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# ASTIR

Association of Secondary Teachers, Ireland



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## The values of education

I have been a teacher for many years and through the ASTI have got to know many other teachers working in a variety of school types. In that time I have found that the fundamental questions about why we choose teaching as our chosen profession can be distilled into three facets of education.

**Knowledge:** Teachers have a love of knowledge, and through their collective experience have seen the huge potential it provides for the development of the individual intellectually, and the advancement of society collectively, culturally, economically, politically and sustainably. This requires students to engage with more challenging subject material, which affords the learner breadth and depth of understanding of the subject.

The integrity of subject matter is very important and a 'one size fits all' approach will serve no one well, least of all students who chose different subjects for this very reason. Purpose cannot be divorced from content; skills and competencies can only be developed in tandem with sufficiently challenging subject matter. This approach does not exclude the transposition of material from one discipline to another.

**Equality of opportunity:** The 1916 Proclamation, of which our founder Thomas MacDonagh was a signatory, declares the right to equal opportunities for all. This is a value we hold dearly. Senior Cycle should provide an opportunity for all students, irrespective of socio-economic or cultural background, to access a pathway to their chosen career. We are duty bound to maintain a system which is insulated from any possibility of outside intervention that would further advantage those already greatly advantaged.

**Personal growth and development:** This is perhaps the most complex and important objective of education. Success and failure are part and parcel of a full experience of learning. Resilience cannot be taught; it is like immunity, it has to be built through exposure and experience. The ability to work with others, in a different way and dynamic, is affirmative for all concerned. Extra-curricular activities provide the opportunity to learn and finesse skills of co-operation and team building, transferable skills for active citizenship. Everything that matters and adds to the growth of the person does not need to be formally planned and reported on.

### Workload

Despite huge underinvestment – Ireland ranks last of 35 countries in investment in education as a % of GDP – we achieve highly in the PISA assessments (OECD). This demonstrates that we are a flexible, cogent, committed and resilient profession, which has maintained high standards despite many obstacles. However, the burden of initiative overload and gross under-resourcing must stop. This is an unsustainable state of affairs, with serious consequences for education and the professionals in it. Teachers can no longer fill the enormous shortfall at the expense of their health and welfare. We know our responsibilities, but we have rights too.



## Budget 2020 – a missed opportunity

Notwithstanding that it was planned under the shadow of a no-deal Brexit, Budget 2020 was unduly cautious and an utter disappointment. No cushion was provided for PAYE taxpayers to help them cope with the higher prices and other costs that could follow Brexit. Much more could also have been done for second-level education. Something will have to be done about the fact that Ireland ranks last of 35 countries for investment in second-level education as a percentage of GDP. Teachers are enduring an enormous and unsustainable workload. Students are missing out on key education services. As minimal measures, restoration of guidance and counselling teaching for students to pre-crash levels should have been achievable, and a further increase in restoration of middle management posts for schools would have been a welcome boost. It was also extremely disappointing that Minister Paschal Donohoe did not take the opportunity to address the proposals currently being pursued by the Revenue Commissioners to effectively abolish the flat rate expenses claim regime by making claims by workers (including teachers) for incidental expenses unwieldy and impractical. The ASTI has made a major submission to the Revenue Commissioners, together with our colleague teacher unions, calling for retention of the current system.

### Education (Student and Parent Charter) Bill 2019

At the time of writing, the Education (Student and Parent Charter) Bill 2019 has passed the second stage in Seanad Éireann. The proposed legislation will require every school to publish and operate a Student and Parent Charter in accordance with national guidelines. These guidelines will be published after consultation with the education partners, including the ASTI. Even the title of the Bill screams out the scale of a missed opportunity. Schools are vibrant learning communities that rely on full equality of participation of all stakeholders. The ASTI has a long track record in promoting equality, democratic participation and transparency in all that schools do. It matters that the experience of schooling is one of support in the most positive and open fashion possible, and ASTI members work in partnership with students and parents in fashioning the culture and policy platform of a school. This Bill ignores these realities. The assertion by the Minister for Education and Skills in the press statement that heralded the legislation that "It will be similar to a customer service charter" adds to one's dismay. Notwithstanding these reservations, the Bill promises to address the necessity to introduce statutory provisions that provide for procedures for dealing with grievances of students (over 18) or their parents relating to the school. This is something that the ASTI has supported in order that such procedures will align with the provisions of the Teaching Council Act. The ASTI will continue to keep a watchful eye on the passage of this Bill and has made appropriate representations. We will participate fully to ensure that the discussions provide workable and fair procedures.



## Edmund Rice leadership symposium

Leaders from various Edmund Rice institutions and ministries from 15 different countries, including ASTI member Edmond Hussey of Christian Brothers College, Cork, were invited to attend the inaugural International Edmund Rice Leadership Symposium in Lima, Peru, in June 2019. The symposium explored mission, theology, leadership, spirituality, and leading the Edmund Rice movement. It is an initiative of Edmund Rice Education Beyond Borders (EREBO) in collaboration with the Congregation of the Christian Brothers.



*Irish delegates at the Inaugural Edmund Rice International Leadership Symposium in Lima, Peru.*

The theme for the symposium was ‘Caras del Mundo’, meaning ‘Faces of the World’. In the three weeks the delegates were hosted in a retreat centre called Casa de Espiritualidad San Jose de Cluny, where they delved deeper into the charism of Blessed Edmund Rice and the spirituality of care and compassion that thrives in their institutions. They acknowledged the richness and strengths of their foundation and contemplated the future through the Edmund Rice movement.

The moderators for the Symposium were Ray Paxton (National Director, Edmund Rice Education Australia), Aiveen Mullally (Lecturer, Marino

Institute of Education) and Br Hugo Caceres (Regional Leader, Christian Brothers).

Through the constant sharing and deliberations, the participants realised that they were a part of a rich and noble history where institutes were founded and run on the principles of presence, compassion and liberation. The way forward for everyone in the family of Edmund Rice lay in sharing the wisdom and collaborating globally with one another to help many more children nurture and grow with these values and lead a good life.

## ASTI supports secretaries’ campaign



*From left: Aidan Greene (teacher at Loreto Crumlin), Kieran Christie (ASTI General Secretary), Alison Wilson (Fórsa member), and Deirdre Mac Donald (ASTI President). ASTI members supported Alison, who took industrial action in September. The ASTI supported Fórsa’s industrial action in pursuit of improved pay and conditions for school secretaries funded through the Ancillary Services Grant system. The industrial action took place on Friday, September 20, with a one-hour strike and the commencement of a work to rule. For more information, see [www.forsa.ie](http://www.forsa.ie).*



  
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Suzanne Shanley, Peter Kelly, and Lorraine Thompson attended the seminar on school leadership and management.



Faustina McLoughlin, Mary Sheridan, and Rosaleen Doherty attended the seminar on school leadership and management.

## ASTI training

ASTI seminars on school leadership and management took place in Limerick in September, and in Dublin in October. The seminars focused on the four domains of leadership as set out in Circular 03/18: leading teaching and learning; managing the organisation; leading school development; and, developing leadership capacity. Advice on completion of the application form and preparation for the interview were also included. Training for ASTI school stewards also took place around the country in September and October. ASTI school steward training days provide

practical support for the school steward team in schools. Topics addressed include:

- the role of the school steward
- complaints against teachers and disciplinary procedures
- contracts
- leave for teachers
- conducting school ballots, and
- update on equal pay and other national issues.

For more information on ASTI training and events, see [www.asti.ie/events](http://www.asti.ie/events).

## School strike for climate action



From left: Ann Piggott (ASTI Vice President), Deirdre Mac Donald (ASTI President), Feargal Brougham (INTO President), and Breda Lynch (ASTI Immediate Past President) attending the School Strike for Climate Action.

The ASTI supported the school strike for climate action in September. The union called on school management bodies and local school management to facilitate students and teachers to collectively take part in the school strike for climate action global day of action on September 20.

## Paid parental leave

Parents of babies born or adopted after November 1, 2019, will soon be entitled to two weeks' paid parental leave during their child's first year. As this *ASTIR* goes to print, draft legislation to enact the leave is working its way through the Houses of the Oireachtas. For up-to-date information, visit [www.asti.ie](http://www.asti.ie).



## Re-vetting of registered teachers

Over the past year the Teaching Council has engaged with more than 34,000 registered teachers who held the old paper-based vetting result letter. To date, a total of 101,000 teachers have completed e-vetting and now hold the updated National Vetting Bureau Disclosure. A small number of teachers have yet to comply with both stages of the vetting application process, which will have to be completed in advance of their renewal dates. It is anticipated that by the New Year almost all registered teachers will have completed the process and hold the updated vetting.



From left: John Boyle (INTO General Secretary), Feargal Brougham (INTO President), Frank Jones (IFUT Deputy General Secretary), Annette Dolan (TUI Deputy General Secretary), Noel Ward (INTO Deputy General Secretary), Deirdre Mac Donald (ASTI President), and Kieran Christie (ASTI General Secretary).

## Teacher unions together

The ASTI met with the Irish National Teachers' Organisation (INTO), the Teachers' Union of Ireland (TUI), and the Irish Federation of University Teachers (IFUT) recently to discuss Budget 2020 and the challenges faced by everyone in the education system in Ireland.

In light of the fact that Budget 2020 did little to address Ireland's education funding deficit in the coming year, the unions discussed how they would work together in the coming months to campaign for higher investment in education.

Speaking following the release of the *Education at a Glance 2019* report in September, ASTI President Deirdre Mac Donald said: "The OECD has previously stated that in Ireland, investment in education has not kept pace with the increased number of students entering schools. What this means is that there are fewer resources for more students. At a time of initiative overload, schools and teachers are overstretched. How can the Government talk about having the best education system in Europe by 2026 when we continue to lag so far behind when it comes to investment? To be fit for the future we need to address this funding deficit immediately".



