clear that reform policies are benefitting corporations and satisfying their needs for literate, mobile workers for the economy.

The hierarchies of the Irish Catholic Church and school managements also appear content with the reforms; they appear set to benefit from higher (moral) control of teachers in their schools within new modes of public accountability and a climate of Fitness to Practice. Some education researchers at the university will benefit in their careers as the softer and messier discourse of teaching as poetry is brought inside a rational scientific discourse of certainty and clinical practice (teaching as physics). Teachers’ efforts at securing good relationships and taking learners’ needs into account will continue to be expected, but this emotional work and care will simply go unrecognised within inspection focused on measurement and data in preference to dialogue and interaction.

So who stands in the way? Clearly the Irish public, pupils, parents and civil society matter greatly in this debate. You in the ASTI stand in the way. Your solidarity is a threat to the introduction of reforms that will set teacher against teacher in a competitive marketplace in relation to salary, pay and conditions. Your solidarity is a threat to the introduction of reforms that will position teachers as quality teachers taking full responsibility for the education of young Irish people irrespective of contexts and State supports.

In conclusion, I have argued that teaching is nearer to poetry than physics, and that teachers’ inspections and Fitness to Practice need to reflect this. An education system that is no longer based on dialogue and interaction between all policy actors is highly questionable.

View the full speech on www.asti.ie.



Deirdre Healy, Roisin McArdle, and Orla O'Connor (Dublin South Central Branch).



Sean Fox (Dublin North West Branch).



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MORE INFORMATION

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Telephone Mairead Condon at 061 23 4010

VOX POP – WHAT SHOULD THE ASTI PRIORITISE?

At Convention 2017, we asked teachers what the union's priorities should be in these uncertain times.

Michael Berigan-Welkier, Presentation College, Bray, Co. Wicklow



I think the ASTI needs to prioritise the issue of the new Junior Cert. For me as a teacher of Irish and French, it has really hit home this year because in September both the Irish and French specifications are coming in. Maintaining our position on not assessing our own students is very important – we must stand over that. Also, I'm very concerned about the fact that subjects will be at a common level. It's going to prove a huge struggle for students when they reach Leaving Cert because that will stay the same.

Orla O'Connor, St Louis High School, Rathmines, Dublin



Standing Committee outlined a list of actions they would take in the event of the Lansdowne Road Agreement being rejected. The priority now should be to deliver on promises made to the membership, and communicate strategies more effectively. Many of our members are disillusioned with the lack of action and updates on this campaign. Our leadership needs to communicate more with grassroots members by making better use of social media, email and text.

Eleanor Egan, Coláiste Phobal, Ros Cré, Co. Tipperary



As a teacher in a dual-union school, I'm watching my colleagues get paid for supervision and substitution, while I'm doing it for the same number of hours per week, and not getting paid for it. Also, Tipperary was involved in the redeployment scheme this year. I'm from Limerick and drive to Roscrea every day. Two of my colleagues applied for redeployment and I couldn't. I found that quite tough to cope with. It's very hard to convince lower-paid teachers in dual-union schools to join the ASTI. Supervision and substitution and the issue of lower paid teachers need to be addressed – a stronger effort needs to be made.

Aaron Wolfe, Deerpark CBS, Cork



I think the priority must be to reverse the moratorium on posts of responsibility. Job satisfaction in teaching has gone down and I believe it is because there's no chance of promotion within a job. As a deputy principal, I know exactly what it was like to work in a school for 12 years and to never get a post. You want people to feel they're wanted and needed, that they have a voice in leadership. We need year heads and programme co-ordinators. We're being told about book loan schemes – who's going to run them? You need motivation – that if I work well at my job, I can be promoted, and my hard work will be rewarded.

Richard Egan, Coláiste Choilm, Tullamore, Co. Offaly



There is a range of issues that need to be pursued and prioritised by the union – pay equalisation, casualisation and the hours culture. The union needs to become more outward looking and focus on the immediate professional concerns of our members, and of our new members in particular. As a Junior Cycle English teacher, and given where we're at now as a result of the recent ballots, I think the ASTI should ensure that we never allow a situation again whereby curricular reform and educational standards are coupled with a ballot on pay and conditions. One of the principal reasons we had for rejecting the Lansdowne Road Agreement was the inclusion of the clause on curricular reform, and we need to make sure that any future negotiations and resulting ballots on Junior and Senior Cycle reforms are separated from issues pertaining to pay and conditions.

