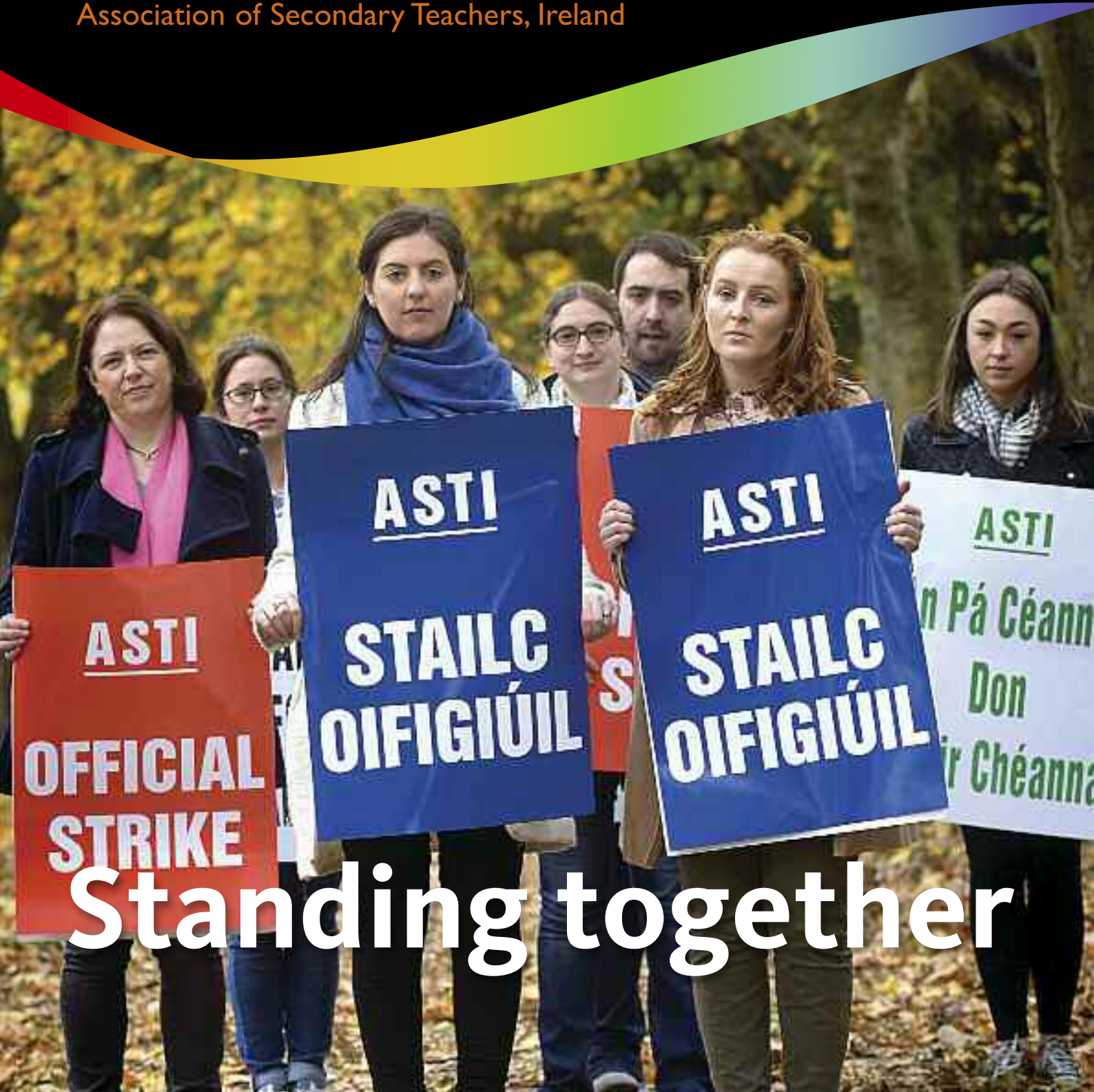


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Association of Secondary Teachers, Ireland



# Standing together

ASTI campaign updates

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Irish schools performing well





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The ASTIR Editorial Board is interested in receiving feedback on ASTIR. Members can email [astirfeedback@asti.ie](mailto:astirfeedback@asti.ie) or text 087-9349956.



## OUR PRINCIPLED POSITION

As I write this piece the only certain thing I can say is there is great uncertainty. We embarked on a series of industrial actions against the Department of Education and Skills in a bid to bring about justice for our members. At each turn we were met with rabid resistance.

As you will know Standing Committee agreed to suspend some of our directives while we engage in talks with Anna Perry, Chair of the Teachers' Conciliation Council. These talks are confidential. An update will be posted on the ASTI website as soon as possible.

We have a number of ongoing disagreements with the Department, some linked, some not. The longest running dispute concerns Junior Cycle reform. The Department's narrow focus on changing assessment rather than true educational reform is the main reason for our continued opposition. In 2011 the National Council for Curriculum and Assessment (NCCA) outlined the plan for Junior Cycle reform. It was to include a 60/40 split between State Exam and school-based assessment for State certification. This was in direct contravention to long-standing ASTI policy that we do not assess our own students for State exam purposes.

Our principled position irked then Minister Ruairi Quinn. In 2012, without consulting the NCCA or the teacher unions, he announced his intention to scrap the State Junior Cert exam. Once more the ASTI was to the fore in opposing this. Along with the TUI we campaigned for the retention of the Junior Cert exam. The campaign proved successful and the Minister with the agreement of the unions allowed Dr Pdraig Travers to chair mediation talks and issue a report. The report brought us back towards the 60/40 model. After a change of Minister and further intensive talks between the Department and the unions a document emerged: Joint Statement on Principles and Implementation and Appendix.

The unions were divided on the document – in separate ballots the TUI accepted it and the ASTI rejected it. The ASTI went into consultative mode with members and identified four red line issues:

1) Classroom Based Assessment (CBA); 2) standardised tests; 3) common exam levels; and, 4) external orals. We are insisting that these issues are addressed. Current industrial action includes a ban on CPD and on implementing CBA.

The ASTI has always had problems ratifying public service agreements but much more so since the introduction of the Financial Emergency Measures in the Public Interest (FEMPI) legislation. FEMPI has skewed industrial relations in favour of our employer to the point where the last three public service agreements were negotiated under duress and coercion. That FEMPI still exists on the statute is a stain on the nation.

Finally, while the current situation is fluid, I would like to take this opportunity to thank ASTI members for taking a courageous stand against unfairness, inequality and deteriorating terms and conditions.



**Ed Byrne**  
ASTI President

## SOUNDBITES VERSUS FACTS

In recent weeks there has been heated debate over many issues surrounding second-level education. Some claims have been widely off the mark, so it is worth restating some facts about second-level education, teaching and the ASTI.

### High performing schools

Second-level schools and teachers work hard to ensure all young people have access to quality education opportunities regardless of academic ability, socio-economic status and cultural background. This work is affirmed in our very high school completion rate. Over 90% of 25- to 34-year-olds have completed second-level education in Ireland, compared to the OECD average of 84%. This completion rate means that Irish schools have a more diverse group of students than many other countries. Vulnerable students at risk of dropping out of school are more likely to stay the course in Ireland. Given this diverse cohort, Ireland's performance in OECD academic tests is notable. The most recent OECD PISA study ranked our 15-year-olds fourth out of 35 countries for reading literacy and well above average for science and maths. Irish schools provide an inclusive and high-quality education.

### Trusted professionals

In Ireland second-level teachers work in highly open and answerable environments. All teachers are required to follow the Teaching Council Code of Professional Conduct. There are a number of layers of accountability including:

- in-school management and boards of management
- several modes of inspection
- disciplinary procedures involving the school and Department of Education and Skills
- Teaching Council Fitness to Practice procedures.

Contrary to some assertions about the public's perceptions of teachers, studies confirm that teachers in Ireland are highly valued and widely respected. For example, almost 90% of parents surveyed by the Inspectorate agreed that teaching is good at their child's second-level school. More than 90% were happy with the way the school is run and believed their child feels safe and looked after.

### Open, democratic union

Recent reports that the ASTI is "undemocratic" have no basis in reality. At school level teachers elect their own school steward to represent them in the workplace. School staffs are members of 56 branches around the country which elect branch officers who run the branch, organise meetings and ensure members have opportunities to participate in union policy making. Each branch elects between one and four representatives to the Central Executive Council, which means the union's executive body is highly representative. In addition to this, branches elect members to the ASTI's 23-member Standing Committee which meets at least once a month. Our structures and procedures are democratic and transparent.



**Kieran Christie**  
ASTI General Secretary



## Unionnews.ie

The Irish Congress of Trade Unions (ICTU) has launched a new online service, [www.unionnews.ie](http://www.unionnews.ie), which captures news from major ICTU affiliate unions, including the ASTI. This includes press releases, statements, images and videos from the unions, and from international federations, the European Trade Union Confederation and the International Trade Union Confederation.

This content is grouped under Ireland or International by date. You can also filter news by individual union. All unions affiliated to the ICTU are not yet included, but it is expected that more will be added in the future.

### ASTI appointment

Conor McDonald has been appointed Executive Officer: Industrial Relations with the ASTI. Conor will also soon take over a role supporting the Safety, Health and Welfare at Work Committee. He previously worked in the Office of the Revenue Commissioners and sat on the Executive of the Civil Public & Services Union.



## Subject convenors' conference



*From left: Dr Mark Priestly (University of Stirling), Ed Byrne (ASTI President) and Kieran Christie (ASTI General Secretary).*

A conference was held for ASTI subject convenors in the Gresham Hotel, Dublin in September. Dr Mark Priestley, Professor of Education in the University of Stirling, Scotland, delivered a talk entitled 'Teachers as Curriculum Developers'. Attendees were also updated on the Junior Cycle, on the work of the National Council for Curriculum and Assessment, and on the election of subject representatives for next year.

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## Teaching Council news

### Invitation to shape Cosán

Cosán, the national framework for teachers' learning, was launched on March 15, 2016. This framework provides a long-awaited opportunity to affirm the value of teachers' learning, and to acknowledge the full range of learning that teachers undertake for their own benefit and that of their students.

The Teaching Council is now inviting teachers, particularly as networks and whole school staffs, to take part in the Cosán development process, and help shape the framework from policy to practice. Participants in the process will be supported through a variety of mechanisms, which will be published on the Council's website in the coming months.

Between now and 2020, there will be a development process, whereby teachers will examine what the framework will mean for them in the reality of their particular contexts. This process will allow space and time for different approaches to be explored, trialed and adapted using a practitioner research approach. It will have five overarching research aims:

- to explore the use of the standards in guiding teachers' learning
- to identify appropriate and sustainable mechanisms for recording and reflecting on teachers' learning
- to explore and identify mechanisms and criteria for the accreditation of teachers' learning
- to explore the development of an appropriate and sustainable link to registration
- to trial all aspects of the framework, with specific emphasis on exploring scalability issues, including the opportunities and challenges in moving from development to implementation.

Based on the findings of the research, there will be an implementation planning phase, which will focus on the opportunities for, and challenges to, national implementation, including any systemic accommodations that may be required in order to ensure that teachers' learning is valued and prioritised appropriately.