## Have we got your up-to-date contact details?

The ASTI regularly sends important information about teachers' employment to members via post, emails and SMS. It is therefore vital that ASTI Head Office has your up-to-date contact details, including:

- your school address
- your home address
- your mobile number, and
- your email address.

If you have changed your school or home address recently, please email your most up-to-date information and contact details to [membership@asti.ie](mailto:membership@asti.ie). Please note that the best time to do this is well before a ballot. For administrative reasons, ballot material is prepared in advance of any ballot voting period. Once ballot papers are issued they cannot be rescinded. Being a member of the ASTI means that you get to participate in important decisions that affect your career, teaching as a profession, and the education service.


Holocaust Education Trust Ireland
History Teachers' Association of Ireland  
Cumann Muinteoirí Staire na hÉireann 

**Holocaust Education Trust Ireland**  
in association with the  
**History Teachers' Association of Ireland**



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



## ASTI Achievement Award 2019 winner John Kiely

John Kiely received the ASTI Outstanding Individual Achievement Award for his outstanding contributions to the GAA. As well as carrying out his role as principal in Abbey CBS, Tipperary, John led the Limerick senior hurling team to their first All-Ireland title in 2018. From left: Kieran Christie (ASTI General Secretary), Mary Lysaght (Tipperary Branch), Tony Gleeson (Tipperary Branch Treasurer), Annette Flanagan (incoming Tipperary Branch Chairperson), John Kiely (ASTI Achievement Award recipient), Deirdre Mac Donald (ASTI President), Janet de Souza (incoming Tipperary Branch Secretary), and Noel Buckley (Tipperary Branch Chair).



From left: Diarmaid de Paor (ASTI Deputy General Secretary), Deirdre Mac Donald (ASTI President), and Senator Aodhán Ó Riordáin (Labour Party education spokesperson).



From left: Kieran Christie (ASTI General Secretary), Deirdre Mac Donald (ASTI President), and Catherine Martin TD (Green Party education spokesperson).

## Political lobbying

ASTI representatives met with politicians from a number of political parties, including Fianna Fáil, Sinn Féin, the Green Party, and the Labour Party in September and October. Topics raised by the ASTI included Senior Cycle reform, teacher workload, outstanding issues with the new Junior Cycle, the necessity for equal pay, and the exclusionary nature of the proposed Student and Parent Charter. The ASTI continues to regularly meet with political representatives to ensure that they are aware of issues of importance to ASTI members.



ASTI President Deirdre Mac Donald with Fianna Fáil education spokesperson Thomas Byrne TD.



From left: Kieran Christie (ASTI General Secretary), Donnchadh Ó Laoghaire TD (Sinn Féin education spokesperson), and Deirdre Mac Donald (ASTI President).

## Trade union-led conference on Palestinian children

The ASTI is supporting a conference on the theme of *Palestinian Children – Their Right to a Safe and Just Future* in November. Organised by Trade Union Friends of Palestine (TUFPP) to mark the occasion of the 30th anniversary of the UN Convention on the Rights of the Child, the main thesis of the conference shall be that the suffering endured by Palestinian children, including psychological trauma, is not a by-product of the occupation, but is a deliberate policy of the Israeli occupying authorities. The recognition of this demands a significant and appropriate response from the international community.

Invited expert speakers include: Dr Samah Jabr, Head of the Mental Health

Unit, Palestinian Ministry of Health; Defence of Children International – Palestine Director General Khaled Quzmar; Prof. Nadera Shalhoub-Kevorkian, Palestinian feminist activist and author of a forthcoming book on Palestinian children; Israeli human rights lawyer Nery Ramiti; former associated foreign editor of *The Guardian* and founder of Action for Palestinian Children Victoria Brittain; Israeli human rights author and journalist Gideon Levy; and, TUFPP Secretary Eamon McMahon.

The conference will take place on the weekend of November 22-23, 2019. For more information, see [www.ictu.ie/globalsolidarity/palestine/trade-union-friends-of-pa.html](http://www.ictu.ie/globalsolidarity/palestine/trade-union-friends-of-pa.html).

# THE FINAL ASSESSMENT

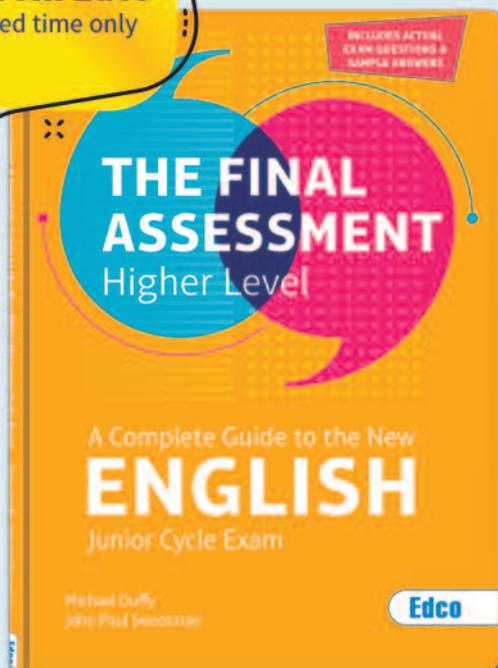
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# ASTI WINS LONG-RUNNING UNFAIR DISMISSALS CASE

**ASTI member Dawn Marie Conaty was supported by the union in her successful case against her employer.**

A long-running unfair dismissals case involving determinations from the Labour Court and the High Court came to a successful conclusion for ASTI member Dawn Marie Conaty last July. Dawn Marie was originally employed without contract in Malahide Community School in August 2013. She was requested to sign a contract in October 2015 whereby her employment would be regarded as being under the terms of a ‘fixed-term’ contract and not as a permanent employee, as had been her actual status by dint of her having more than one year’s continuous service in the school.

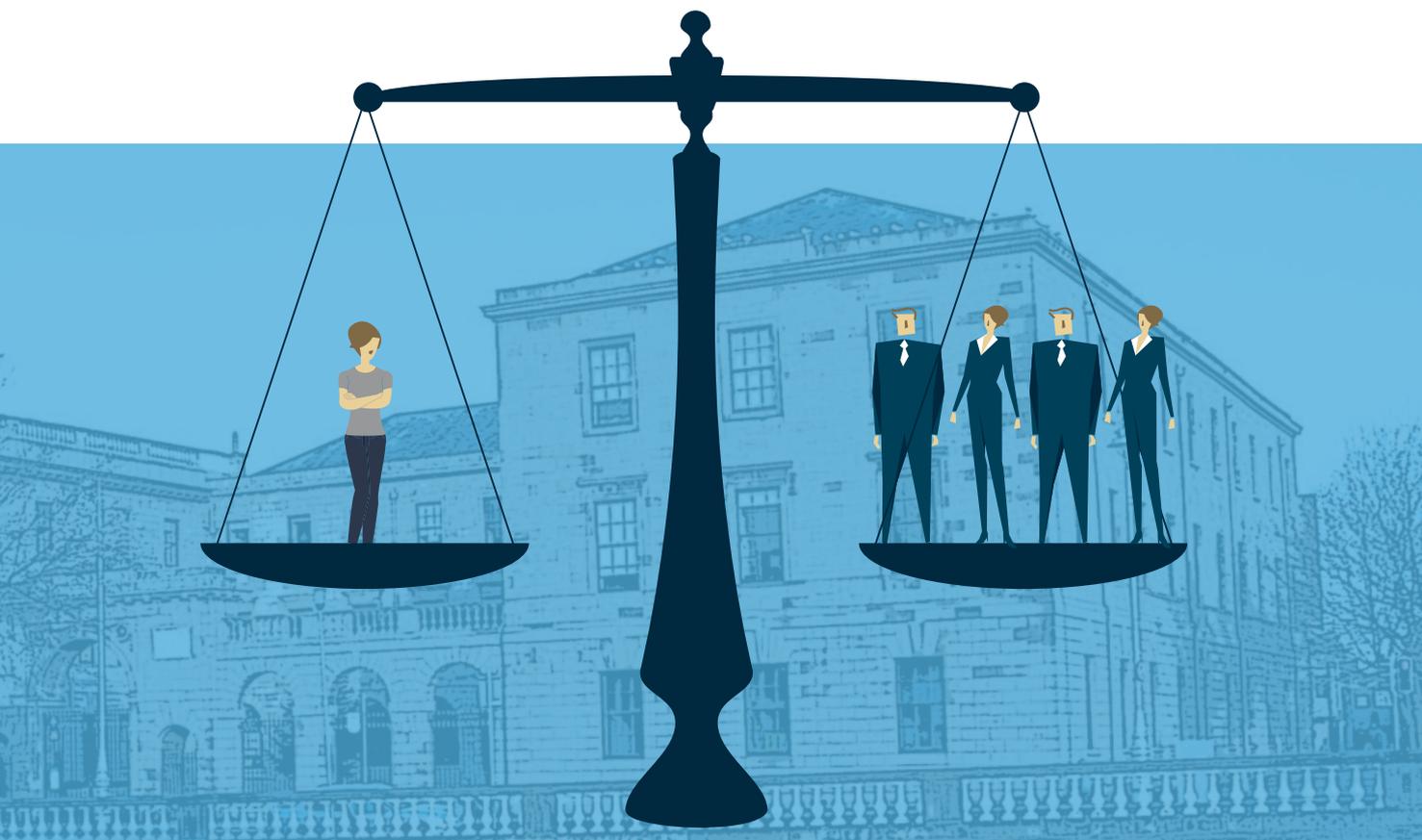
While there are several strands to this case, one of those strands was the fact that Ms Conaty was not aware at the time that she was signing away her accrued rights. When signing the document in October 2015, she was not advised of her legal rights or informed to take appropriate advice. She assumed it was a mere formality.