David Carolan, St Joseph's Secondary School, Drogheda, Co. Louth



For me, the most important issue is FEMPI. That needs to be rolled back as a matter of priority – and the Government parties seem intent on keeping it. It's easy for me to say – it's a lot harder for it to be achieved. The Department of Education had a very interesting submission to the Public Service Pay Commission in that they had increased employment; however, they can't envisage restoring pay rates for new graduates. So they're certainly holding the line in that regard. It's also devastating for me as a teacher to be working alongside people who are forced into a casualised position.

James Howley, St Nathy's College, Ballaghaderreen, Co. Roscommon



My wish for ASTI members going forward is that they do not allow their voices to be constantly ignored and unheard. I am saddened by the way the Government pushes ahead with unsound, economics-based reform of the Junior Cycle without listening to the genuine and strongly-held professional concerns of classroom teachers. We all need to speak up more – loud and clear – letting others hear our voices and views. Let's speak up at our next staff meeting, our next branch meeting, at CEC, at Standing Committee, at Convention or wherever educational issues are being discussed. We must not leave it to others to speak on our behalf. We all need to get more and more actively involved in this great movement – the Association of Secondary Teachers in Ireland.



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WHERE WE'RE GOING

Motions debated at Convention 2017.

Motion 12 – Pay and FEMPI

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

- a) guarantee equal pay for equal work
- b) provide an end date for pay restoration
- c) terminate FEMPI legislation. (Fingal)

Motion 23 – Voluntary redeployment

That the ASTI demand that the voluntary redeployment scheme be extended to all provinces of the Republic of Ireland and that teachers may carry their CID with them if they choose to take a job in another school. (Stillorgan)

Motion 14 – Posts of responsibility – composite motion

That the ASTI seek full restoration of posts of responsibility in schools to pre-moratorium levels. (Dublin South Central, Donegal)

Motion 29 – Supervision and substitution – composite motion

That the ASTI seek to negotiate the right for teachers to opt in or out of the Supervision and Substitution Scheme on an annual basis. (Dublin South 1, Cork South Paddy Mulcahy, Dublin South Central)

Motion 49 – Laboratory technicians – composite motion

That the ASTI negotiate with the Department of Education and Skills (DES) to ensure that every school has a minimum of one laboratory technician and that, for schools of over 300 students, further laboratory technicians should be employed. (Carbery, Clare)

Motion 51 – Examination arrangements

That the ASTI insist that the DES make provision for any Junior or Leaving Certificate candidate who is bereaved by the death of a close family member, or who becomes seriously ill or injured close to the time of the State examinations, to sit repeat examinations later in the summer/autumn, at a regionally-designated examination centre. (East Mayo)

Motion 41 – Advancing school autonomy – composite motion

That the ASTI oppose any policy or measures introduced in line with the Advancing School Autonomy in Ireland Research Paper (Department of Education and Skills, December 2015). (Fingal, Stillorgan).

Motion 60 – Curricular reform

That the ASTI vehemently oppose any further implementation of both Junior and Senior Cycle reform until the DES agrees to change its structures in order to facilitate teachers' active involvement in the design stage of all curricular reform. (Stillorgan)

Motion 46 – Sick leave

That the ASTI demand that the DES not count holiday leave as part of sick leave entitlement. (Wexford Tony Boland)

Motion 55 – Continuous professional development

That the ASTI reject any attempt to link continuous professional development and the annual renewal of registration with the Teaching Council. (Dublin North East)

Motions referred to Standing Committee

Motion 48 – Inspection

That the ASTI insist that inspectors in the DES only inspect subjects in which they are qualified. (Wexford Tony Boland)

Motion 59 – School self-evaluation

That, in relation to school self-evaluation, the ASTI direct its members not to engage in peer assessment and/or review. (Desmond) Note: this would require a ballot of members.

Motion 57 – Teaching Council – composite motion

That the ASTI negotiate with the DES and the Teaching Council so that funds will be made available to pay the cost of legal representation incurred by the ASTI for representing members at investigation and disciplinary proceedings. (Clare, Dublin South County)

Motion 82 – Teacher unity

That members be balloted on the question that the ASTI shall enter into negotiations with the TUI, with the aim of forming a single post-primary teachers' union.

Urgent motions

Urgent Motion 1

That the ASTI take the following actions:

That the ASTI hold a demonstration outside Leinster House on the first day of the pay talks, involving members from every branch nationwide and in which the TUI and INTO be invited to participate.

That the ASTI ballot its members in the new school year for industrial action up to and including strike action, if the issue of lesser-paid teachers has not been addressed satisfactorily.

Two sections of this motion were defeated:

That the ASTI announce a number of strike days in May to force the issue on equal pay in the context of the pay talks.