A working group will be established to oversee the development process, and practising teachers will be represented on that working group.

Individual teachers, networks of teachers, and schools that are interested in being involved in the development process should contact the Teaching Council at [cosan@teachingcouncil.ie](mailto:cosan@teachingcouncil.ie).

The Cosán framework, and a number of supporting leaflets, are available for download from the Teaching and Learning section of [www.teachingcouncil.ie](http://www.teachingcouncil.ie).

### Save the date

Following on from the very successful Research Alive! conference in 2013, the Teaching Council, the National Council for Curriculum and Assessment (NCCA) and the Centre for Effective Services (CES) are delighted to announce the Shared Learning Day on Research for teachers, which will take place on March 11, 2017.

## ASTI school steward training



*Pictured at ASTI school steward training were (from left): Louise Kelly, Stephen Campion and Julianne Knowles.*

The ASTI organised school steward training in venues around Ireland in September and October. Over 280 school stewards attended the training sessions, which included updates on national issues facing ASTI members, as well as information on the role of ASTI school stewards and how school stewards can help members in their schools.

### ASTI web page for school stewards

The ASTI website contains a section with information specifically for school stewards. Please visit [www.asti.ie/about-asti/structure/school-stewards/](http://www.asti.ie/about-asti/structure/school-stewards/).

## NQT conference



*Pictured at the ASTI NQT conference were (from left): Dawn Marie Conaty, Nadine Cosgrove and Siobhan Moylan.*

An ASTI conference for newly qualified teachers took place on October 15 in the Gresham Hotel in Dublin. Topics covered at the conference included employment rights, responding to challenging classroom situations, getting involved in the ASTI and updates on current disputes. For more information relevant to newly qualified teachers visit [www.asti.ie/pay-and-conditions/new-to-teaching/](http://www.asti.ie/pay-and-conditions/new-to-teaching/).



## Home economists meet in South Korea



From left: Andrew McVittie (Home Economist, Caloundra Christian College, Australia), Carol Warren (Home Economist, Melbourne, Australia, and IFHE President 2012-2016), Frances Clarke (ATHE President), Professor Sidiga Washi (Ahfad University for Women, Sudan, Home Economist, and IFHE President 2016-2020), Professor Donna Pendergast (Home Economist, Dean and Head of the School of Education, Griffith University, Queensland, Australia) and Professor Tony Worsley (Department of Behavioural Nutrition, Deakin University, Melbourne, Australia).

The 23rd International Federation for Home Economics (IFHE) World Congress was held in Daejeon, South Korea, from July 31 to August 6, 2016. In attendance and representing the Association of Teachers of Home

Economics (ATHE) was Frances Clarke, ATHE President. Frances teaches at St Peter's Community School, Passage West, Co. Cork. The ASTI was happy to contribute towards Frances' attendance at this event.

**Doodle 4 Google**

For the 9th year running we're inviting Irish school children to create their own doodle by taking part in the Doodle 4 Google competition. This year's theme is 'If I could create anything it would be...'

The winning student will have their doodle appear on the Google Ireland homepage for 24 hours. They will also receive a Chromebook for themselves and one for their teacher; as well as a €5,000 college scholarship and a €10,000 technology grant for their school.

To be in with a chance to win these great prizes, enter your school today at <http://doodles.google.ie/d4g/>  
The competition opens 4<sup>th</sup> October 2016 and closes on the 26<sup>th</sup> November 2016.

# STANDING TOGETHER

The ASTI campaigns for equal pay for equal work.



Raising public awareness: this advertisement appeared in The Irish Times, Irish Independent, Irish Examiner, Irish Daily Star and Irish Daily Mail on Thursday, October 27, the first strike day of the equal pay for equal work campaign.

In October 2016 ASTI members voted overwhelmingly for industrial action on the issue of lower pay for recently qualified teachers. The ASTI has run an extensive campaign on pay inequality for new entrants to teaching. Teachers who entered the profession after 2010 are on different pay scales than their colleagues even though they have the same duties and responsibilities. Budget 2011 slashed new teachers' pay. In 2012, most pay allowances above the basic salary scale (e.g., the allowance for obtaining a master's degree) were abolished for those entering teaching (as well as for new beneficiaries). Because many newly qualified teachers spend the first few years of their career in temporary and/or part-time teaching positions, they experience the double whammy of a part-time income and an inferior pay scale. Ireland has a far higher proportion of temporary teaching positions at second level – 30% – compared to the OECD TALIS average of 15%.

### The flier

Fliers aimed at parents and members of the public were distributed by members of ASTI Standing Committee at picket lines they visited on the second strike day – November 8, 2016.

Like the ads, these fliers (pictured right) outlined the reasons that ASTI members are taking industrial action on this issue, and the importance of valuing new teachers in order to maintain Ireland's world-class schools.



### The video



In mid-October, the ASTI released a video entitled 'ASTI Equal Pay for Equal Work' (above), which featured three ASTI members: Michael Berigan who is on the pre-2011 pay scale, Yvonne Rossiter who is on the post-2011 pay scale and Michael Browne who is on the 2012 pay scale. The video aimed to highlight the injustice in the fact that these three colleagues are working together, doing the same job, yet are on different pay scales. It also showed the real life impact of the three pay scales on young, bright teachers in Ireland and gave the facts on the differences between the three pay scales. The video has been viewed by thousands of people and was shared hundreds of times on social media.

### Taking action

ASTI teachers based in Dublin attended a demonstration outside Dáil Éireann on Friday, October 14. As well as speeches from the ASTI President and General Secretary, two teachers who are on the inferior pay scales, Sean Lynch and Madeleine Ní Ghallchobhair, spoke to the crowd about the impact the lower pay scales have had on them.



# SOCIAL MEDIA

Many ASTI teachers shared photographs from their picket lines on social media, using the #equalpay hashtag to highlight the cause of pay inequality. There were also many tweets from supportive members of the public, including Hollywood actress Patricia Arquette.



A demonstration outside Dáil Éireann on October 14 (top and bottom) highlighted the inferior pay scales suffered by newly qualified teachers, while the strike days on October 27 and November 8 (centre) further highlighted the issues.

### The strike days

On Thursday, October 27, and Tuesday, November 8, ASTI members took to the picket lines to demand equal pay for equal work. Schools around the country were closed as teachers picketed the schools on behalf of their colleagues on inferior pay scales.







## THINKING ABOUT VOLUNTEERING OVERSEAS? CHECK OUT OUR ONLINE COURSE



Designed to assist teachers and education workers, Comhlámh's short webinar series will guide and encourage you to think critically about your motivations for volunteering overseas. We invite you to engage in debate around education and development issues and the connection with responsible volunteering.

We will introduce approaches to development, the Code of Good Practice for Leading Agencies and examine the Volunteering Charter and explore how action for development, business and an overseas experience.

Each week, you will have the opportunity to offer your thoughts and reflections on the topic online, engage with fellow participants in a community of learning and for registered participants of the webinar, to receive feedback from Comhlámh as Chair of your submissions. Webinars take place Thursdays on Nov 26th, Dec 1st, Dec 6th and Dec 9th (1.00 to 1.30pm).

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## WITHDRAWAL FROM S&S

At the time of going to print, talks aimed at resolving the dispute over ASTI members' terms and conditions were ongoing.



Teachers from Beneavin College presented themselves for normal teaching duties on November 7.

As a result of the ASTI's rejection of the Lansdowne Road Agreement (October 2015) and subsequent withdrawal from the Croke Park hours (September 2016), the Department of Education and Skills worsened members' terms and conditions. Measures implemented by the Department included a refusal to pay ASTI members the monies due for supervision and substitution. Under the Haddington Road Agreement, ASTI members delivered supervision and substitution work for no pay for two years on the understanding that payment in recognition of these duties would resume in September 2016.

As a result of the Department's refusal to pay, it became the case that ASTI members were carrying out supervision and substitution duties for no payment, while their TUI and INTO colleagues were receiving payment in recognition for these duties. The ASTI argued that withdrawal from the Croke Park hours did not impact on the running of schools or on the education of students. The Department's reaction to ASTI members' withdrawal from the Croke Park hours was therefore disproportionate and constituted a serious escalation of the dispute.

As well as non-payment of supervision and substitution monies, the Department of Education and Skills also took the following measures against ASTI teachers, as set out in Circular 0045/2016:

- an increment freeze from July 11, 2016, until June 30, 2018
- withdrawal of the alleviation of the FEMPI Act 2013 pay reductions for teachers earning in excess of €65,000 per annum from September 1, 2016
- CIDs no longer available after two years
- CID top-up hours no longer available after one year
- withdrawal of protection from compulsory redundancy
- loss of improved redundancy payment terms where a teacher is made redundant.

In October 2016, ASTI members voted overwhelmingly to withdraw from the supervision and substitution scheme. ASTI members withdrew from the scheme on November 7 and presented at their workplaces for their normal teaching duties. Many members found themselves locked out of their workplace on this day.

For updates on these talks and the current disputes visit [www.asti.ie](http://www.asti.ie).

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It is not too late to sign up for a place on this course. All lectures are webcast, participants can catch up on course work at a time suitable to their own needs.

## JUNIOR CYCLE CAMPAIGN CONTINUES

The ASTI reminds members that its Directive on the Framework for Junior Cycle remains in place.

The ASTI's campaign to protect education standards at Junior Cycle continues, following an extensive consultation process with members to identify their outstanding concerns regarding the Framework for Junior Cycle. In early November, ASTI representatives met with representatives from the Department of Education and Skills to discuss how the dispute could be resolved. The ASTI has made the concerns of its members clear to the Department, and has stated that any resolution to this issue must be based on fairness, equity and maintaining education standards.

The ASTI Directive on the Framework for Junior Cycle remains in place. This Directive prohibits ASTI members from engaging with aspects of the implementation of the Framework for Junior Cycle, including attendance at CPD for the Framework and participation in any aspect of Classroom-Based Assessment.

Advice for teachers of English, science and business studies, and all further updates regarding the Junior Cycle dispute, are available at [www.asti.ie](http://www.asti.ie).

### The Directive instructs ASTI members as follows:

1. Not to attend CPD organised in connection with the Junior Cycle Framework proposals.
2. Not to attend meetings associated with the Junior Cycle Framework proposals.
3. Not to attend any planning meetings or participate in any planning activities organised in connection with the Junior Cycle Framework proposals.
4. Not to engage in any aspect of school-based assessment for the purpose of the Junior Cycle Profile of Achievement (JCPA).
5. Not to engage in any development or delivery of Junior Cycle Framework short courses.
6. Not to engage in any event or function related to points 1-5 above.



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# REPORT SHOWS IRELAND'S SCHOOLS PERFORMING WELL

The OECD report, *Education at a Glance 2016*, shows that Ireland's second-level education service is performing well, but highlights the need for greater investment. GEMMA TUFFY reports.