Arising from her perceived status as a fixed-term teacher, from the perspective of her employer, she was not re-engaged by the school in 2016.

## **Unfair dismissal**

With ASTI assistance, Dawn took a claim for unfair dismissal under the Unfair Dismissals Acts to the Workplace Relations Commission in October 2016. After two hearings, a disappointing decision was issued in May 2017. Section 2(2) of the Unfair Dismissals Acts permits limited exclusions from the Acts. The adjudicator determined that the provisions of that section of the Acts applied in this case and, as such, the Unfair Dismissals Acts did not apply. The ASTI believed that the adjudicator’s decision erred in law and in fact when interpreting that provision.

The ASTI initiated an appeal to the Labour Court. The hearing took place in October 2017 and, in a favourable outcome, the court overturned the determination of the adjudication officer. The court found that the complainant was employed on a permanent contract prior to signing the fixed-term contract, and pointed out that this change in status was not brought to her attention. The court noted that her employer was not even aware of her employment status and therefore was not in a position to



ensure that she gave informed consent.

The court was aware that Ms Conaty was by that stage teaching elsewhere. However, acting on her preferred form of redress to be re-instated in her position, they directed the school to re-engage her from the commencement of the 2018/2019 school year, without loss of her prior service.

### Waiver

An aspect of the matter that was to become important to the later determinations was that when entering into her 2015/2016 contract with the school, she signed a contract that contained a waiver, or exclusionary principle. This purported to remove her right to take a claim under the Unfair Dismissals Acts when her dismissal consisted only of the expiry of her fixed-term contract. The Labour Court ruled that the waiver provision in the context of Ms Conaty's case was ineffective and, because her permanent contract pre-dated the fixed-term contract, the earlier contract was to prevail.

### Appeal

Following this ruling the school appealed the Labour Court's Determination to the High Court, citing a point of law.

In March 2018, Justice O'Regan in the High Court remitted the case for reconsideration by the Labour Court. Essentially, the Labour Court was asked to make clearer the correct principles of law that were applicable by looking again at issues relating to the waiver clause and other matters.

Again, in June 2018, the Labour Court ruled in Ms Conaty's favour. An application by the school to put a stay on the implementation of the determination pending the outcome of an appeal was refused by the High Court and Ms Conaty was re-engaged.

The school proceeded with an appeal to the High Court in May 2019 on grounds that the High Court judge described as "beguiling in their simplicity". Judgment in the matter was delivered in July 2019. Among the issues raised by the school in its appeal were that there was no legal obligation to advise Ms Conaty that she was relinquishing her rights under

the Acts, the decision by the Labour Court not to run the second hearing on a *de novo* basis, and that a differently constituted division of the Labour Court should have dealt with the matter.

### Finding

In his finding, Justice Simons said that the protection afforded to employees under the Unfair Dismissals Act is more robust than the school's submission appears to suggest. He made a finding of fact that the teacher was not advised she was relinquishing rights under the Unfair Dismissals Act when signing the fixed-term contract. He said: "It appears that both the school and the teacher were labouring under the misapprehension that she had not acquired a right to permanent employment under the Unfair Dismissals Act".

Judge Simons found that the contract in question "would have to include an express acknowledgement to the effect that the employee was relinquishing their acquired right to the protection of the Act". This is part of the implied obligation of mutual trust and confidence between an employer and employee, which is necessary "to reflect the unequal bargaining power between an employer and employee".

The judge took further issue with the use of a fixed-term contract, highlighting that such a contract needed to consider the entire employment history of an employee. In this instance he said that: "It would be unreal to treat the employment under the contract of October 2015 as a new employment". With regard to the approach taken by the Labour Court, Justice Simons said that: "The Labour Court had some flexibility as to the procedure which it adopted, subject always to the overarching obligation that the procedure be fair" and said that there is "nothing in the approach adopted by the Labour Court on the resumed hearing which could be characterised as failing to comply with fair procedures".

The appeal was dismissed with costs awarded against the school. The case had come to a conclusion. The ASTI welcomes the outcome of the case and commends Ms Conaty for her tenacity, fortitude and determination to see justice prevail.

# CURRICULUM UPDATE – FRAMEWORK FOR JUNIOR CYCLE

## Members should be aware of changes at Junior Cycle.

### What’s happening this year?

September 2019 is the final year in which new subject specifications for the Framework will be introduced. Circular 55/2019 sets out the changes for the current school year.

- New specifications: Technology subjects – Applied Technology, Engineering, Wood Technology, Graphics; Religious Education, Jewish Studies; and Classics.
- Students can take the three Wellbeing short courses – CSPE, SPHE and PE – in addition to a maximum of four short courses in other areas.
- Key dates for Classroom-Based Assessments (CBAs) and Subject Learning and Assessment Review (SLAR) meetings have been published by the National Council for Curriculum and Assessment (NCCA) (see table).
- CSPE – June 2019 was the final year in which students sat the Junior Cycle examination for CSPE. The NCCA site – [www.curriculumonline.ie](http://www.curriculumonline.ie) – provides the specification for the new 100-hour short course.
- Schools are currently required to provide a minimum of 300 hours to the Wellbeing programme. The Junior Cycle Wellbeing Programme includes the three short courses of CSPE, SPHE and PE, plus other areas of learning, which reflect the six Wellbeing Indicators.
- Level 2 Learning Programmes are available for special educational needs (SEN) students with general learning difficulties/needs in the low mild to high moderate range. Some SEN students will combine Level 2 Priority Learning Units with a Level 3 subject State examination and CBAs or a Level 3 short course.

### What are the issues for the ASTI?

The outstanding issue for the ASTI remains the timing of the SLAR meetings. The ASTI has advised members that SLAR meetings should be scheduled within a school’s timetable. A limited

number of meetings may run beyond school tuition hours for some of the duration of the meeting. Following discussions at the Junior Cycle Implementation Committee, the Department has proposed to develop a protocol to “ensure that arrangements for the holding of SLAR meetings are improved, while respecting the terms of the 2015 Joint Statement on Principles and Implementation”. At the time of going to press, arrangements are being made for a ballot on the holding of SLAR meetings. A special *Nuacht* on the ballot will issue to members in their schools.

## Key dates for Junior Cycle Classroom-Based Assessments 2019/2020

The window within which schools can complete CBAs, SLAR meetings and Assessment Tasks (where relevant) is provided below. CBAs must be completed within the time period allocated (e.g., three weeks, four weeks) as specified in the Assessment Guidelines for each subject. The SLAR meeting should take place no more than a month after completion of the CBA.

### STUDENT COHORT 2017-2020 (THIRD YEARS)

Junior Cycle **English, Science, Business Studies, Modern Foreign Languages, Visual Art and Gaelige** Classroom-Based Assessments and Assessment Task (where applicable)

Friday, Nov. 22, 2019	CBA1 <b>GAEILGE</b> date for portfolio completion
Friday, Nov. 29, 2019	Latest date for award of provisional descriptors by the teacher
Friday, Dec. 6, 2019	Latest date for completion of SLAR and for award of final descriptors by the teacher
Monday, Sept. 9, 2019 – Friday, Nov. 29, 2019	CBA2 <b>VISUAL ART</b> window for completion
Friday, Dec. 6, 2019	Latest date for award of provisional descriptors by the teacher
Friday, Dec. 13, 2019	Latest date for completion of SLAR and for award of final descriptors by the teacher
Monday, Nov. 18, 2019 – Friday, Mar. 13, 2020	CBA2 <b>SCIENCE, BUSINESS STUDIES</b> window for completion
Friday, Dec. 6, 2019	CBA2 <b>ENGLISH, MFL</b> earliest date for collection/portfolio completion
Friday, Mar. 13, 2020	Latest date for collection/portfolio completion
Monday, Jan. 6, 2020 – Friday, Mar. 13, 2020	CBA2 <b>GAEILGE</b> window for completion
Monday, Jan. 6, 2020	Earliest date for commencement of Assessment Task
Monday, Mar. 23, 2020	Latest date for completion of Assessment Task
Friday, Mar. 27, 2020	Latest date for award of provisional descriptors by the teacher
Friday, April 3, 2020	Latest date for completion of SLAR and for award of final descriptors by the teacher

### STUDENT COHORT 2018-2021 (SECOND YEARS)

Junior Cycle **English, Science, Business Studies, Modern Foreign Languages, Visual Art, Maths, Music, History, Geography, Home Economics** Classroom-Based Assessment 1