To highlight the issue of pay inequality, ASTI members engage in one day's strike action on Tuesday, May 16, 2017.

Urgent Motion 2

That the ASTI direct all ASTI members to withdraw from all unpaid classroom substitution covered by the Supervision and Substitution Scheme, beginning on the first day of the next school year.

ELECTIONS AT ANNUAL CONVENTION 2017



Patrick Creedon (Kerry Branch).



Mary Ohle (Dublin North West Branch) and Kevin Brogan (Drogheda Branch).



Carmel Heneghan (Tuam Branch).

A number of motions on rule changes were not taken due to time constraints.



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The ASTI wishes to thank the exhibitors at Annual Convention 2017: Cornmarket Group Financial Services, VHI Healthcare, Money Sense for Schools, Public Sector Retirement Advisors, Cumman na bhFiann, The Educational Company of Ireland, Saffron Travel, CJ Fallon, The Honorable Society of King's Inns, GTI – The Group Travel Specialists, RNR Jewellery, The Law Society of Ireland, Marathon Travel, Cloncannon Bio Farm, and EPIC – The Irish Emigration Museum.

EDUCATION HIGH ON THE AGENDA AT CONVENTION 2017

Several motions relating to education policy were carried by Convention 2017.



John Hurley (Cork North Branch) and Carmel Bilginer (East Cork Branch).



Ann Piggot (Cork South Paddy Mulcahy Branch).

Motion 41 called on the ASTI to oppose any policy or measures introduced in line with the Advancing School Autonomy in Ireland research paper. Delegates spoke of their concerns that implementation of the paper would mean a system similar to academy schools in England, which could be detrimental to teachers' working conditions and to students' education. Delegates speaking to Motion 60 emphatically described the importance of teachers being actively involved in all stages of curricular reform. Motion 48 asked that the ASTI negotiate with the DES to ensure that every school has a minimum of one laboratory technician. Science teachers told Convention of the time spent dealing with equipment and supplies for experiments that could be better spent on teaching. Several delegates spoke of other countries where lab technicians are a standard part of science teaching. Motion 51 asked Convention to support students who experience bereavement or serious illness during State exams by allowing them to sit a repeat exam later in the summer.

A flavour of the debate

"Autonomy is being implemented in the UK education system for the last 13 years and there are 3,657 autonomous academy schools there. Evidence from the UK shows that academies don't work and that they have cost a significant price both to the British taxpayer and their education system. Is the DES willing to fund Irish 'autonomous' schools in the way they are funded in the UK, where they spend the equivalent of €30 million on each academy school?"

Crena Shevlin, Stillorgan Branch and CEC

"The most precious thing, apart from the quality of its teachers, that the Irish education system has, is the fact that every child in the country, whether they are in Donegal or Wexford, or anywhere else, has a right to the same standards of education and the same level of trained teachers. In free schools in Britain,

they can employ people who aren't teachers at all...Really we need to be very, very careful when these euphemisms are brought in like school autonomy. Really, it should be called school divestment because the DES wants to divest itself of any responsibilities whatsoever."

Susie Hall, Dublin North East Branch

"There is a great underlying problem in the Irish education system today, that of a total disconnect between those who formulate education policy, the DES and NCCA, and those who implement it, us teachers...Teachers need to be convinced that those wanting to transform or revolutionise our education system in whatever way are compelled to demonstrate beyond reasonable doubt that the changes they advocate will have a positive, rather than a negative effect on the education system."

Rosabelle Crampton, Stillorgan Branch

"I believe it's time our voices were heard and accepted. As other speakers have said, we're the ones actively dealing with the issues in the classroom, we're the teachers who have to implement it, we're the ones who have to buy into it so therefore I think our voices should be heard...In the majority of cases we know what's going to work in our classrooms, we know what's not going to work in our classrooms and, more importantly, we know what's going to be required if we're going to implement these courses in our classrooms."

Thérèse Glennon, Dublin North East Branch

"When compared to our international counterparts, this absence of lab technicians is a huge and unnecessary handicap. The question has to be asked: how can this irresponsible approach to science education be justified?"



Kieran Christie (ASTI General Secretary), Richard Bruton (Minister for Education and Skills), and Ed Byrne (ASTI President) speaking before attending the Convention Dinner.



Declan McInerney (Wicklow Branch and Standing Committee region 14).

“Cost implications cannot be a justification for not providing schools with lab technicians. Science education is a key part of our economic well-being. Investment in lab technicians will improve even further the quality of science education and there will be an economic return for this.”