Once again, the annual OECD *Education at a Glance* report demonstrates the importance of quality education for individuals, economies and societies. Higher levels of education are associated with better outcomes for individuals, including an increased likelihood of employment, more pay, better health and more social engagement. For governments, investment in public education pays off financially due to increased tax revenues from a higher-skilled, higher-earning workforce. Perhaps more importantly, the report states that it is the competence and character qualities developed through schools – rather than the qualifications awarded – that make for resilient citizens. These qualities, says the report, are key to determining both individual well-being and the prosperity of societies.

## Ireland – the facts

The report shows Irish second-level schools performing well, despite lower investment in each student's second-level education than the OECD average. Ireland continues to be among the top countries for school completion, and is well above average in terms of the transfer of young people from second- to third-level education. More than 90% of 24- to 34-year-olds in Ireland have completed second-level education, compared to the OECD average of 84%; 52% of 25- to 34-year-olds have completed third level, compared to the OECD average of 42%.

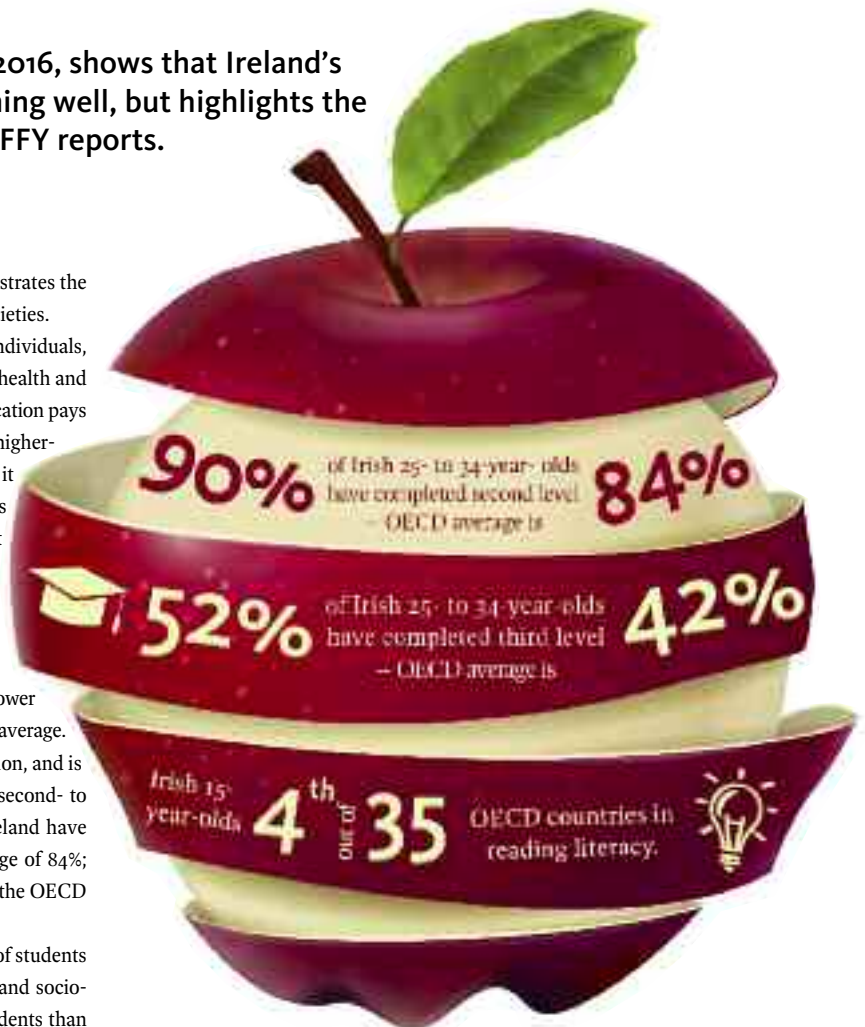
Ireland's high school completion rate means that the vast majority of students finish their second-level education, regardless of academic ability and socio-economic status. Having a more diverse cohort of second-level students than many other countries makes our performance in international rankings more notable – our 15-year-olds are fourth out of 35 OECD countries in reading literacy, and significantly above average in science and maths. These rankings demonstrate that students in Ireland have access to an education that is both inclusive and of high quality.

## Concerns

Ireland's education successes may be under threat. Ireland's expenditure at second level as a percentage of GDP is below the OECD and EU averages. A related concern for the ASTI is the number of young people in Ireland who are not in education, employment or training (described by the OECD as NEETs). In Ireland 19.8% of 20- to 24-year-olds are NEETs compared to the OECD average of 17%.

## Teachers' working time

*Education at a Glance* shows that Irish second-level teachers spend more time teaching than their OECD counterparts: 735 hours compared to the OECD average of 669 hours. Students benefit from Ireland's higher teaching hours; they receive 935 instruction hours per year, compared to the EU average of 895 hours. In addition to classroom teaching, teachers in Ireland are



required to carry out at least the same amount of non-classroom duties as teachers across the OECD. The report finds that teachers spend on average 45% of their working time teaching, with the remaining time being taken up by non-teaching duties including lesson planning, administrative work, and attending meetings.

## Teachers' salaries

Contrary to some commentary in the media, Irish teachers are not the best paid in the world. The OECD *Education at a Glance 2016* report ranks the starting salaries of teachers in Ireland 19th out of 34 OECD countries. The starting salary in Ireland is below the OECD and EU averages. At the top end of salary scales, Ireland is ranked 11th out of 34 countries. Across the EU, upper second-level teachers earn approximately 92% of the EU average salary for a graduate. In Ireland, second-level teachers earn approximately 81% of the average graduate salary for Ireland. This means that teachers in Ireland earn one-fifth less than other graduate employees.

Gemma Tuffy is Executive Officer:  
Media/Communications with the ASTI.

# ACTION PLAN FOR EDUCATION 2016-2019

The Government's Action Plan for Education is the first of its kind, and contains a number of goals.

The Action Plan for Education was launched by the Government, represented by An Taoiseach Enda Kenny, Minister for Education and Skills Richard Bruton, and Minister of State for Training, Skills and Innovation John Halligan, on September 15, 2016. This Action Plan is the first for education and is modelled on the Action Plan for Jobs.

The Plan is aimed at "making the Irish education and training system the best in Europe by 2026". This is achievable "as we are already a high performer in many fields, but it is also a challenge towards which the many stakeholders in education and training can work together". The Plan will run over the next three years, and has five high-level goals and associated actions to be implemented over the period. Each action has a timeline and identifies the agencies responsible for its implementation. The five high-level goals are:

1. Improve the learning experience and the success of learners.
2. Improve the progress of learners at risk of educational disadvantage or learners with special educational needs.
3. Help those delivering education services to continuously improve.
4. Build stronger bridges between education and the wider community.
5. Improve national planning and support services.

The Plan will be updated annually, with implementation reports published every three months. The key actions in the Plan of relevance to second-level schools are:

## Disadvantage:

- a new, ambitious DEIS plan published by the end of 2016, which will pioneer new approaches for delivering results
- DEIS schools to hit the national average for school retention levels within the next decade (an increase of at least 9%)
- a 30% increase in the number of students from disadvantaged areas attending higher level
- a five-fold increase in the reach of the Incredible Years teacher programme for DEIS schools
- a six-fold increase in the reach of the Friends programme aimed at supporting children in difficulty.

## Subject choice:

- rolling out coding to primary schools from 2018
- teaching computer science as a Leaving Certificate subject
- processes to introduce teaching of new languages such as Mandarin at second level, and to enhance teaching of languages at third level.

## Skills

Recognising that the 'war for talent' is now one of the most important factors for job creation, an ambitious action is to be developed and implemented, including:

- a total of 100 apprenticeship schemes and 50 traineeship schemes delivering 50,000 registrations between now and 2020
- a 25% increase in access to work experience at higher level
- a 25% increase in flexible learning
- an entrepreneurship education plan.

## Mental health and well-being:

- roll-out of a national programme to support the implementation of well-being guidelines to all primary and post-primary schools
- implementation of well-being at Junior Cycle
- publication of the 2015 Lifeskills survey, providing information on how schools cater for the well-being of their students.

## Parents/children:

- ensuring that the voices of the service users are made more central to the system by developing a parents' and learners' charter on a statutory basis.

## Costs

New measures are planned to tackle the costs of school for parents, including:

- a requirement on schools to take consideration of the needs of parents when taking decisions that have a financial impact
- a strong new circular to schools regarding uniform costs (which will be developed taking into account the views of parents)
- extra funding for book rental schemes as resources permit.

## Leadership:

- better mentoring for newly-appointed school principals
- a coaching service for existing school principals
- a postgraduate qualification for aspiring school principals.

## Improvement:

- over 366,000 hours of continuous professional development for teachers by 2017 (a 4.5% increase on 2016)
- a new centre of excellence, integrating existing supports, to support in-school improvement and peer exchange
- a school excellence fund to support innovation.

## Special educational needs:

- establishment of a new inclusion support service to bring together various services to better support children with special educational needs.

## School building programme:

- delivering over 60,000 additional permanent school places, over 300 extensions to existing schools and building 14 new schools by 2021.

## Teacher education:

- launch a competitive call to increase access to teacher education by students who are members of the Irish Traveller community, students with disabilities and students from under-represented socio-economic groups.

## Gaeltacht:

- publish and implement an education strategy for the Gaeltacht.

The ASTI will vigorously monitor initiatives under the Plan and provide reports and critique in future issues of *ASTIR*. For more information, see [www.asti.ie](http://www.asti.ie).

Moira Leydon, Assistant General Secretary, Education and Research.



**Fed Up with the Banks???**



# MORTGAGE SWITCH... 2.99%

(variable / typical APR)

## Outstanding VALUE FROM ASTICU!!!

This loan is designed to cater for members who have an outstanding variable rate mortgage balance of €150,000 or less with a term of 10 years or less outstanding and with a clear credit history and no mortgage arrears.

This loan is offered exclusively to clear an outstanding mortgage with a bank on the family home and is not available for the purchase of a property or a buy to let property.

The maximum Loan to Value (LTV) is 50% i.e. the maximum loan amount available would be less than 50% of the value of your property which will be evidenced by an independent valuation the cost of which will be borne by the ASTICU.

The Mortgage Switch Loan is to be covered without exclusion under the credit union's Loan Protection Policy and there is no direct charge to you for this insurance.

### E.G. Know Your Loan:

Representative Example

€100,000 loan repayable over 120 months  
259 fortnightly instalments of €444.04 inclusive of interest & a final instalment of €440.50 inclusive of interest.