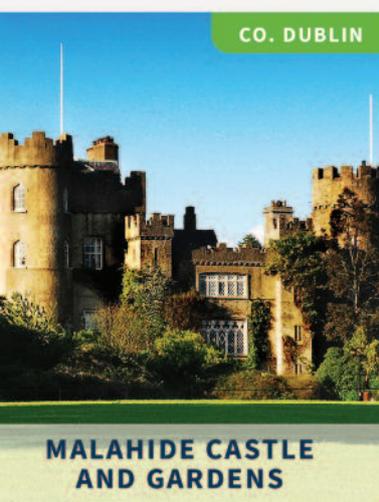
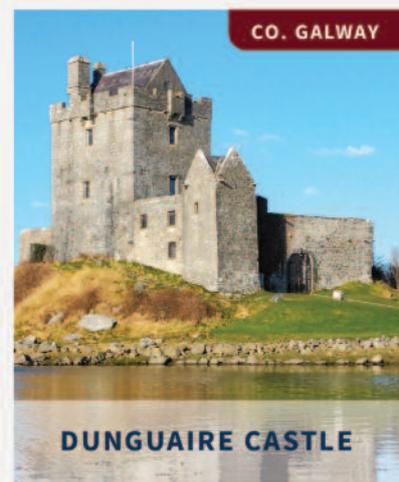
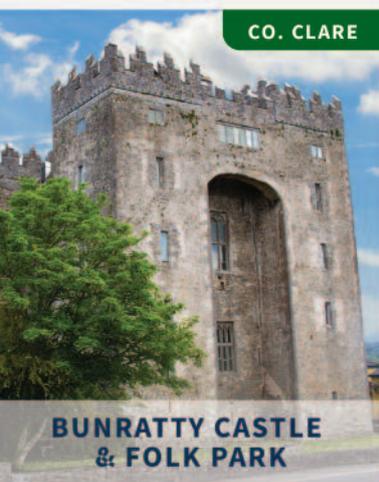
Monday, Jan. 6, 2020 – Friday, May 15, 2020	CBA1* window for completion <b>ENGLISH, SCIENCE, BUSINESS STUDIES, MODERN FOREIGN LANGUAGES, VISUAL ART, MATHS, HISTORY, GEOGRAPHY</b>
Friday, May 15, 2020	CBA1 <b>MUSIC</b> latest date for portfolio completion
Monday, Nov. 4, 2019 – Friday, May 15, 2020	CBA1 <b>HOME ECONOMICS</b> window for completion
Wednesday, May 20, 2020	Latest date for award of provisional descriptors by the teacher
Wednesday, May 27, 2020	Latest date for completion of SLAR and for award of final descriptors by the teacher

\* A 14-week window is available for Visual Art CBA1 with themes issued by the NCCA on January 6, 2020.

# CURRICULUM ENHANCING SCHOOL TOURS



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# CURRICULUM UPDATE: SENIOR CYCLE

There have been a number of developments in the proposed review of Senior Cycle.

## Senior Cycle review

### What has happened so far?

Last year, 41 schools took part in a consultative process on the Senior Cycle curriculum focused on two broad themes: the purposes of Senior Cycle education; and, pathways and progression. This school-based consultation was supplemented by regional seminars at which the ASTI had strong representation. The National Council for Curriculum and Assessment (NCCA) commissioned the Economic and Social Research Institute (ESRI) to prepare a report – Student, Teacher and Parent Perspectives on Senior Cycle Education – based on the 41-school consultation process. The NCCA consultation paper is also based on the latter process.

### Key findings

Responses:

- there is much that is valued in the current Senior Cycle and there are high levels of public trust and confidence in the quality of education young people are receiving
- student-teacher relationships are generally good and strengthen during

Senior Cycle as students mature

- a range of learning opportunities are available – Leaving Cert, Leaving Certificate Applied (LCA), Leaving Cert Vocational Programme (LCVP), and Transition Year, and
- students have many opportunities to contribute to their school and the wider community.

Problematic areas:

- as Senior Cycle progresses, a focus on the Leaving Certificate examination often dominates teaching and learning
- there is often an over-emphasis on the traditional Leaving Certificate, and excessive media focus on the very highest achievers
- the focus on examination achievement leads to stress for students and teachers alike
- there is a need for additional pathways to widen opportunities for vocational learning
- there is a need for better career guidance to support students' decision-making, and
- there is a need for broader approaches to assessment to complement written examinations.

### What are the issues for the ASTI?

The ASTI is concerned that a wider consultation process take place on Senior Cycle education. Teachers need to be at the heart of the consultation process rather than considered as another one of the education stakeholders. There is a widespread perception among teachers that the voice of teachers was marginalised in the regional meetings supplementing the 41-school-based consultation process. Teachers felt marginalised and alienated during the reform process at Junior Cycle and the ASTI is determined that this will not happen again. The ASTI's efforts to ensure that teacher professionalism is accorded space and status include commissioning independent research on the Senior Cycle review process (see page 16) and making a submission to the NCCA on Leaving Cert reform.

### ASTI submission to the NCCA – key points

- There is a need for more evidence to underpin any change proposals.



- There is a need for a full and proper evaluation of the Framework for Junior Cycle before any proposals for Senior Cycle are brought forward. It is premature to do so now, as the Framework has not been bedded down and evaluated.
- There is a need for a wider consultation model. The recent decision by Minister McHugh regarding history at Junior Cycle level shows that there was inadequate consultation prior to implementation.
- Planning: The design and implementation must be an integral planning process, not sequential.
- CPD/training: It goes without saying that CPD and training must be extensive and fit for purpose. The Professional Development Service for Teachers (PDST) model rather than the Junior Cycle for Teachers (JCT) model is preferable.
- Teachers' time: Teachers will need to be provided with appropriate time to properly implement any forthcoming proposals.
- Resources: If the appropriate resources and infrastructure are not properly invested in, it will not be a success.
- Assessment: The Leaving Certificate must be externally assessed.
- Second components: There is potential for second components. These must be completed in school to protect the integrity of the examination process.
- If a reduction in existing content is required in a subject to accommodate this development, it must be done carefully to avoid undermining the integrity of the individual subject.
- Final examinations should be at least 50-60% of final marks.
- Exams in fifth year: The ASTI will be silent in the submission on this question.
- The ASTI is anxious to protect the integrity of the school year: no terminal examinations should take place in May.
- Transition Year should be available and accessible to all students. It is this aspect of Senior Cycle in which work experience should reside. It is this aspect of Senior Cycle in which modules should reside too. It should be resourced properly and there should be no student/parent contributions required, as is often the case currently.
- LCA/LCVP: The ASTI acknowledges the value of diverse pathways and of these programmes. The ASTI awaits proposals and reviews in relation to these programmes.

- Curriculum:
  - The ASTI believes that each syllabus should have breadth and depth specified.
  - There should be no purely outcomes-based specification and assessment.
  - Future provision must include the current range of subjects.
  - There must be integrated implementation and design.
  - Students should study a minimum of six subjects.
  - The ASTI does not believe that work experience is appropriate in Leaving Certificate – it should reside in Transition Year.
  - There must be no common level papers. Higher and ordinary levels must be maintained.
  - No SCPA (i.e., Senior Cycle equivalent of Junior Cycle Profile of Achievement (JCPA)).
  - No short courses
  - No Classroom-Based Assessments (CBAs).
  - No modules.
  - Enhanced guidance and counselling rather than well-being classes proposals.
- Equality issues: There must be equity of access for all, funding fairness, and equality of opportunity.
- Stress and work practice: The ASTI will evaluate whatever is proposed and its implications for work practice for teachers.



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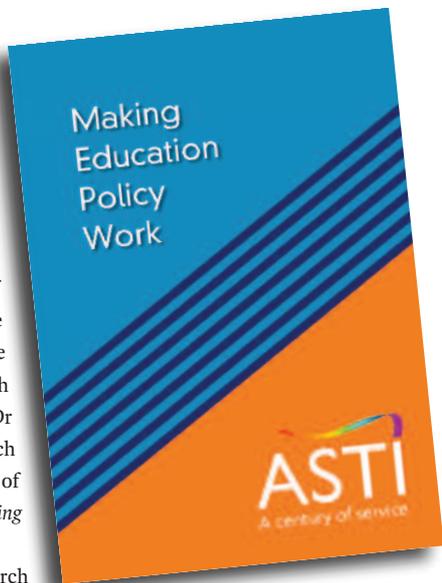
# TIMING NOT RIGHT FOR SENIOR CYCLE CHANGE

Issues such as initiative overload, increasing workload and lack of capacity at school level must be addressed before major change at Senior Cycle can take place, according to research commissioned by the ASTI.

Major curriculum change at Senior Cycle should not take place until key issues impacting second-level schools are examined and addressed, independent research commissioned by the ASTI has found. In the context of the ongoing review of the Senior Cycle programme, the ASTI commissioned research by former school principal Dr Brian Fleming. The research has been published as part of an ASTI publication, *Making Education Policy Work*.

Dr Fleming's research concludes that significant curriculum change at Senior Cycle is not suitable in the next few years due to the lack of capacity at school level, uncertainty about the outcomes of the Framework for Junior Cycle, the deterioration in teachers' working conditions, and other factors.

The research also warns against sidelining teachers in the policy-making



process, stating that marginalising the role of teachers in the execution of change is unlikely to lead to success. What is more, the author argues that an implementation policy should be developed alongside any education change policy: "Implementation is an integral part of the process, which needs to be considered from the outset". According to Dr Fleming, the following are vital prior to any consideration of Senior Cycle curriculum change:

- a break of three years from new initiatives and innovations in schools, and
- a "rigorous independent" evaluation of the Framework for Junior Cycle.

### Break from initiatives

Dr Fleming concludes that a break of three years would allow schools to focus on how Junior Cycle reform is unfolding and for a rigorous independent evaluation to be initiated: "During that period the Department of Education and Skills could take significant steps to resolve a number of outstanding issues, which would have the result of creating an environment more conducive to the introduction of substantial change".

**Dr Brian Fleming** retired in 2009 having spent 25 years as Principal of Collinstown Park Community College in Clondalkin, Dublin. In recent years, he has undertaken research into the topic of equality of opportunity in Irish education and received his doctorate from UCD School of Education. He recently published *Cherishing all the Children? Irish Education 1922-2007*.

Read *Making Education Policy Work* at [www.asti.ie](http://www.asti.ie).

## Key findings from the research

- Transformative change in teaching and learning takes time and is dependent on contextual factors.
- Successful curriculum policy requires:
  - principles of change must be clearly articulated, shared and understood by all involved
  - buy-in from the teaching profession
  - capacity building in schools prior to implementation of change
  - acknowledgement that the meaning of change needs to be regularly revised, and
  - acknowledgement that change processes in education must be incremental rather than radical.
- Consideration of implementation issues, including professional resources, has been absent in education policy, most notably in the

introduction of the Framework for Junior Cycle.