John Conneely, Clare Branch

“Lab technicians provide the science teacher time to do what they do best: teach. Lab technicians support a learning process of science education for students.

“The students would have more time, and more help to improve their skills when doing practical work. With an increased emphasis on practical work, now more than ever there is a great need for lab technicians in our schools. If the State wants world-class STEM graduates, a pragmatic step would be to give our excellent science teachers the proper assistance by providing our schools with lab technicians.”

Dermot Brennan, Carbery Branch

“For Leaving Cert students, the prospect of having to repeat a full year and re-sit their entire Leaving Certificate the following June, on the anniversary of the death of a close family member, seems very harsh. This is essentially a humanitarian and compassionate issue. What could be so wrong with allowing such students sit a different yet similar examination paper four to six weeks later in July?”

James Howley, East Mayo Branch

“We need to be very cognisant of the extreme examples of UK academies where there are no salary scales, no adherence to national pay scales, and where increments are withheld on the basis of productivity.”

Seamus Keane, Fingal Branch

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MOTIONS CALL FOR RESTORATION OF POSTS AND CLARITY ON S&S

Two motions at Convention discussed how teachers' terms and conditions of employment have been damaged by successive Government actions.



Mary McFadden (Fingal Branch) addressing Convention.

Motion 14 sought the full restoration of posts of responsibility to pre-moratorium levels. Delegates heard about the damage being done to pastoral care in schools by the lack of posts, and were urged to continue to fight to have these posts restored and a promotional pathway made available to teachers. On the subject of supervision and substitution (S&S), Motion 29 asked delegates to vote for the right to opt in or out on an annual basis. While the ASTI's dispute with the Department on S&S is ongoing, delegates felt that it was important to begin to discuss the parameters under which the scheme might operate in the future.

Posts of responsibility

"This motion has been on the agenda every year since the moratorium was introduced. Branches around the country prioritise it because we know how important it is to keep this issue in the spotlight. Schools have lost an average of six posts since 2009. On the surface, schools may appear to be coping, but students are suffering. Our Minister for Education has an expectation that the same standard that pertained pre cuts can be maintained. This isn't possible. If we continue to paper over the cracks, these posts will never be reinstated and our students will continue to suffer."

Orla O'Connor, Dublin South Central Branch and CEC

"Earlier in the year it was announced that the Minister would allow schools to appoint an extra deputy principal for every school over 700 pupils. One deputy principal post could pay for eight or nine assistant principals, or for four assistant principals and eight to ten special-duties teachers. That would more than restore the posts system. Why did the Minister decide on this route, and why are the management bodies silent on this issue? Whose agenda is being played out? I think our union should put up a strong case that the Minister would reverse this decision."

Brendan Broderick, Dublin South 2 Branch

"These should be called posts of solidarity. Once we had an agreement that teachers would be able to decide what the particular need of their school was and posts would be assigned accordingly and could be revisited and changed as the need changed. It was also seen as a pathway whereby a teacher could make the transition from the classroom into leadership and management roles gradually, learning as they went. It is an act of malice or vengeance to withdraw a system of promotion and payment, which is for the benefit of the students of the school, for no other reason than to attempt to insert a management style, business-based system of promotion, which is intended to set teachers fighting among themselves."

Fergal Canton, Kilkenny Branch and CEC

"Where did the demand for these new deputy principal posts come from? I think it would have been better to put the money into ordinary posts. For example, many schools don't have a post holder to do a book rental scheme, so how is it going to be implemented if there's nobody to do it? As ASTI Rep on the Posts



ASTI President Ed Byrne congratulates incoming Vice President Breda Lynch.

of Responsibility Appeals Committee, I have noticed that there are very few posts coming up, and there is fierce competition for them. It's destroying collegiality in staffrooms."

Neil Curran, Standing Committee Region 1

Supervision and substitution

The relevance of this motion is a strange one when you are doing S&S for nothing and probably shouldn't be doing it at all, but in the future, people should have the option of doing it or not."

Ann Piggot, Cork South Paddy Mulcahy Branch and Standing Committee Region 6

"This is a simple and straightforward motion. Back in the early 2000s with the new S&S scheme, this opt out was part of it. But in terms of teachers' time this was the one of the biggest improvements in working conditions because it gives

teachers time in school. Since the onset of the crisis, the Department has consistently robbed teachers of their time in school. S&S is not part of teachers' core duties. Teaching and learning are teachers' core duties. The use of the crisis to impose it on us was wrong but it was also wrongheaded because if they want change, if they want reform, then they must give teachers time in school."