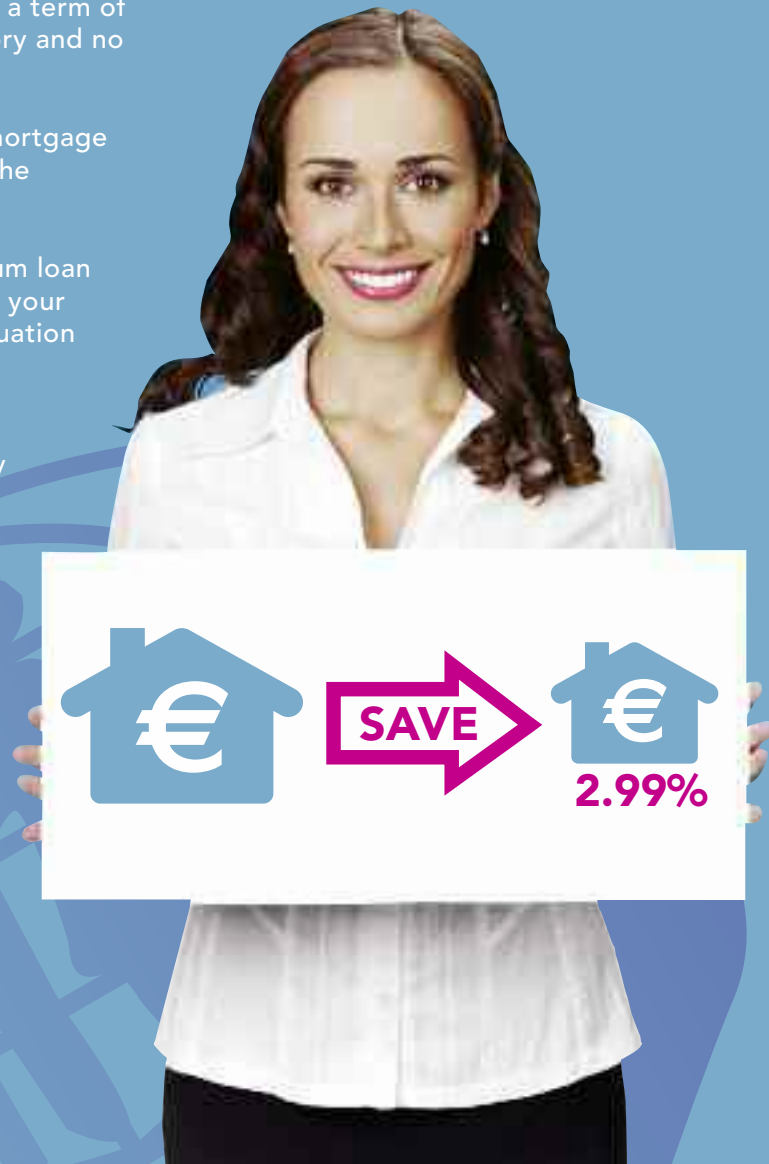
Rate of Interest: 2.95% p.a. variable

Representative: 2.99% APR variable

Total amount payable is €115,446.86

Cost of Credit: €15,446.86

Warning: If you do not keep up repayments you may lose your home. The cost of your fortnightly payments may increase as this is a variable rate.



ASTI Credit Union Ltd, Wellington House, 25 Wellington Quay, Dublin 2

Lo Call 1850 44 3131 Tel 01 675 0670 Email [info@asticu.ie](mailto:info@asticu.ie) Web [www.asticu.ie](http://www.asticu.ie)

ASTI Credit Union Limited is regulated by the Central Bank of Ireland.

ASTICU is **Strong Safe & Secure.**

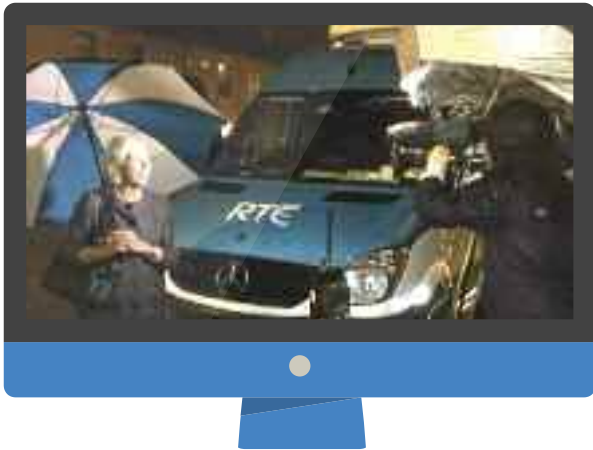
We are in compliance with all legislative and regulatory requirements and have never been subject to any restrictions from the Central Bank.

ASTICU is governed by a Board of Directors and is operated by professional and highly trained and experienced Staff.

ASTICU is a thriving vibrant credit union serving the needs of the Secondary School Sector.

# TIME TO ACT

ASTI media coverage has argued the case for pay equality and industrial action.



ASTI Immediate Past President Máire G. Ní Chiarba being interviewed by RTÉ News.

"We are saying that the young teachers, some of the teachers – we're talking about five or six years ago – were doing their Leaving Cert. I am sure the parents then would like us to be fighting for the rights of those children. They were children five or six years ago and I'm saying there may be a child somewhere in the audience or at home at the moment who wants to become a school teacher and I'm sure the parents are looking at this saying: 'Do you know what? I hope they get what they want'. For the younger entrants, for the lesser paid teachers, so they can have a career worth having."

**Ed Byrne, ASTI President, Pat Kenny Tonight Show, TV3, October 19**

"Colleagues sit side by side and they are not experiencing equal pay for equal work. We want the restoration of that issue and we want it in short order. That is what our campaign is about and that is why strike action has been mandated."

**Kieran Christie, ASTI General Secretary, Newstalk Breakfast, Newstalk, October 24**

"There are currently three scales. We're embarrassed that our colleagues in rooms beside us, doing exactly the same job, are being paid much less, and it means a serious difference to them over the length of their career, their career earnings: up to €100,000."

**Noelle Moran, ASTI Standing Committee Representative Region 3, The Last Word, Today FM, October 13**

"The quality of my education directly impacts on the quality of education I can pass on to the 300 or so students that I will have every year over my 45-year career. Encouraging teachers to upskill is absolutely important. This depends on if, as a country, we want to attract the best people into teaching. Do we value the education of our students?"

**ASTI member Madeleine Ní Ghallchobhair, Irish Independent, October 14**

"It's interesting because there was no money inside the Lansdowne Road Agreement for new entrants, but they seem to find it with regard to the deal with the INTO and the TUI. I would suggest that they should use that kind of imaginative thinking again and maybe say when they intend to re-align the scales so we know exactly when new entrants will be paid the same as their senior colleagues."

**Ed Byrne, ASTI President, Nine O'Clock News, RTÉ One, October 14**

"Well my wife and I are probably up about six or seven Euro a week, which look, when you take into account inflation, the increases in insurances, all the insurances – house, health and car insurance – the six or seven Euro a week is not going to be much. She's [his wife] one of many teachers now that are newly qualified, that are on an inferior pay scale. I'd like to also stress that teachers are not looking for increased pay. We're looking for pay restoration for young teachers. There's currently three different pay scales and that just isn't good enough. Really we're banging the drum but we're banging it quite loudly for equal pay for equal work. I think it's quite fair."

**ASTI member Brian Carroll, Ireland AM, TV3, October 12**

"What I would like to say about second-level schools is actually the work that is being done, and huge amounts of work being done, not because of the Government departments but in spite of them. Take for example extra-curricular activities. Now there's a huge, huge variety of sports that are played in the vast majority of schools despite a deficit of infrastructure such as gyms ... I come from a school, that after – I've been there 33 years – this year is the first year that we have a gym. A gym after 32 years."

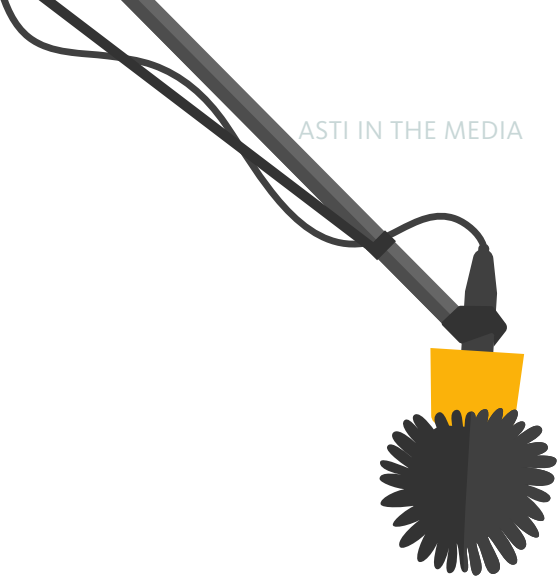
**Deirdre MacDonald, ASTI Standing Committee Representative Region 8, Claire Byrne Live, RTÉ One, October 10**

"My hope for the Budget is that pay for teachers, newly qualified teachers, is restored to what it was in 2010. Because the year I qualified was 2012, my pay is down €7,000 per year. I'm entering my fifth year now so that's about €35,000 over the last five years. When I qualified initially I moved to London and after about two years I moved back to Ireland. I got a job in a new school, and because it was a new school there were only 11 hours available to me. That meant my monthly wage was approximately €880. Out of that €880, I had to pay €550 to €600 rent, plus another €100 for bills. Dublin is very expensive to live in. After that, there's food, living costs. I feel there's far too many people, especially young qualified teachers, that are barely making an existence, never mind making a living. My hope for the upcoming Budget is that pay is restored to the level it was in 2010 for all teachers."

**ASTI member Sean Lynch, Irish Independent, October 10**







ASTI President Ed Byrne (right) and General Secretary Kieran Christie face the media on the picket lines at Dominican College, Griffith Avenue, Dublin.

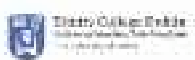
“Fuaireamar toradh ana láidir, 80% i bhfábhar aighneas tionscaláíochta .... Ceapann an Buainchoiste go bhfuil stailc ag teastáil anois agus roinnt mhaith laethanta stailce mar níltear ag éisteacht linn. Nílimid sásta a thuilleadh glacadh leis an tslí ina bhfuiltear ag deighleáil leis na muinteoirí nua-chálaithe. Ana chuid acu ní féidir leo fanúint sa tír a thuilleadh, caithfidh said an gairm a thabhairt suas agus ní dóigh liom go mbéadh tuismitheoirí ró-shásta dá dtuigfeadh siad nach féidir leis na muinteoirí seo, atá cáilithe go h-uill agus go h-iomlán, fanúint sa tír seo a thuilleadh ná fanúint leis an ngairm toisc nach bhfuil said á íoch i gceart agus iad ar scála phá difriúil.”



**Máire G. Ní Chiarba, ASTI Immediate Past President, Nuacht, TG4, October 14**

## Certificate in Holocaust Education

**Continuous Professional Development**  
Special Purpose award at NFQ level 7 carrying 20 ECTS



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



**Course Duration:** One year (part time)

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

**Enrolment:** Prior to commencement of modules 1, 2 or 3.

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

**Fee:** €1,995 for registered teachers which includes university registration, all tuition, travel and accommodation (p.p.s.) For other applicants who do not qualify for sponsorship, the fee is €2,995. This programme may qualify for the Refund of Fees Scheme.



Holocaust Education Trust Ireland



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

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



Holocaust Education Trust Ireland  
Learning from the past - lessons for today

## Berlin Study Visit

18-21 April 2017



Memorial to the Murdered Jews of Europe

A visit to the city of Berlin, where National Socialism originated. It includes an overview of Jewish Berlin and its history and also visits to authentic Holocaust sites. Working with Holocaust scholars and educators, the programme allows participants to grasp the enormity of the Holocaust and its resonances within the city.