- Curriculum policy and implementation policy must reflect, rather than marginalise or reduce, the primary role of teacher agency in implementing change in the classroom.
- Teachers' work is becoming increasingly intensified in conditions that are at best stable and at worst deteriorating.

### Key recommendations

- There is a need to consider an appropriate timeframe for introducing change at Senior Cycle. According to the author, "schools are in need of a breather from the current pattern of ongoing innovation and additional workload".
- There is a need to evaluate the impact of the Framework for Junior Cycle on the learning that is taking place in classrooms. There is also a need to examine implementation issues that are problematic.

# ICTU BIENNIAL DELEGATE CONFERENCE 2019

## The ASTI proposed and spoke in favour of a number of education-related motions at the recent Irish Congress of Trade Unions Biennial Delegate Conference.

The theme of the Irish Congress of Trade Union's (ICTU) Biennial Delegate Conference, held over three days in July, was 'Building a Better Future for All'. A total of 55 motions were debated on a wide range of topics. Examples included Northern Ireland issues, collective bargaining, precarious work, climate action, workers' rights, Brexit, equality, and pensions. A motion proposed by Miriam Duggan (Standing Committee Region 16) and seconded by Deirdre Mac Donald (then ASTI President Elect) on the health of workers was adopted. It stated:

### **Health of workers**

"This conference calls on the incoming Congress Executive to encourage as a matter of policy, that all productivity measures which form part of proposed pay agreements allow that due recognition be given to the health of workers, as prescribed in legislation."

### **Other motions of interest to teachers**

Two other motions adopted that were of particular interest to the ASTI, and on which ASTI delegates spoke in favour, related to engagement with students and abuse of education workers on social media.

### **Engagement with students**

"Conference notes the recent move by Government to exclude History and Geography from the core curriculum whilst also noting the absence of any trade union reference in subjects such as Politics and Society. Conference further recognises that the movement must counteract the negative effects created by such limitations within our education curriculum and seek to re-establish a visible and strong presence within our schools and local communities to develop a strong sense of activism and civic engagement amongst our youth population and communities. It is incumbent on us to work together to rebuild and strengthen the movement for the next generations who will have to live with our legacy defining their lives such as the future of work, automation and climate change. Whilst we strive to shift the paradigm for those who are already in the workforce we should seek, with the same passion and enthusiasm, to engage and empower our students, who can then shape a positive future for themselves as members and critical thinkers! Whilst Conference acknowledges the work already undertaken by Congress in schools and the development of good working relations with student unions, it resolves to:



*Pictured at the ICTU Biennial Conference were (from left): Philip Irwin, Michael McGrath, Máire G. Ní Chiarba, Breda Lynch (ASTI Immediate Past President), Deirdre Mac Donald (ASTI President), and Kieran Christie (ASTI General Secretary).*

- ▶ continue their engagement with all students in Ireland
- ▶ re-establish our presence in schools
- ▶ commit to work more closely with student unions as campaign partners
- ▶ establish and develop sustainable working relations with student unions on a regional basis, and
- ▶ adequately resource a multi-union programme directed at student education, engagement and empowerment."

### **Abuse of education workers on social media**

"Conference despairs at the extreme rise in the abuse of schools and individual teachers and support staff on social media. Conference further despairs at the apparent refusal of the Employing Authorities to provide clear support and guidance to Boards of Governors when members of staff are faced with such damaging and harmful situations and to address this issue in a serious and robust manner. Conference demands that strict measures are put in place as a matter of urgency to protect the mental health and reputations of teachers, principals and support staff subjected to such behaviour. Conference further demands that the ICTU Executive exerts pressure where necessary to ensure that accountability for such behaviour is enshrined in legislation."

The full list of motions passed can be accessed on the ICTU website at [www.ictu.ie](http://www.ictu.ie).

### **Keynote speakers**

A number of keynote speakers addressed the Conference on matters that reflected the key themes, such as climate change, the economy, and social policy. These included a contribution on climate change by former President of Ireland Mary Robinson. Another speaker, news journalist and author Matt Frei, spoke on international issues. The Taoiseach Leo Varadkar TD also addressed Congress. A highlight of the Conference was the address in response to the Taoiseach's contribution made by ICTU General Secretary Patricia King. A video of this speech can be viewed on the ICTU website homepage (at time of going to press) or by following this link: <https://vimeo.com/346881720>.

### **Elections**

ASTI General Secretary Kieran Christie was re-elected to serve on the Executive Council of the ICTU.

# BOTTOM OF THE LEAGUE

Ireland is bottom of the global rankings for investment in education. GEMMA TUFFY, ASTI Media/Communications Officer, reports.

In September the OECD published *Education at a Glance 2019*, a 480-page report based on data relating to national education systems around the world. The report ranks Ireland last out of 35 countries for investment in second-level education as a percentage of gross domestic product (GDP).

Expenditure on education relative to GDP tells us what proportion of a country's national wealth (i.e., GDP) is invested in education.

According to the report, in 2016 Ireland's total expenditure on second-level education as a percentage of GDP was 1.2%. The OECD average was 2% and the EU average was 1.9%.

When all levels of education are taken into account (i.e., primary through to tertiary) Ireland also performs poorly, investing 3.5% of GDP in education in 2016 compared to the OECD average of 5% and EU average of 4.5%.

The long-term economic benefits of investment in education for individuals and countries are highlighted in the report. Two of the benefits cited for individuals who progress from primary through to tertiary education are improved employability and earning potential. These benefits are significantly higher in Ireland than the OECD averages. For example, adults with a bachelor's degree in Ireland earn on average 81% more than those with upper secondary education (the equivalent of Senior Cycle), compared to 44% more on average across OECD countries. *Education at a Glance 2019* states that the benefits of investment by governments go well

beyond financial returns and include better societal outcomes, such as greater participation in cultural and sports activities.

Commenting on the report, ASTI President Deirdre Mac Donald said that despite the hard evidence of the negative consequences of inadequate investment in education for young people and for countries, the Irish Government continues to ignore the warnings.

### Positive news

The report shows that Ireland is one of the best performing countries when it comes to enrolment in second-level education; 93% of 15-19 year olds are enrolled in second-level education compared to the OECD average of 84%.

Transfer to third level is also high in Ireland – 53% of school leavers enter undergraduate degree-level education compared to the OECD average of 30%.

Nearly half of all 25 to 64 year olds (47%) in Ireland have attained a tertiary education, one of the largest shares across the OECD. Adults in Ireland with second-level education as their highest level of education have an employment rate of 71%, higher than for those who have not completed upper secondary education (52%), but lower than for those with a post-secondary non-tertiary (77%) or tertiary education (85%). The report states that across the world completing second-level education has become the minimum requirement for navigating the modern economy. A higher proportion of young people in Ireland take up science, technology,



## Education at a Glance 2019 – what it says:

### Education improves labour market outcomes

“Completing upper secondary education is an important step for youth to ensure a better entry into the labour market. Individuals without upper secondary education are more likely to be unemployed and to have lower earnings than those who complete this or a higher level of education.”

### Education increases social cohesion

“Education may play an important role in ensuring social cohesion by fostering the social and emotional skills that can contribute to enhancing social connections and protecting people from isolation.”

### Educational equality promotes inclusive economic growth

“Giving everyone a fair chance to obtain a high-quality education is a fundamental part of the social contract. To improve social mobility and

socio-economic outcomes, it is critically important to eliminate inequalities in education opportunities. A population that is highly qualified across diverse fields of study promotes inclusive growth by broadening the pool of candidates for highly skilled jobs.”

### Teachers’ pay and conditions are vital for recruitment

“Since compensation and working conditions are important for attracting, developing and retaining skilled and high-quality teachers and school heads, it is important for policy makers to carefully consider their salaries and career prospects as they try to ensure both high-quality teaching and sustainable education budgets.”

### Workload matters

“Teaching hours and the extent of non-teaching duties may also affect the

engineering and maths (STEM) courses at undergraduate level: 31% chose STEM courses in 2017 compared to the OECD average of 27%. The report notes that promoting STEM has become a priority in many countries.

**Time spent teaching**

In Ireland, second-level teachers spend more hours teaching than the OECD and European averages. Students also receive more instructional hours per annum than the OECD average. The OECD states that the Irish education system “is characterised by longer instruction time and teaching hours”. *Education at a Glance 2019* states that second-level teachers in Ireland spend 726 hours per annum teaching compared to the OECD average of 689; students receive 924 hours of instruction time (at Junior Cycle) compared to the OECD average of 919 hours.

The report finds that in Ireland second-level teachers carry out a similar range of non-teaching duties as their international counterparts including yard supervision, administrative duties, planning for classes, correction work, in-school meetings and liaising with parents.

**Class sizes**

While there is no data for average class sizes for Irish second-level schools, the OECD average class size for lower secondary education (the equivalent of Junior Cycle) is 23, while the EU average is 21. While these figures may hide differences across countries as well as across subjects, the fact that Ireland’s pupil–teacher ratio is higher than EU averages supports the ASTI’s concerns regarding class size, particularly in subjects taken by all, or the majority, of students. ASTI research on class size, carried out in 2007, found that more than half of Junior Cycle students were in classes of 25 or more in English, Maths and History. At least one in 10 were in classes of 30 or more. This research was undertaken before recessionary cuts to teacher numbers, which have not been fully restored.

**Recruitment and retention**

The report states that countries that are looking to increase the supply of teachers should consider offering more attractive starting wages and better career prospects. Across the OECD, teachers earn between 78% and 93% of the average salary of a tertiary-educated adult, according to *Education at a Glance 2019*.

attractiveness of the teaching profession. Together with teachers’ salaries and average class size, this indicator presents some key measures of the working lives of teachers.”