Philip Irwin, Dublin South 1 Branch and CEC

"Any right-minded person would agree that of course we should be able to opt in and opt out of S&S, but there's a bigger question here: what is happening with supervision in our schools? We had a vote on this, we had industrial action on this, we voted to pull out of this and still we are doing it and for free. The ASTI needs to look inward at how we are managing this whole business."

Mary Slattery, Tipperary Branch



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EQUAL PAY FOR EQUAL WORK

A lengthy and diverse debate took place on a motion on pay restoration and Financial Emergency Measures in the Public Interest (FEMPI) legislation.



David Gannon (Enniscorthy Branch).



Ciara Kinsella (Stillorgan Branch).

Motion 12 called on the ASTI to vigorously oppose any future national pay agreement that does not guarantee equal pay for equal work, provide an end date for full pay restoration, and terminate FEMPI legislation. Delegates spoke passionately on the need to support and protect vulnerable members, especially new entrants to the profession, and on their anger at the retention of the FEMPI legislation by successive governments.

"[Equal pay] is a democratic right, not a concession. We need an urgent return to a common pay scale for all teachers. Before the Government, or the Department of Public Expenditure and Reform, get busy thinking up reasons to deny full pay restoration, let us pick an end date soon."

Kathlyn Hennelly, Fingal Branch and CEC

"Having three pay scales, with huge loss of earnings for lesser-paid teachers, is unacceptable for any trade union. We in the ASTI can no longer stand for this. It's not fair and we have had enough of this inequality. If this motion is carried I urge Standing Committee to choose an end date for pay restoration. We need an end date, as we have shown great patience on this. The emergency is over. The time has come for the Government to cease using FEMPI for good."

Mary McFadden, Fingal Branch and CEC

"What is strikingly absent from the current discourse [in the media] is any sense of outrage that a Government, whose previous government had declared an end to the recession, would continue to use emergency powers against its own citizens. This is an absolute outrage. FEMPI has suspended our constitutional rights when there is no emergency."

Susie Hall, Dublin North East Branch

"Two weeks ago the Irish economy was hailed by, among others, the chief economist of the Irish Central Bank, as a phoenix. I ask you, where is the

emergency in financial emergency measures in the public interest? These emergency measures were totally unjust and are still totally unjust. Last week we saw business leaders justify salaries hundreds of times that of an NQT. Let's move on from the 'emergency' in FEMPI and start focusing on the public interest – equal work for equal pay; an pá céanna don obair chéanna."

Eoin O hAodha, Enniscorthy Branch

"The INTO passed a motion last year that says they cannot recommend any new deal that doesn't achieve equal pay for equal work. We're not on our own this time and in fact we're likely to have the TUI and the INTO behind us."

Mark Walshe, Dublin North East Branch and Standing Committee Region 17

"Richard Bruton has never stated in the Dáil where he stands [on equal pay for equal work] so maybe [this Convention] will be an opportunity to ask him where he stands. We want FEMPI to be terminated – not a 'gradual unwinding'."

Annette Mooney, Dublin North 1 Branch

"FEMPI was a special powers act to be enacted against the public sector – it's the most draconian piece of legislation, which far exceeds anything that Margaret Thatcher managed to get through against the trade union movement in the UK. That is my main reason for supporting this motion."

Sean O'Neill, Dublin South County Branch

"I think it's important that the message that goes out from this Convention is that equal pay for equal work is what we're about. It's true that some younger teachers are frightened – they're leaving the union. Some have even joined the other union in the hope of partial pay rises. This is a cynical Government ploy to divide and conquer and it has to be resisted."

Martin McMullan, Dublin North West Branch

TOM WARD

February 1 marks the start of the Celtic Spring, but for many people in Galway and beyond, it will always be a day of sad memories. February 1, 2017, is the day Tom Ward, former long-time teacher at Presentation College Galway, passed away.

Born near Monivea, Co. Galway, Tom did his Leaving Cert at Presentation College Athenry in the mid 1970s. BA, HDip and (years later) MEd followed. In a time when teaching posts were as scarce as palm trees in Antarctica, Tom got work with Dublin VEC. Although a dedicated teacher, he always had wider interests. He rubbed shoulders with RTÉ personalities, and at one time there was a possibility he might become a newsreader. What he did get into was journalism. It did not dilute his commitment; indeed, he used the experience to enrich his teaching. Returning to his native county in the later 1990s, he took up a post at Presentation College Galway, teaching English, history and geography. His teaching of English was dynamic – similes, metaphors and alliterations were not dry terms to be learned for identification in a passage. They were an author's (and pupils') tools to bring a story alive. Plays were for acting. Pupils performed sketches he wrote as part of Christmas shows and open night presentations. They were never predictable: on one occasion he successfully adapted *King Lear* to be performed as a comedy.