**Visit includes:**

- Tour of Jewish Museum; Topography of Terror Exhibition; Walking Tour with a focus on Jewish historical sites and commemoration of Nazi victims; Memorial for the murdered Jews of Europe; House of the Wannsee Conference; Grunewald Deportation Site; Sachsenhausen Concentration Camp; The Anne Frank Centre; Otto Weidt House and the Silent Heroes Archive

**Cost:** €695 (inclusive of travel, (hand luggage), hotel and entrance fees)

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Tel: + 353 1 6690593 Email: info@hetireland.org www.hetireland.org



# UNDER PRESSURE

**Work-related stress and its impact on teachers' mental health has been increasing in recent years, but efforts at a system-wide level, if implemented, have the potential to change things for the better.**

Teaching has never been an easy profession. Overseeing the education and development of a group of young people is an enormous responsibility that teachers take very seriously. As clinical psychologist Dr Claire Hayes, herself a former teacher who has worked with teachers over many years, puts it: "Teachers are 'on' all the time. They are responsible for so many children, they get a very brief break, and most of them bring work home".

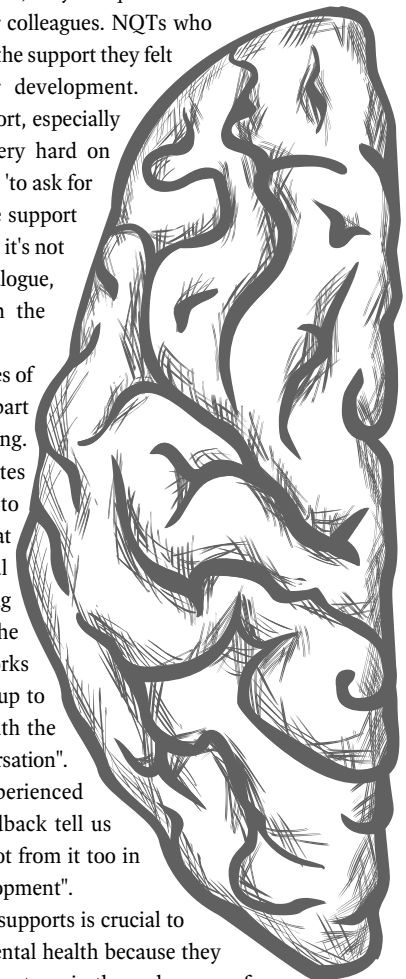
Some of the pressures on teachers are as old as the profession itself. Discipline and classroom management have always been complex tasks that require a range of skills. The emotional investment teachers make in trying to get the best out of young adolescents at an extremely impressionable and sometimes vulnerable stage of their lives inevitably takes its toll. These pressures have increased in recent times, as years of austerity have had a devastating impact on teachers' terms and conditions, on the running of schools and, indeed, on the lives of teachers, students and their families. Social change has also played its part. The rise of the internet and social media has added a new dimension to how students and teachers interact and learn. Recent years have seen a move towards Irish society recognising the importance of mental health and well-being, and the need to address the causes of stress, depression and anxiety, rather than firefighting their effects. But in the specific context of the school community, how can this best be achieved?

## Building a bridge

Perhaps one obvious approach is to address the issues in a systematic and serious way while teachers are at the beginning of their careers. *Droichead*, the Teaching Council's induction and probation programme for newly qualified teachers (NQTs), which is co-ordinated by the National Induction Programme for Teachers (NIPT), is attempting to do just that. The thinking behind *Droichead* is that the best place to support NQTs as they begin their professional lives is within the school community, and that the best people to lead that support are their fellow teachers. Thus, in schools that opt in

to *Droichead* (almost one-third of second-level schools to date), more experienced teachers train to become the school's Professional Support Team (PST). Anne Jones, post-primary team leader with the NIPT, explains: "NQTs identify issues such as classroom management and planning as their biggest stresses, and the PST is there in the school to support the NQT. PSTs are not 'experts'; they are qualified teachers who are there to help and guide their colleagues. NQTs who have engaged in *Droichead* tell us that the support they felt in their schools was key to their development. Teachers can be slow to ask for support, especially in the early years. NQTs can be very hard on themselves. The NIPT's logo says that 'to ask for support is a sign of strength', and the support offered by the PST is solution focused: it's not me 'telling' you, it's a professional dialogue, helping the NQT to come up with the solution themselves".

This approach to managing the stresses of the early years of teaching is a vital part of a continuum of lifelong learning. The programme also incorporates Department-funded release time, to support NQTs to address the issues that are causing them stress in practical ways. This might include observing another teacher at work in the classroom, or co-teaching, if that works for them: "It's not prescriptive – it's up to the school to decide what they do with the time, and the NQT is part of the conversation". And it has benefits for the more experienced teachers too: "Our research and feedback tell us that the members of the PSTs get a lot from it too in terms of their own professional development". For Anne, offering these professional supports is crucial to the process of protecting teachers' mental health because they address the root causes of much of the stress in the early years of a teacher's career: "It's about looking after their well-being while being the professional they want to be".



## Building the skills to cope

Cognitive behavioural therapy (CBT) places emphasis on identifying the things that are causing our stress, and using a range of strategies to address this, such as acknowledging how we feel, identifying the thoughts, feelings and actions that are unhelpful, and focusing on what we can do to feel better. Dr Claire Hayes says the golden rule is that teachers must look after themselves first:

1. Acknowledge that teaching is a wonderful job but that it can also be very challenging.
2. Be aware of what works for you in terms of support: "Some teachers, for example, would not find speaking to another teacher about their issues helpful".
3. Ask for, and accept, support.

## Coping with expectations

Of course, most teachers are not NQTs, and while it's encouraging that future education professionals will benefit from these measures, it's clear that strategies are needed to help all teachers to reduce the factors that trigger mental health issues and stresses in the workplace. Unions like the ASTI lobby on an ongoing basis for measures that could help, from improvements in terms and conditions to reductions in the pupil-teacher ratio, but these can be slow to arrive and in the meantime teachers on the ground may be at risk.

## The Integrated Workplace Health Management Initiative

The ASTI is involved in the Integrated Workplace Health Management Initiative, a substantial national initiative with the objective of creating a healthy working environment for teachers. This project sought to bring together the education partners to agree a national initiative for health promotion for employees in the second-level sector. The bodies involved include the ASTI, TUI, JMIBI, ETBI and ACCS, with each organisation

nominating a representative to serve on the Integrated Workplace Health Management Initiative committee. The Health and Safety Authority (HSA) has also nominated a representative to join the group, and has committed funding and expertise to the initiative. Deirdre MacDonald, Chairperson of the ASTI Safety, Health and Welfare Committee, was nominated to represent the ASTI, and she was chosen to chair the project by the other bodies involved.

Dr Claire Hayes is in no doubt that teachers are under huge pressure, and says it's not just NQTs who are hard on themselves: "There are enormous expectations on teachers. They're not social workers, and they're not psychologists. It's not fair to expect them to do more and more. They do what they do very well, while resisting being society's answer for everything that's wrong. There are external pressures and then there are the pressures teachers put on themselves. Needing help is often seen as failure, and teachers can be very resistant to asking for help, or to admitting that they need it".

Claire is Clinical Director with Aware, and author of *Stress Relief for Teachers: The 'Coping Triangle'*, which is primarily about coping strategies for teachers. A strong advocate of cognitive behavioural therapy (CBT), she feels that these simple, practical approaches work, and should be part of preventive strategies in schools (see panel on page 18):

"I find that teachers are so responsive to any recognition that it's a difficult job, and to any support that they can get. Once they get past that barrier of shame or stigma, teachers are extremely receptive to help".

### Changing the system

Personal strategies to address mental health issues are, of course, extremely important, but they don't address the structural, systemic problems that can create stress in the first place.

• A system-wide occupational health approach that acknowledges the fact that all stakeholders have a role to play may seem obvious, but has thus far proven elusive.

• The Work Research Centre is a research, consultancy and training firm that specialises in workplace health issues, including occupational stress. As Dr Richard Wynne of the Centre puts it: "It's about what an organisation can do to reduce stress for its employees – a school in this case".

The Centre has worked with teachers, and with the ASTI, on a number of occasions in the past, and is currently involved in working with all of the stakeholders in education, including the teaching unions, management bodies, insurers, the Department, and the Teaching Council, to develop a programme for integrated workplace health management (see panel at top of page). Richard explains: "What that's trying to do is look at a very broad approach to the issue of mental and physical health and well-being generally at work, not just for teachers but for all employees in the schools".

## Support for teachers – the Employee Assistance Service

The Employee Assistance Service, which is run by Carecall, provides a 24-hour helpline for teachers, 365 days a year.

The EAS helpline can be contacted on 1800 411 057.

The ASTI, along with the TUI and the INTO, sought such a service for many years. Under health and safety legislation employers have a duty of care for their employees and this service, which is funded by the Department of Education and Skills, addresses part of that duty. Teachers who are experiencing personal and work-related problems, e.g., illness, relationships, addictions, bereavements, stress, trauma, etc., now have direct access to advice. Where appropriate, this may involve free, short-term, confidential one-to-one counselling.

Further information on the service is available from the ASTI.

The programme is influenced by international research and by similar programmes that have been implemented abroad. It seeks to integrate three areas:

- health promotion – using the workplace as a setting to maintain and improve the health of an individual or a group
- improving health and safety practice at work: "When you look at what the real occupational risks to health are with teaching, you're largely talking about stress, the psychosocial risks to health"
- return to work after a period of illness-related leave.

It's a proactive approach that asks fundamental questions about how work affects our lives: "Work is good for your health, but when we ask what it is about work that produces health, we start to look at things like people being able to have an influence over decisions that impact on them, being resourced properly, being trained properly, having proper communication systems, etc. You're also looking to increase problem-solving skills, increasing individuals' capacity not only to cope but to be more proactive in maintaining their health".

Prevention is key, and the emphasis is on being proactive, rather than being solely reactive: "It's important to have systems in place to deal with problems. A good example is bullying in the workplace. When bullying gets out of hand it's often almost insoluble, but if there's prevention and early intervention, it's a different story".

Richard says that although some training will be involved, it's not necessarily something that should add to the programme overload many teachers feel adds to, rather than reduces, their stress. These are things workplaces should be doing anyway, he says, and "a modest commitment of time and effort" would lead to huge improvements.

The Centre and its partners are currently awaiting news on funding for the programme, but hope to get started during the current school year: "This is potentially very important if we get support. It's about seeing the potential of the workplace to really influence health".



# MAKING THE MOVE TO TEACHING

*ASTIR* speaks to teachers who came to the profession after time spent in other careers.

Although most Irish teachers enter the profession straight from third-level education, some are late entrants, having spent time pursuing other careers. *ASTIR* spoke to four of these to see what made them choose teaching, and how their previous careers have informed their work as teachers.