**UN Sustainable Development Goals**

*Education at a Glance 2019* includes a chapter on progress by countries towards achieving the UN’s Sustainable Development Goals (SDGs). According to SDG 4.1: “By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes”. *Education at a Glance* notes that more than 10% of the upper secondary age population remains out of school in OECD countries.

Read *Education at a Glance 2019* at <https://www.oecd.org/education/education-at-a-glance/>.





The first graduating class of the Migrant Teacher Project's Bridging Programme. Back row (from left): Sarah Bradnick, Kerry Carrigg, Seema Tiwary, Hannah Norton, Laura Ginevra, Gunita O'Connor, Agnieszka Kacer-Kilmkowska, Carolina Aicart, Anna Reynolds, Mercedes Catalan, Tesfaldet Kiflu, Viktoria Balazs, and Thiruthuvaraj Sebastian. Front row (from left): Swapna Dunna, Svetlana Egorova, Lilian Miranda Simpson, Ivonete Araujo Lopes, Ana Lessa, Joanna Dworak, Dr Rory McDaid (Migrant Teacher Project), Joe McHugh TD (Minister for Education and Skills), Dr Emer Nowlan (Migrant Teacher Project), Camila Arvani, Farai Josephine Nyamuranga, Maria Teresa Alvarez, Helga Einarsdottir, and Jijomin Geroge. (Not pictured: Peter Palffy)

# A BRIDGE TO IRISH CLASSROOMS

**A project from Marino Institute of Education assists migrant teachers in learning more about the education system in Ireland and prepares them for finding a job here.**

The percentage of pupils from a migrant background has grown in recent years but one problem identified by these students is that they don't see any teachers like them. Now, a pioneering project at the Marino Institute of Education (MIE) is trying to address this.

The Migrant Teacher Project (MTP) was established in 2017, and aims to support immigrant internationally educated teachers (IETs). Among other events and actions, it runs a part-time course called the Bridging Programme, which gives migrant teachers additional knowledge and confidence to teach in the Irish system. It provides information, advice and seminars regarding Teaching Council registration, recruitment practices and gaining employment.

The first programme ran from January to May this year with 40 teachers and Dr Emer Nowlan of the MTP says: "It includes face-to-face workshops and lectures, as well as online and school experience components. Graduates from our first cohort said that they gained knowledge and confidence by doing the course, and their employment prospects had improved. Twenty per cent of participants had been offered fixed-term contracts by the time the programme had finished, and more than half have been in touch since to say they have gained employment as teachers".

### Three more years

The MTP has recently been approved for funding from the EU Asylum, Migration and Integration Fund (AMIF), which will allow it to run for another three years. The funding will enable it to expand and develop a network of integration schools and a panel of volunteer teacher mentors. Emer explains some of the difficulties that migrant teachers face: "Any migrants, whatever their profession, find that their qualifications and

experience lose some of their value when they move, and that can knock your confidence. Migrants everywhere have to work harder to prove themselves, and this is true in education as well. Our needs analysis found that a lack of local knowledge and personal contacts is also a barrier to employment for overseas teachers”.

One of the teachers who took part in the Bridging Programme was Seema Tiwary, a science teacher from India. Although she has yet to find a teaching job in Ireland, she is more optimistic about her chances since completing the Bridging Programme. She says that the Programme had lots of advantages for migrant teachers coming to Ireland: “You are not familiar with the culture so this programme, for me, was very helpful. Once you become familiar with the system, automatically you become more confident that you can do it”.

One common problem that migrant teachers face is getting registered with the Teaching Council. Seema would like the MTP to do more to help migrant teachers to get through the Teaching Council registration process. This is an issue that the MTP is starting to work more on. Accessing information around Teaching Council registration and registration shortfalls can be difficult. Emer says the MTP is planning to develop and introduce an information portal for IIETs: “We hope that the Teaching Council and all the initial teacher education providers will work with us on that, to make it easier for anyone with overseas qualifications to become fully registered”.

#### Committed no matter what

Another participant in the Bridging Programme was ASTI member Peter Palfy. The Hungarian was already working in Ireland as a PE teacher in Castleknock College in Dublin but felt the Programme held value for him in getting to understand the system better and as part of continuously developing his skills. When he came to Ireland, he found it extremely difficult to get his foot in the door of a school: “I sent my CV to over 250 schools and out of these schools I only heard back from very few and most thanking me for the application but saying there were no such positions”. Even though his persistence paid off, Peter says the Bridging Programme helped him in a few ways: “The Programme gave me a great insight into the Irish education system, even more than what I knew already. The whole Programme gave us great strategies and classroom management skills, and taught us how children in Ireland compare to other countries, what methods and what strategies they use in pedagogy for education”.

“ I think people who choose teaching as a profession are committed to teaching no matter what the country is. ”

Peter was asked how the ASTI could assist migrant teachers: “I think the biggest help would first of all be with the registration process. If there is anything the union could do to help migrants there, that would be great”.

Peter says he would recommend the Programme to other migrant teachers: “I would encourage teachers who earned their degree in another country and are seeking work in education, definitely they should look for this Programme. I think people who choose teaching as a profession are committed to teaching no matter what the country is ... Because most of the people who come here from a teaching background, they might be freshly



Seema Tiwary, a science teacher from India, receives her certificate from Minister for Education and Skills, Joe McHugh.

graduated like myself and just want to have a look around and maybe move back home. Those who are already committed to this country and they are teachers, I think they should know that you don't need to be Irish to teach in Ireland. I know so many teachers in America who are coming from other countries and they teach there. There is a big Irish community going to Dubai, to Abu Dhabi, to teach for a couple of years in international schools. It's becoming very common to study a system in a country and actually bring that knowledge to another school in another country”.

#### The benefits of diversity

Emer believes many schools understand the benefits of having teachers from diverse backgrounds on their staff. However, she says that generally, it seems to be very difficult for migrant teachers to find jobs in Ireland: “This is made more frustrating for them by the fact that they hear that there is a shortage. Sometimes it's because recruitment practices in the country where they trained are different, and they don't really understand where to look for jobs, or what they should highlight in their applications. There does also seem to be a general reluctance to take on teachers who haven't trained here, and don't have experience in Irish schools”.

Emer says that the experiences of migrant teachers could bring a lot to the classroom and schools, including: intercultural awareness and skills; integration and social cohesion; support of the educational, social and emotional development of minority ethnic students; and, improved relationships between schools and minority ethnic parents and communities.

*If you are interested in becoming a mentor to a migrant teacher or if your school would like to become part of the MTP's network of integration schools, please contact [mtp@mie.ie](mailto:mtp@mie.ie) to register your interest.*

# ASTI Annual Convention 2020

In April of next year, the ASTI will return to Wexford for its Annual Convention.



Every Easter approximately 500 ASTI members attend Annual Convention to discuss and vote on the Association’s policies for the year ahead. This year, Annual Convention will take place in the Clayton Whites Hotel, Wexford, on April 14, 15 and 16, 2020.

### Where can I get information about Convention?

The ASTI website – [www.asti.ie](http://www.asti.ie) – is where you will find all of the information you need about Convention 2020. Go to the Events section of the website, where you will find the Convention 2020 page.

### Attending Convention

Delegates to Convention are selected at branch meetings, usually in January. Each branch is entitled to send a number of delegates to Convention depending on the number of members in their branch. Branches must submit the names of their chosen branch delegates to ASTI Head Office not later than January 31. In addition to branch delegates, members of the ASTI Central Executive Council and Standing Committee also attend Convention as delegates.

If you wish to attend Convention 2020, you should go along to your next branch meeting. If you are unsure about when or where your branch meets, ask your school steward for your branch’s meeting schedule.

When attending Annual Convention, you must be either a delegate or an observer. Please note that only delegates are allowed to speak on and vote on Convention motions.

### Costs involved

The cost of travel and an overnight allowance (three nights) is paid to all delegates attending Convention. There is also a registration fee of €30 per delegate, which is deducted from the quarterly branch payment transfer after Convention.

### Where to stay

Convention 2020 is being held in the Clayton Whites Hotel, Wexford. Accommodation for delegates to Convention 2020 will be available at the Clayton Whites Hotel, Wexford. Please be advised that Convention hotel accommodation is limited and is allocated on a first come, first served basis.

There are several other accommodation options in Wexford. Details of other hotels and guesthouses located in the surrounding area are available on the ASTI website – [www.asti.ie](http://www.asti.ie).

### Teachers in the spotlight

Key debates on education, teachers’ terms and conditions, and the ASTI’s role as a trade union take place during Convention. The ASTI Annual Convention attracts significant media attention and provides opportunities to highlight some of the key issues for second-level teachers, for example, conditions for recently qualified teachers. Coverage focuses on key speeches made during Convention, including the President’s address on Tuesday evening, and on key debates throughout the conference.

### Topics for debate

Topics for debate are dictated by motions, which are submitted and selected at ASTI branch meetings. In other words, ASTI members get to decide what is debated at Annual Convention. Motions are presented to Convention and delegates speak to these motions. Branches normally decide on the topics they would like to see discussed at Annual Convention at their November branch meetings.

A Convention Steering Committee, which consists of classroom teachers elected 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 in early February and a final agenda is drawn up.

### Connect at Convention

The ASTI encourages the use of social media during open debates (some debates are closed sessions and delegates may not discuss these debates on social media). Social media platforms Twitter and Facebook allow the ASTI and delegates attending Convention to spread the news to their colleagues who cannot attend, and to highlight important Convention issues to their followers.