Tom could have opinions and was not afraid to express them – although nothing was set in stone. On occasion, he requested – and got – meetings, if some issue was causing him enough concern. However, his natural sense of humour always shone through. On one occasion he had some of us suitably impressed by a profound quotation – to then tell us it was from *Mein Kampf* (it was). There was more appreciation the time he was visited by an inspector and produced a giant folder of schemes, plans, objectives and critical summaries it would have taken the inspector six months to get through.

Although he could be distant and generally didn't suffer fools gladly, Tom was kind to people – staff and students – particularly if he felt they were sensitive. He did a stint in home-school liaison. At the time when the planned amalgamation of the Presentation with Mercy Galway was first announced, he did a very able job as school steward. A quiz expert, the table quizzes he ran at the end of term or on special days were always a roaring success. Outside of school, he did sports analysis for Galway Bay FM and sometimes covered GAA matches for newspapers. His style was simple, as he always thought first of the reader or listener, not on fame for himself.

We all have plans, ambitions we share with no one – perhaps to avoid the embarrassment of them not coming true. Tom was never inhibited in that way. Latterly, he spoke of travelling the world when he would retire, but fate had other plans for him. In September 2016, Presentation and Mercy Colleges Galway amalgamated to become Our Lady's College. Tom took redeployment to St Cuan's College, Castleblakeney, Co. Galway, a new school with new challenges. He would have given as much to St Cuan's as he did to any school where he worked had he been given the time. His tragic death left us all shattered but none more so than his partner Jean, his siblings Patrick, Mary and Margaret, and his nieces and nephews. A life lived, he made his mark. It was our privilege to know him.

“To live in hearts we leave behind
Is not to die”

(Thomas Campbell, 1777-1844)

Written by a former colleague

PAT McDONOUGH



Pat McDonough was a teacher in Marian College, Ballsbridge, for 41 years, from 1958 to his retirement in 1999. It was with great sadness that all of us connected with the College learned of the death of this valued friend and colleague in March 2016, and mourned the loss of a man of enormous talent and warmth, who exerted a profound influence on all aspects of life in Marian during a

wonderful career that spanned five decades.

Born in Derry in 1936, Pat migrated to the south in the fifties to study in Maynooth College and UCD, where he qualified as a teacher of English, music and Latin. More importantly, he met and married his beloved wife, Phil. After a brief spell in Liverpool, Pat returned to Dublin to the recently opened Marian College, where he was to make such an enormous contribution. A man of exceptional intellect, Pat was an inspirational teacher who radiated his enthusiasm for and love of literature, poetry and music to generations of Marian students.

From my own days as a pupil in the College in the early seventies, I will remember Mr McDonough as the most imposing of figures, patrolling the yard or corridors with an air of effortless authority, his presence amplified by the magisterial teacher's gown billowing around him. As a teacher, Pat was blessed with an abundant share of the gifts that mark out the best – a sharp wit, patience, good humour, enthusiasm – but above all, the unwavering ability to treat even the most challenging of students with a sincere respect. The many hundreds of students Pat dealt with over the years will have only the fondest memories of his classes, where he breathed life and insight into any and every poem, play and literary passage. In later years, returning to Marian as a teacher, I came to appreciate the full extent of Pat's enormous talents, as a colleague, a mentor and indeed a friend.

Pat was one of the first ASTI members appointed as a vice-principal, a position he occupied for almost 30 years, and was an active member at branch and CEC level. A great conversationalist, he was never less than the best of company, whether for a lunchtime chat or a post-branch meeting pint in the Orwell Lodge. His mischievous grin and once heard, never forgotten laugh will be missed.

Pat's family was the cornerstone of his life, and many of his passions and gifts will live on through the talents of his children and grandchildren. To Phil, Clíona, Daragh and Emer, we pass on our deepest sympathies. Pat McDonough's warmth, wit and wisdom will be deeply missed but not forgotten by all who were privileged to know him.

Ar Dheis Dé go raibh a anam dílis.

BL.

STRONGER TOGETHER

The RSTA is constantly recruiting due to the urgent need to continue the campaign to safeguard the welfare of retirees.

The priorities of our campaign are accelerated pension restoration, pay/pension parity and negotiating rights. The future as regards public service pensions is uncertain. The threat to parity, for which the ASTI fought a long and arduous battle, is very real. The Government is subsuming specific occupational pensions into one common public service pension scheme.