## The scientist – Pauline Percy

Pauline has been a teacher of science and biology for five years, and teaches in St Flannan's College in Ennis, Co. Clare. Prior to this, she spent three years as a production scientist and clinical chemistry support specialist, but teaching was something she always wanted to do. She feels her previous job was good preparation for her work as a teacher: "In my previous career I provided diagnostic support in the areas of immunology and haematology. I was also responsible for writing reports and standard operating procedures. I had to be extremely organised and well prepared in order to meet deadlines, which are vital skills in teaching. I also needed to be accurate, precise and analytical. Again, these skills are very important, especially for science teaching".

She also feels that her professional communication skills are helpful in her teaching career, in particular "dealing with people who have strong personalities". For Pauline, one of the good things about teaching is that no two days are the same: "I also really enjoy working with young people, being able to make a positive difference to their futures and hopefully instilling a passion for science in them!"

There are, of course, differences between teaching and her previous career: "Both career paths are very rewarding in their own right. I suppose the main differences are that in industry I spent a lot of time in the lab, and although I did work as part of a team I was very much working on my own and constantly trying to meet a deadline. Now that I am in the classroom I feel I have more control over the day, the pace, the climate. In industry, work was left at work, whereas with teaching sometimes work comes with me. The biggest difference is that I get the opportunity to work with students of all stripes and that's one of the most rewarding things, and is hard to replicate in other jobs".

Her terms and conditions of employment are different too: "Teaching comes with a lot of uncertainty – not being permanent, the length of time it takes to become permanent, not knowing where you will be the following year, unequal pay for equal work – whereas in industry I had secured a job within two months of leaving college and was made permanent after six months' probation. I would like equal pay for equal work".

Despite these challenges, she is in no doubt that she's made the right choice: "This is the career for me".

## The banker – Ciara Mooney

Ciara recently completed the two-year Professional Master of Education at UCD. She teaches maths and business, and is currently teaching at St Mary's CBS in Portlaoise. Prior to teaching, Ciara had a ten-year career in investment banking, mainly based in London, where she worked as an equities trader in a large US investment bank, buying and selling stocks worth hundreds of millions of US dollars per day.

"My subjects are very much linked to my work in London. Trading involves

gathering vast amounts of information, and using this information to analyse how it will impact the price of a stock. As part of our analysis, we applied various mathematical formulae and calculations, many of which I teach in school every day".

So why the decision to change careers?

"Throughout my career, I've always enjoyed mentoring. At times, I worked with junior staff and interns. My career afforded me opportunities to travel and while travelling in South East Asia, I taught at an orphanage. This cemented my desire to teach. I wanted to work in an area where I could have a more positive impact on people's lives and I felt I could bring my experience to the classroom. The school environment is appealing; no two days are the same. You can really make a difference in the lives of young people. You can also learn from your students".

In investment banking, the clear goal is **profit**. In teaching, the goal is more **people focused**. The aim is to **encourage the student** to become a confident and **respectful member of society**.

She feels that she's brought many professional skills to teaching: "As a trader and teacher, you need to be organised. Communication skills come into play too. Trading floors and classrooms are both dynamic environments. You need to be able to multitask and respond to changes. Both jobs require a lot of thinking on your feet!"

Not surprisingly, she sees some significant differences too: "In investment banking, the clear goal is profit. In teaching, the goal is more people focused. The aim is to encourage the student to become a confident and respectful member of society".

The pay and conditions are different too: "I knew I would be taking a pay cut by becoming a teacher, but I am appalled at the continuous cuts teachers face. I worry about where it will end. I worked long hours in banking; however, I was able to leave my work at the office and my evenings were my own. Although teaching hours at school are much shorter, I find that most evenings and weekends are taken up planning lessons or correcting".

Nonetheless, like our other contributors, she has no regrets: "I am very happy in my teaching role".

## The long and winding road – Seamus Keane

Seamus qualified as a teacher in 2006, and teaches English, history, CSPE and journalism (a TY module) in Ardgillan Community College in Balbriggan, Co. Dublin. His path to teaching had a few twists and turns: "When I was 17 I started working in pubs at weekends to earn some extra money. When I was 22 (and



Above: Clockwise from top left: Ciara Mooney, Pauline Percy, Seamus Keane, and the trading floor in London where Ciara Mooney worked. Right: Paul Shields with students in Ardgillan College, Balbriggan.

doing my first master's in English) I started managing a pub. I continued working in pubs, on and off, until 2004. In 1999 I had a stint working in the Smithfield fruit and vegetable market. I worked intermittently over the years as a TEFL teacher in Dublin and worked as an unqualified teacher in Oberstown Remand Centre for young offenders from 1999-2000. I was also an occasional book reviewer for the *Camden New Journal* in London".

Seamus was always searching for a more vocational career, however, and has found it in teaching, particularly English, a subject he loves. Although not directly related to his teaching role, he feels his past experience has given him skills that help in the classroom: "[My old job gave me] interpersonal skills (i.e., how do deal with people in a variety of situations, especially with the added x-factor that alcohol adds to the equation), as well as verbal and non-verbal communication, listening skills, negotiation, problem solving, decision making, and assertiveness".

His travels have also given him valuable life experience: "I have met a wide variety of people, from farmers to politicians, crooks to poets, geezers to toffs, etc., many self-assured, more baffled or deluded, some repulsive but some beautiful. One particular day an IRA bomb went off outside a Camden pub I was working in and we took the injured inside to care for them. It was a harrowing day".

He sees obvious differences between his previous jobs and teaching, but similarities too: "You've got a room full of people vying for your attention and you have to be in control of the situation while trying to be witty, acknowledging that everyone is an individual and trying to give them the undoubted benefit of your wisdom".

He feels he has more job security now, but there are downsides too, which he puts succinctly: "I didn't work for free in the private sector".

Nonetheless, he says he'd never return to his previous career, even with current challenges: "I am watching how our profession is being decimated by mandarins and experts proclaiming that a new dumbed-down system is innovative and will help develop '21st century skills', whatever that means. If it wasn't for the ASTI we'd be going down the route of the UK where teaching is a nightmare".

### The carpenter – Paul Shields

When the downturn began to bite in 2007, Paul Shields took the opportunity to go back to full-time education and get a teaching qualification. He's now been teaching for five years and teaches material technology wood, technical graphics and construction studies in Ardgillan College in Balbriggan, north Co. Dublin. Teaching is something he feels was a natural progression for him: "I always enjoyed teaching apprentices when I was working as carpenter. Passing on a skill was really enjoyable and something I felt I wanted to do more of".

He now passes on the skills from his previous career every day in the classroom: "I'm able to use these skills to help students make their designs a reality in woodworking. In technical graphics, I use everyday practical examples to help explain and visualise difficult concepts".

He also feels that life experience from the workplace is very helpful in his current job: "As a carpenter I had to work with and communicate with different trades and professionals every day to complete various projects. I feel communication and building rapport with students is key to teaching. I demonstrate my skills in woodworking to my students every day and I feel they can appreciate and aspire to higher skill levels. I also feel I can bring advice and knowledge to senior cycle students who are hoping for careers in the construction industry".

He's very aware of the differences between the two careers: "I don't miss the building site on a freezing cold winter's morning! There are pressures in both jobs. Both have the pressure of deadlines in terms of completion of projects, but I feel the main difference now is that my job has a huge impact on young people's future.

"As a carpenter I may have only had one or two apprentices that I helped to develop skills, and now I'm helping and teaching at least 30 or 40 students every year".

He also likes the job security he has as a teacher, which is better than the "month to month or even week to week" positions he held in the construction industry. Would he go back?

"I have often thought about it, but I love teaching too much."

# THE MURDER MACHINE – A TEACHER’S PERSPECTIVE

Pádraig Pearse's essay has some striking things to say about education, says PAUL HOLLAND.



Left: bust of Pádraig Pearse on the grounds of the Museum of St Enda's School, Rathfarnham, Dublin. Right: then ASTI President Máire G. Ní Chiarba read the Proclamation 'as Gaeilge' at Thomas MacDonagh House to celebrate Lá an Fhorógra 2016.

**“A sound modern education –  
a vile phrase.” – Pádraig Pearse**

Half lecture, half article, it's unlikely that Pádraig Pearse could have defended his essay *The Murder Machine* as a thesis, but it would definitely have enlivened a school debate. No editor would accept it for publication today, although Pearse might have used Twitter or Facebook instead – and probably not without hassle there either. The essay, basically, is an attack on the education system, which Pearse sees as an English invention for the debasement of Ireland. This system was designed to make us into willing or at least manageable slaves. In fact, it wasn't an education system so, in the new Ireland, we would have to create one. At that time, Ireland was in penal servitude – ordinary slaves were trained in schools, higher slaves in colleges and universities.

### A ruthless system

Pearse regarded the system as ruthless, comparing it with the ruthlessness of a wild beast. He did not deny its efficiency – it was a machine into which the human raw material of Ireland was fed in order to be remoulded. What it couldn't remould, it ejected as waste. Any teacher going outside the narrow curriculum to give pupils a wider horizon might be helping the pupils in one way – but they wouldn't pass their exams and he'd lose his payment-by-results fees.

Moreover, like it or not, parents largely sent their children to school in order that they'd ultimately secure a decent job and living. Pearse's ideas wouldn't have been universally welcome, then or now.

### Paths to freedom

Pearse had his opinions on what languages would be used as a medium of instruction and compared the Irish situation with that in Belgium, where different languages are used in different regions. He also believed that heroic tales like

Joan of Arc meant more for children than all the algebra they were made to do. As a former maths teacher who taught the subject to sometimes disaffected pupils only doing it because it was compulsory, I can relate to that view.

Freedom is a recurring word in the book – freedom for individual schools, freedom for the individual teacher to inspire their pupils, freedom for the pupils to develop their individual potentials. To a father whose son was no good at work or books, only the tin whistle, Pearse said: “Buy him a tin whistle!”

In my distant past, I was penalised for doing more maths homework than had been set for me, and was made try to learn the tin whistle (disaster!). Oh, that I had been born near St Enda's 50 years sooner!

### A teaching army

Some of Pearse's comments would gladden the heart of any teacher at least. He declared: “We have an army of teachers, mostly underpaid, and an army of inspectors, mostly overpaid”. For teachers, there should be an adequate salary, security of tenure, the possibility of promotion and pension provision. Some teachers would rise to being inspectors; some inspectors would rise to being department officials. He had no time for “parsimonious officials” – what we might term bureaucrats. As well as that, he saw no reason why the country's primary, secondary, technical and university departments could not have been located on the same corridor in one building.

*The Murder Machine* was written in another time. Pearse's views on sacrifice, etc., would in fact be regarded as obscene today but that is not his fault. We ourselves absorb current attitudes and are no doubt espousing ideas right now (whatever they may be) that will disgust future generations. The book is gloriously politically incorrect in many of its comments (most not mentioned here) and is idealistic to the point of naivety. However, it is a teacher's perspective from a bygone time and what is remarkable is that many of the issues raised are as relevant now as they were when the book was written over a century ago.

Paul Holland, retired teacher of science and maths.



# ASTI PRINCIPALS' SEMINAR

The recent ASTI Principals' and Deputy Principals' Seminar addressed a range of issues affecting the school community.