# ASTI STANDING COMMITTEE

## PATRICK CURLEY

Standing Committee region 1 Donegal,  
Iar Thuaisceart Thír Chonail, Sligo  
Loreto Community School, Milford, Co. Donegal

### I got involved in the ASTI because...

The school where I first started teaching had a very strong ASTI presence and I was influenced and mentored by all the staff there. Later I became the school steward for many years and was subsequently welcomed into the local branch, where I have taken on various roles such as Regional Organiser and member of CEC. I have always found great collegiality in being involved in the ASTI, and found the work very rewarding. I value fairness and this is a cornerstone of the ASTI. I've always been a team player, involved in football teams, and being involved in the ASTI felt like a natural progression. I would describe the ASTI as a team of teachers, looking after the interests of teachers and education in general. I believe in solidarity and an improved education system, with progressive, enthusiastic teachers working together, and those are synonymous for me with the ASTI.

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

Pay inequality is first and foremost the biggest priority; it just shouldn't be happening. Casualisation of the profession is another big problem that needs to be addressed. Work overload is becoming more and more of an issue in teaching; there's a lot of stress in the job now relating to initiative overload. We are seeing the challenges of the new Junior Cycle, which needs to be embedded and reviewed thoroughly. Teacher pay and conditions are the overall remit of the union and this is, as always, my biggest priority. Among many issues are the new Senior Cycle review, protection of younger teachers pre CID, Croke Park hours, special educational needs, and posts of responsibility. Schools also need more help and support in terms of facilities and resources, including a reduction in the pupil-teacher ratio.

### People may not know...

I'm a keen cyclist. I've always been involved in sport, and I still play football and golf. I also enjoy walking, particularly in Ard's Friary in Donegal, which is a beautiful county. Some time away from screens can be a great stress relief! One other thing that people may not know about me is that I am a massive Prince fan!



## PAT KNIGHTLY

Standing Committee region 7 Cork North, Dungarvan, East Cork,  
Fermoy, West Waterford  
St. Augustine's College, Dungarvan, Co. Waterford

### I got involved in the ASTI because...

I joined the ASTI when I first started teaching in Rice College in Ennis, but my involvement in the ASTI really began when I came to my current school in Dungarvan. All of the teaching staff and the management are ASTI members, and there is a very strong tradition of being involved in the ASTI in my school. Every new teacher that starts in the school is asked to join the ASTI. It's great to see that everyone in the school adheres to union policy and believes in being part of a union. I'm currently school steward and I've held numerous positions within the ASTI over the years, including being on CEC and the Education Committee.



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

For me the biggest priority is that people need to be paid equally for the work that they're doing. There should be no two-tier pay system, and there should be no group known as LPTs (lesser-paid teachers). Pay inequality needs to end.

Supervision and substitution (S&S) is another major priority for me. People who do S&S should be paid for doing it and those who opt out shouldn't be penalised and have to pay for the privilege of not doing work that we've done for years voluntarily.

The new special education needs (SEN) model is putting teachers under severe stress. It has increased the SEN workload beyond recognition. It provides us with expectations on what we should be doing but does not provide us with the resources to deliver on these expectations. It is laden down with reams and reams of paperwork for paperwork's sake, and it is deficient in the provision of resources for teachers to deliver to the neediest in our schools. This concerns me greatly.

### Something people may not know about me is...

I originally trained as a maths and religion teacher in Maynooth, but in 2000 I went back and studied to become an SEN teacher, so I am now a Special Educational Needs Co-ordinator. I operated in that position for 18 years without a post; it is only within the last year that I got a post. I also love music and drama, and I'm very involved in the school musical. We've been putting on musicals in the school for over 15 years, and every member of staff gets involved. This year the musical is *Back to the 80s* and we're really looking forward to seeing it all come together.



Deirdre Mac Donald



Ann Piggott



John Byrne



Niall Duddy



Susie Hall



Mary Lyndon



Máire G. Ní Chiarba

## MEET THE ASTI STEERING COMMITTEE

ASTI Steering Committee has a pivotal role in setting the agenda for ASTI Annual Convention.

### What is Steering Committee?

ASTI Steering Committee looks after the motions and agenda for ASTI Annual Convention. Annual Convention determines the ASTI's policy and strategy for the coming year. Steering Committee has an important role in ensuring that there is a clear and logical agenda set out and adhered to for each ASTI Annual Convention. Members are elected to the ASTI Steering Committee each year at ASTI Annual Convention. The current members of the ASTI Steering Committee are:

- ▶ Deirdre Mac Donald, ASTI President
- ▶ Ann Piggott, ASTI Vice President
- ▶ John Byrne
- ▶ Niall Duddy
- ▶ Susie Hall
- ▶ Mary Lyndon
- ▶ Máire G. Ní Chiarba

### How does Steering Committee select motions for Convention?

Branches must submit their draft motions for the following year's Annual Convention to ASTI Head Office by November 30. The first meeting of Steering Committee is then held in early December.

Steering Committee could receive as many as 300 motions for consideration each year, and must determine whether or not each motion submitted is in order. The guidelines that determine if a motion is in order are available in the Convention Handbook, which is sent to delegates each year.

In brief, the guidelines state that in order for motions to be ruled in order:

- they must arrive in ASTI Head Office before the deadline
- they must ask Convention to declare an opinion or call for a course of action, or both
- they must be properly worded and factually correct, and
- they must conform to the objects of the ASTI and must be capable of implementation as set out in the ASTI Rules and Constitution.

All motions that Steering Committee determines to be in order based on these criteria are sent back to branches as the preliminary agenda. Branches are then asked to choose their eight preferred motions from the preliminary agenda. Branches may also submit amendments to any of the motions in the preliminary agenda.

Steering Committee then meets again in early February to review which motions were most popular with members in branches and the amendments suggested by branches. They consider the popularity of motions and discard any amendments that are out of order, or that significantly change the meaning of a motion.

### Setting the agenda

Steering Committee then chooses between 15 and 20 motions to include on the agenda for discussion at Convention that year. They usually defer to the views of the members and pick the most popular motions. However, in some cases an issue has become very significant in the time between the distribution of the preliminary agenda and the Steering Committee meeting that sets the agenda, so the Committee may choose a motion relating to that issue for inclusion in the agenda.



Steering Committee then draws up the final agenda for Convention and the motions are placed into the relevant areas of the agenda, e.g., a motion on an equality issue would be taken after the report from the Equal Opportunities Committee.

**What happens if two branches have the same idea for a motion?**

If several branches send in motions that are very similar, for example if five different branches propose a motion asking for a new system of nominating delegates to Convention, Steering Committee will combine these into one composite motion and the composite motion will be listed in the preliminary agenda.

**What happens if there is an urgent issue that needs to be discussed at Convention?**

If something very important happens in the time between the submission of motions and Convention, or even during Convention, Standing Committee may submit an urgent motion on the issue for consideration for inclusion in the agenda by Steering Committee. This motion must be approved by Steering Committee before it can be included in the Convention agenda.

“Ensuring that there is a clear and logical agenda set out and adhered to for each ASTI Annual Convention”

**What does Steering Committee do during Convention?**

Steering Committee meets a number of times during Convention to ensure that the agenda is being followed and to rearrange the agenda if necessary; for example, if there was not time to take a motion on Tuesday, it may be moved to Wednesday’s session.

#HelloMIC

## POSTGRADUATE PROGRAMMES AT MARY IMMACULATE COLLEGE

**EDUCATION POSTGRADUATE PROGRAMMES**

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

**LIBERAL ARTS POSTGRADUATE PROGRAMMES**

- Structured PhD in Applied Linguistics
- Structured PhD in Contemporary Irish Studies
- MA in Applied Linguistics (online/on-campus/blended)
- MA sa Ghaeilge
- MA in History
- MA in Local History (with UL)
- MA in Media Studies
- MA in Modern English Literature
- MA in German Language and Culture in Europe
- Graduate Certificate/MA in Christian Leadership in Education

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

Learning, Society & Religious Education; Language & Literacy Education; Arts Education & Physical Education; Reflective Pedagogy & Early Childhood Studies; Educational Psychology, Inclusive & Special Education; STEM Education.

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Drama and Theatre Studies; English Language & Literature; French Studies; Gaeilge; German Studies; Geography; History; Mathematics and Computer Studies; Media & Communication Studies; Music; Philosophy; Psychology; Theology and Religious Studies.

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# TEACHERS ARE KEY STAKEHOLDERS

**ASTI media statements emphasise the need for teachers to be centrally involved in curriculum change.**

“Teachers must be treated as key stakeholders at all stages of education policy development. Their concerns must be listened to and addressed. They are the ones with the professional experience to understand what issues, including implementation issues, may arise.”

**Deirdre Mac Donald, ASTI President, *The Irish Times*, October 15**

“At a time of growing student numbers, initiative overload and substantial curriculum change, Ireland ranks in last place out of 35 countries for investment in second-level education as a percentage of GDP. What this means is that schools and teachers are overstretched and students are missing out.”

**Deirdre Mac Donald, ASTI President, *Irish Independent*, October 9**

“President of the Association of Secondary Teachers Ireland, Deirdre Mac Donald, said the appeals process added to the “robustness” of the State’s examination system. It also reaffirmed for students, parents and teachers that they had an examinations system that was independent, transparent and fair. “The increase in the number of appeals is most likely due to the fact that it (SEC) has received much publicity over the past year and also the fact that in a number of subjects students can see digital copies of marked scripts”, she said.”

**Deirdre Mac Donald, ASTI President, *Irish Examiner*, September 18**

“Simon qualified as a teacher in 2012 and is on the lower pay scale. He is disappointed that the two-tier pay scale for teachers was not addressed. ‘I’m disappointed about it because it still feels like I’m a second-class citizen to my colleagues. It feels like I’m totally unequal to them and I’m disappointed in that. And with the new teaching posts, people will be hired on lower pay than staff that are already in schools.’”