Retiree teachers had no right to input into the Public Service Pay Commission, except through the RSTA liaising with the ASTI, the Alliance of Retired

Public Servants and the Executive Committee of the ICTU through the Retired Workers Committee. The need to belong to an authentic, recognised representative group was never greater.

As the end of the school year is fast approaching, some teachers may be considering retiring and if so, please join your former colleagues in the fight for justice and encourage others who have already retired to affiliate. The cost is minimal and the benefits are many.

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Volunteer in Zambia

Zamda Ireland is seeking a Director/Project Manager for its Sables Nua Centre in Kabwe, Zambia. Sables Nua is a school for orphaned and vulnerable children in Kabwe. It is supported and managed by Zamda. Sables Nua is in the government system and currently has over 200 children attending. There is also a shelter on the site that accommodates more than 20 children.

Are you up for a challenge? Do you have an inexhaustible amount of patience, some experience of Africa, managerial experience, a desire to work with some of the most underprivileged children on the planet, boundless energy and a sense of humour? If so, this could be the job for you.

This is a volunteer post for a fixed term with a small living allowance, project vehicle and accommodation provided. Garda clearance in relation to child protection is necessary and a background in teaching/education is an advantage.

For more information on Zamda please see our website –
www.zamdairland.org.

To apply, please send your CV, with the contact details of two referees, to
Zamdacharity@gmail.com before 6.00pm on June 16, 2017.

STEM internships for girls

Teen-Turn is an initiative that places teenaged girls from disadvantaged areas in two-week summer technology internships with companies located near their communities. With goals of promoting both technology careers to girls and equality of opportunity, last year's pilot placed girls from five DEIS schools with nine companies throughout Dublin. The placements ranged from working in the IT department of a fashion retailer to brainstorming as part of a scrum team at a multinational software as a service (SaaS) company. This year Teen-Turn is expanding, with summer placements in Cork, Limerick, Galway and Dublin.

Would your school be interested in participating by placing female students into 'Teen-Turnships' at companies to encourage more young girls into STEM careers? The companies that participate provide a female mentor, exposure to a technology role, lunch and public transportation.

Targeted participants are in the summer after Junior Cert, before choosing Leaving Cert subjects. The placements are for two weeks from July 31 to August 11, 2017.

See teen-turn.com for further information.

UCC launches history resource packs

Teachers can now register to download free resource packs from UCC's Atlas of the Irish Revolution. The collection of eight teaching units covers a range of topics from the Great Famine to the Irish Free State.

The Atlas of the Irish Revolution resource packs for Junior Cycle, Transition Year and Leaving Cert offer visual teaching aids. The original maps are complemented by a selection of rare documents and images from the National Library of Ireland and the *Irish Examiner* archive.

Sponsored by the College of Arts, Celtic Studies and Social Sciences in UCC and developed by an experienced teacher and historian, the materials present historical content in a stimulating and visual way. The full collection will be available for download this autumn, but a sample pack based on the 1916 Rising can be accessed now at www.theirishrevolution.ie.

Help Barnardos this September

Barnardos' national collection day, Buckets for Barnardos, takes place again on Friday September 15, 2017. The charity said it urgently needs staff and student groups to volunteer for supervised bag packs and on-street collections across the country. Barnardos offers a supportive volunteering package with information, direction, insurance cover and certificates on completion. By volunteering for just a few hours, you and your students can make a real and lasting difference to the lives of children in Ireland.



To find out what's happening in your community and how you can get involved see www.barnardos.ie/buckets.

Overseas volunteering

Comhlámh has created the #Passion4Solidarity page on its website to provide information for all education and health workers thinking about travelling overseas to volunteer. This page includes videos of education and health workers reflecting on their experiences volunteering overseas. Comhlámh also provides tools to help answer any queries you might have about international volunteering, as well as information on pension and other contributions while working overseas. The web page also provides information on the aid agencies that send people abroad, and which have signed up to Comhlámh's 'Code of Good Practice', which aims to ensure positive, sustainable impacts for host communities, as well as for volunteers.

Visit www.comhlamh.org/passion4solidarity/ for more information.

Classifieds

Volunteers sought

VLM places volunteers with skills in Ethiopia. Teachers: current, retired or on career break. Placements: one month. €1,990 for summer programme. Also other times of year. See www.vlm.ie. Email info@vlm.ie. Tel. 087-139 7069.