At the ASTI Principals' and Deputy Principals' Seminar were (from left): Eileen Alford (St Joseph's Rochfortbridge), Noel Casey (Our Lady's Bower, Athlone), and Lillian Hynes (Ard Scoil Mhuire, Ballinasloe).

A seminar for ASTI principals and deputy principals was held in the Hodson Bay Hotel in Athlone on October 5 last. In addition to hearing from experts in areas of critical interest to school leaders, the seminar afforded this group of ASTI members an opportunity to meet and express their views on how their union should approach the pressing issues facing it. In this context the meeting was emphatic in its view that principals and deputy principals should not be given any derogations from industrial action that the ASTI was taking.

## Social media and the law

The first presentation at the Seminar was from Deirdre Lynch and Donal Hamilton of Byrne Wallace Solicitors. They spoke about the legal issues surrounding the use of social media, addressing these issues under the following headings:

- the principal legal risks
- cyberbullying
- potential for misuse of social media
- existing legal obligations
- what is a school's standard of care?
- criminal offences
- anonymous complaints
- involvement of third parties
- how to minimise liability.

## Post of responsibility appeals

Seamus Cannon is one of the independent chairpersons who sit on posts of responsibility appeals panels. He took the attendees through the post of responsibility appointment process and drew particular attention to common mistakes that have led to successful appeals. He then dealt with the appeal process itself and answered questions.

## Being transgender in school

This presentation proved the real eye-opener of the day. Many principals and deputy principals expressed the view that, having thought that this issue might be of no great relevance to their schools, this was the most important session for them. Catherine Cross of TENI (Transgender Equality Network Ireland) engaged her audience in a sympathetic outline of the issues that arise in a school when a student decides to inform the school of their decision to be identified as having a gender different their birth gender.

## Ethnic equality monitoring

The seminar also heard a short presentation from Hilary Harmon of Pavee Point on the subject of ethnic equality monitoring and the need to seek data on ethnicity for inclusion in the Post-Primary Online Database (PPOD).



ASTI President Ed Byrne addresses the ASTI Principals' and Deputy Principals' Seminar in Athlone.

# HAVE YOUR VOICE HEARD IN ASTI POLICY

## Getting involved in and even attending the ASTI's Annual Convention is one way to have your voice heard in union matters.

Every year 500 ASTI members travel to ASTI Convention to discuss the issues affecting teachers in their professional lives and decide what should be done in order to effect change.

ASTI Convention 2017 will take place on April 18, 19 and 20, 2017, in the INEC Killarney Convention Centre.

### Who decides on topics for debate?

The topics debated at Annual Convention are derived from motions drawn up by individual ASTI branches. Motions are presented to Convention and delegates speak to these motions. As ASTI Convention receives significant media coverage, motions provide important opportunities for ASTI members to highlight second-level teachers' key concerns to the public.

Branches normally decide on the topics they would like to see discussed at Annual Convention at their November branch meetings. Motions based on these topics are devised at branch meetings and forwarded to ASTI Head Office not later than November 30.

A Convention Steering Committee – which consists of classroom teachers appointed by Annual Convention each year – prepares a list of motions received from branches. The list is circulated to all branches before January 7. Branches are asked to prioritise motions for inclusion on the Convention Agenda not later than January 31. They can also propose amendments to any of the motions circulated. Motions and amendments are considered again by Steering Committee and a final agenda is drawn up.

### ASTI Convention – who gets to go?

Each branch sends a number of delegates to Annual Convention. The number of delegates depends on the size of the branch. For example, branches with 121 to 180 members can send three delegates. Branches select their delegates at branch meetings, usually in January each year. Names of delegates attending Convention must be forwarded to ASTI Head Office not later than January 31. In addition to branch delegates, members of the ASTI Central Executive Council and Standing Committee attend Convention as delegates.

All delegates receive a subsistence payment towards accommodation and meals. In addition, delegates can claim mileage/travel costs.

### Interested in attending Convention?

If you would like to attend ASTI Annual Convention 2016 you should go along to your branch meetings so that you can participate in drawing up motions and indicate your interest in attending Convention. Ask your school steward for your branch's meeting schedule.

### Where to stay

ASTI Convention 2017 is being held in the INEC Killarney Convention Centre, Co. Kerry. Convention hotel accommodation is limited and is allocated to delegates/CEC on a first come, first served basis. You can book accommodation in the Convention hotel by contacting them directly by phone on 064-667 1550, or by email at [info@gleneaglehotel.com](mailto:info@gleneaglehotel.com). You must

reference ASTI 2017 Annual Convention when you contact the hotel to book. The ASTI also provides details for other hotels and guesthouses near the main Convention hotel. More information about booking accommodation for Convention will be available on [www.asti.ie](http://www.asti.ie) and in the January issue of *ASTIR*.

### Can I bring my children?

The ASTI organises child-minding facilities each day during Convention sessions for children of delegates. Places must be reserved well in advance of Convention, not later than March 20, 2017. If you are attending, please book your children's places as early as possible. For more information, visit [www.asti.ie](http://www.asti.ie).

### Where can I get information about Convention?

The ASTI has a Convention 2017 page on its website. Visit [www.asti.ie](http://www.asti.ie) and go to Events.



## Annual Convention 2017 – key dates

- November 30, 2016 – Deadline for submission of motions from branches
- January 31, 2017 – Deadline for prioritising motions for Annual Convention 2017
- January 31, 2017 – Deadline for submission of names of Convention 2017 delegates to Head Office

## Example of Convention Motion:

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



# PATERNITY LEAVE

Qualifying teachers can now avail of two weeks' paternity leave.



## What is paternity leave?

With effect from September 1, 2016, registered teachers are entitled to a single period of two consecutive weeks' paid paternity leave. The leave is to allow the relevant parent to provide or assist in the care of the child, or to provide support to the mother or adopting parent of the child concerned as the case may be, or both.

## Who is entitled to paternity leave?

Paternity leave is available to a relevant parent on the birth/adoption of a child, where the date of birth/day of placement falls on or after September 1, 2016. The term 'relevant parent' refers to a teacher (other than the mother of the child) who is one of the following:

- the father of the child
- the spouse/civil partner/cohabitant of the birth mother/adopting parent of the child
- the spouse/civil partner/cohabitant of the sole male adopter of the child, or
- the parent of the child, under section 5 of the Children and Family Relationships Act 2015, where the child is a donor-conceived child.

Paternity leave is available for stillbirths after 24 weeks of pregnancy. This leave is available to permanent/fixed-term/non-casual substitutes and regular part-time teachers.

## How much paternity leave am I entitled to?

With effect from September 1, 2016, registered teachers are entitled to a single period of two consecutive weeks' paid paternity leave. In the case of multiple births, or where more than one child is being adopted at the same time, the maximum of two consecutive weeks' leave still applies.

## When can I take paternity leave?

Paternity leave may commence at any time from the date of birth or date of placement of the child to 26 weeks thereafter.

## How do I apply for paternity leave?

There are two steps involved in applying for paternity leave.

### Step 1

The relevant parent must notify their employer of their intention to take paternity leave not less than four weeks before the commencement of such leave and provide their employer with the following:

In the case of a birth:

- a copy of the medical certificate from a registered medical practitioner confirming the pregnancy and specifying the expected date of birth of the child concerned, or
- a copy of the birth certificate where notification is given after the birth.

In the case of an adoption:

- a declaration/official placement order, or
- a copy of the placement certificate where notification is given after the date of placement.

### Step 2

The relevant parent must complete the application form at Appendix A – located at the back of circular letter 0057/2016 – as soon as possible, but no later than seven days after the commencement of the leave, and forward it to their employer with a copy of the birth certificate/official placement order for the child.

## Am I entitled to be paid while on paternity leave?

In order to claim Paternity Benefit from the Department of Social Protection, Class A PRSI contributors should complete the PB1/PB2 form and submit it directly to the Department of Social Protection six weeks prior to the commencement date of the period of paternity leave.

For full details on the revised Paternity Leave Scheme for Registered Teachers, please refer to circular letter 0057/2016. For more information, see [www.asti.ie](http://www.asti.ie).

# RSTA IN RECRUITMENT MODE

Joining the RSTA means joining the campaign to safeguard the welfare of retired teachers.

The RSTA extends a warm welcome to newly retired teachers who have recently joined us, and encourages every retired teacher to use the application form below to join your colleagues in seeking the accelerated restoration of pension and the safeguarding of the welfare of retirees. This requires numerical strength urgently. The need to belong to an organised group was never greater, as recent issues that have materialised prove. The cost is minimal and the cause is urgent.

### Subscriptions

The RSTA urges members who pay their subscription annually by cheque to change the timing of their payment to coincide with the start of the RSTA membership year (September). Members are requested to use the form below to forward their subscription to the National Treasurer.

Finally, we wish to express support to our serving colleagues in the ASTI in their current campaign for justice.

## RSTA Membership Application/Renewal

First Name:  Surname:

Address:

Home Phone:  Mobile:

Email:  RSTA Branch:

Annual Subscription €24. Payment options:

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

### PLEASE RETURN COMPLETED APPLICATION FORM TO:

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

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

Please complete in BLOCK CAPITALS using black or blue pen.

To The Manager:  Date:

*(Name of Member's Bank)*

Bank Branch and Full Address:

I hereby authorise and request you to DEBIT my account.

Bank Account No:  National Sort Code (NSC):

Account Name:  with the amount of €24. Amount in words: **Twenty Four Euro**

Frequency: **Annually Until Further Notice** Start Date for payment:

And to CREDIT the account held in the name of: **Retired Secondary Teachers' Association AIB Bank, Sutton Branch**

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

Member's Name & RSTA Branch:

*(To identify the member's payment on the RSTA bank statement)*

Member's Signature:  Date:

**(You can cancel this Standing Order instruction at any time by writing to your Bank. The amount of the payment authorised above may not be altered except by your instruction to your Bank.)**



# MEET YOUR STANDING COMMITTEE REPRESENTATIVES



Deirdre  
MacDonald

**Represents:** Wexford, New Ross, Enniscorthy, Waterford  
**School:** Coláiste Eamonn Ris, Wexford

**I got involved because...**

In my career I found myself working alongside Tony Boland and Michael Waddel, two trade unionists with few peers. They taught me the value of strategic thinking and activism in bringing about change in the lives of teachers.

**The ASTI's biggest priorities right now are...**

1. Salary parity for the new entrants to the profession.
2. Ensuring that our members' pay is restored sooner rather

than being long fingered in pay agreements. Working conditions are vital. A working environment which demonstrates and promotes teacher well-being will play a significant part in ensuring a quality education system for all concerned.

3. Making sure that our exam system remains of high quality, objective and impartial.

**People may not know...** I absolutely love music, especially classical and jazz. I sing with a choir, which takes part in international choral competitions both in Ireland and Europe, a number of which we have won!



Ann Piggott

**Represents:** Cork South, Carbery  
**School:** Pobal Scoil Inbhear Scéine, Kenmare, Co. Kerry

**I got involved because...** I like the concept, idealism and principles of trade unionism. I abhor injustice and in a world where workers are exploited for profit and greed, I detest the right-wing neoliberal agenda.

People have the power to alter circumstances by joining together; this can be achieved through untainted and genuine trade unionism.

**The ASTI's biggest priorities right now are...**

We must ensure the continuation of a Junior Cycle examination that is wholly marked externally and anonymously, an exam that is independently overseen and moderated by a system that applies a consistent, common and fair marking scheme to all students.

Austerity measures introduced in recent years have been detrimental to the teaching profession, particularly the situations of newly qualified teachers. Two people doing the same job, yet on different basic pay scales, is nothing short of

discrimination. Younger teachers with a few hours of work each week, no allowances and other precarious working conditions are challenges that the ASTI must confront.

Teachers have voted overwhelmingly to reject the extra 33 unproductive hours. Advantage was taken of the recession to add to an already frantic work schedule. Teachers give many surplus hours willingly each week for extra-curricular activities, preparation, correction, dealing with students' problems and much more. They never resent giving free time, yet the Government insists on imposing extra hours. We must vehemently hold our stance on this issue.

**People may not know...** As a teacher you have the power to change the world. On a daily basis you influence young people brimming with boundless energy. My students were instrumental in the release from jail of Colombian trade unionist and human rights activist Rosalba Gaviria Toro. She visited Ireland specifically to meet them. The biggest issue now involves Qatar. More than 7,000 workers will die in the 2022 World Cup preparations. You and your students can become involved. See [www.playfairqatar.ie](http://www.playfairqatar.ie).



# Take a bow



**The ASTI Achievement Awards**  
recognise the outstanding contribution teachers make to  
schools, students and society.

Nominate an outstanding teacher or teaching team for their achievements  
in school or outside their professional life

The ASTI Achievement Awards recognise teachers in three categories:

**The Outstanding Teacher Achievement Award**  
recognises the contribution of individual teachers to their schools and education

**The Outstanding Teacher Team Achievement Award**  
recognises the contribution of a team/group of teachers to their school and education

**The Outstanding Individual Achievement Award**  
recognises the outstanding achievement of individual teachers outside their professional life

Log on to the ASTI website to find out more or to nominate a colleague.

The closing date for applications is  
Friday, February 10th, 2017

[www.asti.ie](http://www.asti.ie)  
1850-418400  
[www.twitter.com/astionion](https://www.twitter.com/astionion)  
[www.facebook.com/astiteachers](https://www.facebook.com/astiteachers)



## Students to vote on new award for young adult writing

One-time second-level teacher Dave Rudden is included on the shortlist for a new award for writing for young adults being inaugurated this year by the School Library Association in the Republic of Ireland (SLARI). Titles for the Great Reads Award (GRA) are shortlisted by school librarians and teacher librarians, and the winners will be chosen by readers in post-primary schools. Rudden's title, *Knights of the Borrowed Dark*, shares the shortlist for the junior category of the Award with Irish writers Moira Fowley-Doyle and Christine Hamill and American Gavriel Savit. ASTI member and SLARI Committee member Breege O'Brien is encouraging schools to get involved: "The Awards were set up specifically for second-level students, and are organised to run in the first half of the school year. The aim is to engage young adults with writing for their age group in a way that helps them to become more discerning readers. This is a supported, structured reading programme that schools can participate in to whatever degree they wish. Schools can register groups, or if their schools are not participating, young people in second-level schools can register as individuals. There will also be a prize for the school that submits the most score sheets".

Information about the Award, including resources, how to register so that students can vote, and details of discounts available to schools ordering the shortlisted titles, is available at [www.greatreadsaward.ie](http://www.greatreadsaward.ie), #GRAIrl, or by emailing the SLARI Secretary at [secretary@slari.ie](mailto:secretary@slari.ie).

## Generation Euro Students' Award launched

The Central Bank of Ireland has launched its annual search to find Ireland's brightest young economists, as part of its national schools competition, the Generation Euro Students' Award.

The competition calls on transition year and fifth-year students to simulate the role of the European Central Bank's Governing Council in determining the appropriate monetary policy decisions for the Euro area. Teams can consist of three to five students, with a nominated teacher acting as mentor. Participants are tested over three different rounds. The first round, consisting of an online quiz on the role of the ECB and the Eurosystem, is available to take now.

Successful teams will proceed to the second round, where they are asked to analyse economic conditions and determine what they believe to be the appropriate interest rate for the Euro area. Three finalists will be chosen to attend the National Finals in March 2017, where they will present their findings to a panel of senior economists at the Central Bank.

The winning team and teacher will then travel to the ECB in Frankfurt for an award ceremony, where they will meet ECB President Mario Draghi and the other winning teams from across Europe.


To register for the competition, teams should visit [www.generationeuro.ie](http://www.generationeuro.ie). The closing date for registration and for completing the first round of the quiz is December 2, 2016.

## Opportunities abroad with Suas


Suas Educational Development seeks team co-ordinators, development co-ordinators and teaching support co-ordinators to lead and support teams of volunteers in India and Zambia in summer 2017. In a challenging environment in the global south, co-ordinators play a vital role by supporting volunteers, exploring development issues and developing their teaching skills. Co-


ordinators will be involved in the design and delivery of the programme from January through to June, before going overseas for seven- or 11-week placements. This is a voluntary role – training, overseas expenses and a stipend are provided. To apply, please send a CV and cover letter to [alex@suas.ie](mailto:alex@suas.ie). For further information on each role, please download the information pack at [www.suas.ie/volunteer-programme-coordinators](http://www.suas.ie/volunteer-programme-coordinators).

The deadline for applications is midnight, Wednesday, December 7, 2016.



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- MA in Applied Linguistics (online/on-campus/blended)
- MA in German Language and Culture in Europe
- M.A. in Christian Leadership in Education
- M.A. sa Ghaeilge
- MA in European Thought and Culture
- M.A. in History
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**FURTHER INFORMATION**

[www.mic.ul.ie/postgradstudies/Pages/default.aspx](http://www.mic.ul.ie/postgradstudies/Pages/default.aspx)

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[www.mic.ul.ie](http://www.mic.ul.ie)



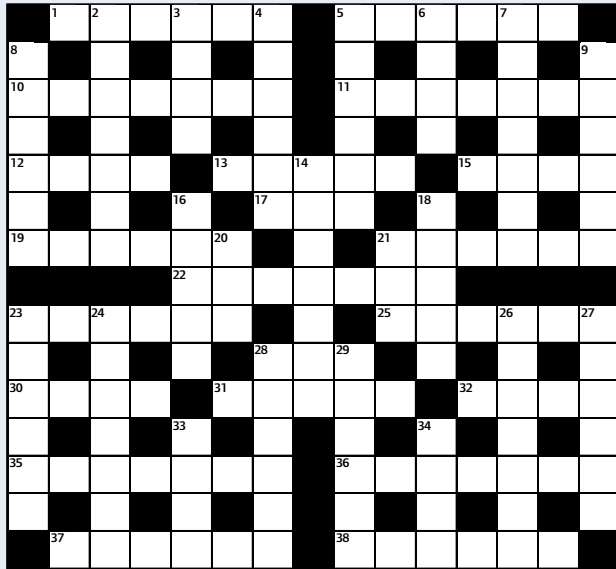


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ASTIR CROSSWORD NO. 1605

**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. 1605, Think Media,  
The Malthouse, 537 NCR, Dublin 1.

To arrive by: Monday, December 12, 2016

**CLUES ACROSS:**

- 1 Esoteric (6)
- 5 A tense Upper House (6)
- 10 Shrub with pink, purple and white flowers if such a mix is possible (7)
- 11 Augustus, Napoleon, Hirohito or even a butterfly! (7)
- 12 Pull apart the eye drop! (4)
- 13 "Tread softly because you tread on my dreams", he wrote (5)
- 15 Make a long story short (4)
- 17 Brief text? (3)
- 19 Move unsteadily through Dublin (6)
- 21 I snoop around this toxic substance (6)
- 22 Warning at sea but not a clear one (7)
- 23 Dee got the flu and strangely was energised! (6)
- 25 Moral code (6)
- 28 A soap romance will favour at least one (3)
- 30 Desert (4)
- 31 & 23 down: Secretary General to 2 down (4,1,6)
- 32 The spa nests between two extremities (4)
- 35 Learner going east from French port (7)
- 36 See (7)
- 37 The divine drink could result in a trance (6)
- 38 Jack Worthing's alias (6)

**CLUES DOWN:**

- 2 and 9 down: Education & Skills Minister (7,6)
- 3 Furthermore (4)
- 4 A camera session gets rid of all traces (6)
- 5 Sounds like money for fragrances (6)
- 6 Provides a very necessary support to schools (4)
- 7 These long-winded rants could be a disaster (7)
- 8 It has its standards in English education (6)
- 9 See 2 down
- 14 Sounds like I'm in favour of a jar (7)
- 16 Put off being freed (5)
- 18 Lasts for weeks! (5)
- 20 The angler oddly has the perfect gear (3)
- 21 Before, before a word (3)
- 23 See 31 across (6)
- 24 ASTI President (2,5)
- 26 Wow (7)
- 27 Has a hunch (6)
- 28 Peter's confusion can be a royal pain (6)
- 29 Stressed and uptight (2,4)
- 33 Take five! (4)
- 34 First name of Minister of State for Training, Skills and Innovation (4)

**Solution to ASTIR Crossword No. 1604**

**Across**

- 1. Brexit
- 4. Measures
- 9. Rueing
- 10. Egomania
- 12. In the
- 13. Financial
- 15. Nee
- 16. Ovoid
- 17. Vamped
- 22. Astral
- 24. Eaten
- 27. Vir
- 28. Up in smoke
- 31. Geese
- 32. Largesse
- 33. Entire
- 34. Conceits
- 35. Cygnet

**Down**

- 1. Burritos
- 2. Election
- 3. Innuendos
- 5. Egg on
- 6. Simon
- 7. Renoir
- 8. Stable
- 11. If ever
- 14. App
- 18. Mulvey
- 19. Emergency
- 20. Athenian
- 21. Interest
- 23. Tom
- 25. Public
- 26. Kieran
- 29. Siege
- 30. Onset

**Did you miss?**

- Update on ASTI industrial action 8
- Teachers' mental health 18

**CONGRATULATIONS**

Congratulations to the winner of Crossword No. 1604: **Norah Martyn, Marian College, Lansdowne Road, Ballsbridge, Dublin 4, Dublin South 1 Branch.**



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You could save up to €567\* by switching from VHI Health Access to the Irish Life Health Be Fit 1 plan, or €482\* if you switch to the GloHealth Best Smart Teachers plan.

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\*Savings figures based on price comparison from the Health Insurance Authority correct as at 01/11/16. Irish Life Health dac is regulated by the Central Bank of Ireland. GloHealth Financial Services Ltd trading as GloHealth is regulated by the Central Bank of Ireland. Vhi Healthcare Limited trading as Vhi Healthcare is regulated by the Central Bank of Ireland. Cornmarket Group Financial Services Ltd. is regulated by the Central Bank of Ireland. Cornmarket is part of the Great-West Lifeco group of companies, one of the world's leading life assurance organisations.