School tours at Delphi Resort, Connemara

Bring your students' learning to life on Delphi's multi-activity school tours. Over 20 outdoor activities and action-packed agendas in a stimulating environment. Find out more! Call 095-42 208 or visit www.delphiresort.com. Contact Katharine on 086-331 4331 or info@peermentoringresources.ie.

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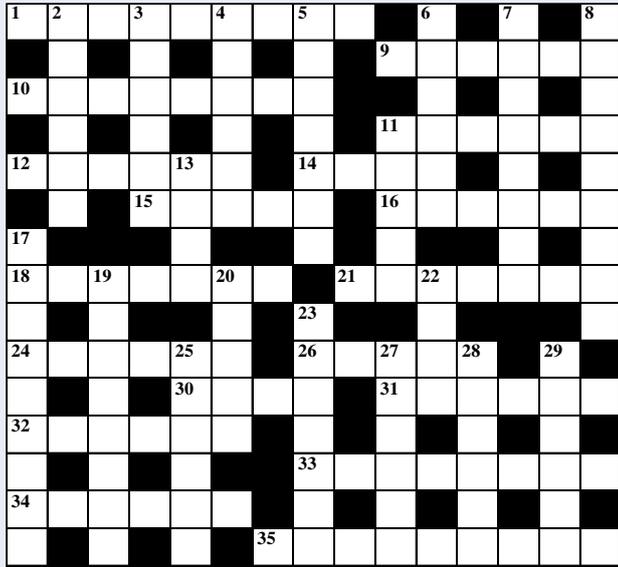


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ASTIR CROSSWORD NO. 1703

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. 1703, Think Media,
The Malthouse, 537 NCR, Dublin 1.

To arrive by: Friday, June 30, 2017

CLUES ACROSS:

- 1 I find it hard to end in a sect (9)
- 9 Not completely off duty (2,4)
- 10 See 18 across
- 11 A noted change to be philanthropic (6)
- 12 Let ear feel empathy (6)
- 14 Subjects such as science and engineering (4)
- 15 I want to try (3,2)
- 16 Deaf or not, a man could wear it on his head! (6)
- 18 and 10 across: Their headquarters is in the Phoenix Park (2,5,8)
- 21 If it goes viral it will be of little importance (7)
- 24 Part of a diligent Irene may be all inclusive (6)
- 26 Grew a bet! (5)
- 30 Established in 1909 (4)
- 31 Ice can be found in vinegar (6)
- 32 A very old adage: "Nature a vacuum" (6)
- 33 The Charleton one is the latest of thirty-four (8)
- 34 Wide off the mark (6)
- 35 On April 18 the British PM the process for a general election (9)

CLUES DOWN:

- 2 Van Gogh painting now in the Getty Museum (6)
- 3 Spa service perhaps! (6)
- 4 Henrik Stenson was the 2016 winner of this jug! (6)
- 5 The ladies and I acted as a go-between (7)
- 6 Opposite to expenditure (6)
- 7 Maniac or a popular pasta! (8)
- 8 Many immigrants enter a country thus (9)
- 11 Stride fervently and delay inside (5)
- 13 Pull apart the eye drop (4)
- 17 He/she might be temporarily in charge (9)
- 19 Arrive or achieve one's object (3,5)
- 20 Attire (5)
- 22 The group, in short, represents Irish business both domestically and internationally (1.1.1.1.)
- 23 Chirpy social network! (7)
- 25 One way to go! (6)
- 27 Hearing a ping leaves one staring open mouthed (6)
- 28 A fee for the rug to ensure safety (6)
- 29 A tired diatribe (6)

Solution to ASTIR Crossword No. 1702

Across

- 1. Introduce
- 9. Demand
- 10. Katmandu
- 11. Garlic
- 12. Severe
- 14. Curl
- 15. Delhi
- 16. Alright
- 18. Praises
- 21. Memento
- 24. Trivia
- 26. Extra
- 30. STEM
- 31. Action
- 32. Handle
- 33. Teaching
- 34. Citing
- 35. Erudition

Down

- 2. Neared
- 3. Romped
- 4. Daniel
- 5. Council
- 6. Recall
- 7. Halligan
- 8. Education
- 11. Grade
- 13. REPS
- 17. Spot check
- 19. Alienate
- 20. Elate
- 22. Merc
- 23. Tempter
- 25. Island
- 27. Tabard
- 28. At that
- 29. Going to

Did you miss?

ASTI survey of recently-qualified teachers 10
Report from Convention 2017 16

CONGRATULATIONS

Congratulations to the winner of Crossword No. 1702: Niall Duddy, Presentation College, Athenry, Co. Galway. Galway Branch member.



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