**Simon Murphy, ASTI member, *Irish Daily Star*, October 9**

“Commenting on the current NCCA review, ASTI president Deirdre Mac Donald questioned why the authorities were ‘rapidly progressing’ with Senior Cycle changes when it was as yet unknown whether or not changes at Junior Cycle had worked. ‘We are not against change,’ she said. ‘But we want change

that is built on solid foundations and is properly resourced’.”

**Deirdre Mac Donald, ASTI President, *RTE.ie*, October 15**



## Pat Hanrahan RIP

Pat Hanrahan came to teach business studies at St Joseph’s Secondary School, Spanish Point, Co. Clare in 1990, and remained on the staff until 2013 when he took the opportunity of voluntary redeployment.

He had an easy working relationship with students and generally had a light touch but, if needed, he could switch to Year Head mode in a professional and sensible way. He took part in many

student trips, accompanying a group to Germany and often leading LCA students on trips to Delphi for outdoor pursuits. Pat was an accomplished rugby player and a passionate supporter of the Limerick clubs, but in a GAA school like Spanish Point he rowed in with the football training and was regularly seen in his wellies heading up to the field to train the U15s. His was not an extrovert personality; rather, a solid, reliable and sociable presence, always able to see the positive in people and projects, and willing to further any initiatives he believed would benefit students and school. He was a committed ASTI member and a loyal colleague who had excellent relations with all staff. Possessed of a lovely, quirky sense of humour, he delighted in identifying and exposing absurdity and could sum up situations clearly and wittily. His targets were many and diverse, but DES interventions that spawned endless paperwork and consumed teachers’ time and energies, and the increasing presence of the Inspectorate in secondary schools, were regular topics.

In 2013, Pat moved to Presentation College, Athenry, where he was a cherished and beloved member of staff and known to many as ‘The Kid’. Pat was a year head and his students had huge affection for him. He taught business and religion, and was perhaps best known in the Pres for being Mr LCVP, due to his work for the State Examinations Commission in the subject.

Pat was comfortable in everyone’s company regardless of their interests. He had a passion for sport and loved to discuss it, particularly on a Monday. Without doubt his sporting passion lay in rugby, and he immediately was thrown into the deep end of it in school. Pat’s last day out with the school rugby teams ended with two cup wins in the Sportsground and that is something that everyone in our school is eternally grateful for.

He was a deeply personal man and didn’t want to burden anyone with his illness towards the end of his life. He was incredibly proud of his children, Muireann and Darragh. The ‘Queen’ Geraldine would be mentioned also. He spoke in such a loving way of all of his family.

Pat loved school and teaching, and he was a very effective teacher, as his students and colleagues can readily testify. Our deep sympathies go out to Geraldine, Muireann and Darragh. We will always keep Pat in our memories and we continue to miss our colleague but more importantly our friend.

Ar dheis Dé go raibh a anam dílis.

*Harry Hughes, St Joseph’s Secondary School, Spanish Point, Co. Clare  
Claude Geoghegan, Presentation College, Athenry, Co. Galway*



# 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 7th, 2020

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



# THE SCHOOL YEAR IS MOVING ON

With the new year underway, it's time to ensure that pension parity is a key part of all pay discussions.

Halloween marks the end of the first phase of the school year and the respite is welcome. For newly retired members life is also busy at a more measured pace away from school bells and the interaction of youthful energy. This new phase is pleasant when it comes at the appropriate time. By now the local RSTA branches have welcomed their new members and are planning their Annual General Meetings. The National Treasurer will have distributed the funds due to each branch according to the membership numbers. Plans are being discussed on the use of these funds for membership activities during the year including branch maintenance. The final phase of the Public Service Stability Agreement (PSSA) will be completed in 2020. It will have taken over ten years for the full restoration of the imposed public service cuts under the Financial Emergency Measures in the Public Interest (FEMPI) legislation. Many retirees will not have lived to reap this benefit.



In the next round of discussions on the new public service wage agreement, the maintenance of parity with serving teachers is of mutual importance and a legitimate expectation.

The RSTA appreciates the work done by the ASTI in making parity part of its policy in these negotiations, and reaching out to the other teacher unions for their support in this matter. When meeting with political representatives in the next few months, retired teachers will bring the issue of parity to their attention as an urgent concern.

Christmas will mark the second phase of the school year and the end of the first term. Retirement celebrations and luncheons will be part of the process. Both for serving and retired teachers, the wish is that the good will generated by these activities will benefit the lives of all.

Go n-éirí linn.

## RSTA membership application/renewal

Name:

Address:

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Mobile:

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RSTA branch:

**Annual subscription: €24**  
**Annual renewal date: September 1**

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

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

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

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

## Standing order set-up form

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

To: The Manager (Bank name and full address)

I hereby authorise and request you to DEBIT my account:

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And to credit the account of:

**RETIRED SECONDARY TEACHERS' ASSOCIATION**

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

**Start Date:** \_\_\_/\_\_\_/20\_\_\_ **Frequency:** Annually until further notice

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

Member name and RSTA branch

Signature:  Date: \_\_\_/\_\_\_/20\_\_\_

## Every school day counts

Tusla Education Welfare Service is launching a national school attendance campaign, 'Every School Day Counts', this November to highlight the importance of children attending school every day. At the moment there are over 920,000 students attending school in Ireland and almost 60,000 students (over 6%) miss school every day. While some absences are unavoidable due to illnesses, etc., Tusla hopes to improve this figure through its campaign.

The 'Every School Day Counts' campaign will run during the month of November to raise awareness around the importance of consistent school attendance and to help highlight to everyone with a stake in children's education that every school day counts.

Engagement with the national campaign is optional for schools, and Tusla welcomes schools running their existing initiatives during the national attendance campaign. Schools have been sent more details about the campaign. Once a school registers with the campaign it will receive a digital resource pack to support their attendance campaign, and a digital badge for the school website and/or Facebook page. For more information, visit [www.tusla.ie](http://www.tusla.ie).

## Online courses in mental health

Jigsaw – The National Centre for Youth Mental Health, in collaboration with Education Support Centres Ireland (ESCI), has developed a number of interactive online training courses for teachers. The Mental Health eLearning Programme for Teachers is a two-hour online training course that introduces teachers to youth mental health. The course has a specific focus on the school environment and is suitable for all second-level teachers. The aims of the course are:

- ▶ to build the mental health literacy and skills of teachers
- ▶ to encourage teachers to think about their role in promoting youth mental health, and
- ▶ to support teachers with ideas for whole school mental health promotion.

Teachers will receive a certificate of completion and be able to access Junior and Senior Cycle classroom-based workshop presentations with interactive resources.

Jigsaw has also developed a 45-minute online course on self-care for teachers. The course covers the importance of self-care in the life of a teacher, and ways to ensure that it is a part of their teaching. Participants will:

- ▶ have a greater understanding of what self-care is
- ▶ have a greater understanding of the importance of self-care in their role as a teacher
- ▶ explore the challenges to supporting self-care practice, and
- ▶ be more aware of their own self-care needs.

Participants will receive a certificate of completion once they finish the course. For more information, or to sign up for the online courses, visit <https://jigsawonline.ie/working-with-young-people/>.

## Climate action teacher resource

A climate action teacher resource has been devised by Green Schools Ireland to equip second-level teachers, particularly teachers of Geography, CSPE, Science and English, with the tools and guidance to explore the topic of climate change through their specification/curriculum.

The resource has been devised with the input of Geography and Science teachers and – in addition to lesson plans, presentations, surveys and data – is accompanied by a 'Cards Against Climate Change' game specifically commissioned from Climate Cartoons to provoke discussion among students. To download the resource visit <https://greenschoolsireland.org/wp-content/uploads/2019/03/Green-Schools-Climate-Action-Teacher-Resource.pdf>.

## This is FET

SOLAS, the Further Education and Training Authority, in partnership with Education and Training Boards Ireland (ETBI), has launched a campaign to showcase further education and training (FET).

The 'This is FET' campaign is centred on a new website, [www.thisisfet.ie](http://www.thisisfet.ie), which tells the stories of learners, graduates and employers, and the positive impact FET has had on their careers and businesses. Information about the diverse range of FET courses can also be found on the website.

'This is FET' is a collaboration between SOLAS and the ETBs, and aims to be an information hub as well as showcasing the achievements and success of FET learners. Some examples of the success stories featured on [www.thisisfet.ie](http://www.thisisfet.ie) include:

- Danay Berhane, who has always wanted to be a chef; following a professional cookery course in Cork College of Commerce, he was crowned the 2019 Dairy Chef of the Year in Paris, and now works in Adare Manor
- Kate Stitt who, after completing a degree in fine art, worked in retail. Following a *Nationwide* episode on costume design, she enrolled at Inchicore College of Further Education, and has just graduated top of her class, and
- former event manager Laura Mulkeen, who always had a passion for craft-focused work. She completed welding courses in Donegal ETB and now works as a coded pipe welder.

Further information on the 'This is FET' campaign can be found at: [www.thisisFET.ie](http://www.thisisFET.ie), @thisisfet, #ThisisFET.

## Women's health after motherhood

The Women's Health After Motherhood Open Online Course is a free online course developed by researchers, maternal healthcare professionals and participants of the MAMMI Study to help new mothers to explore postpartum health problems and learn when to seek help as a new mother. Findings emerging from the MAMMI study show that following birth women struggle to access reliable, evidence-based information about their postpartum health. There is frequently a silence and stigma around postpartum health issues, which often leads women to believe that certain health issues are simply a consequence of pregnancy and birth, and fail to understand that some health problems, while common, are not normal, and can be prevented and treated.

On this course, participants will gain advice and strategies on how to prioritise postpartum care, and help women to support one another during the postpartum period. The course will address common physical and mental health challenges after birth, so that new mothers can learn how to help themselves, and when to seek professional healthcare. To learn more, or to join the course, visit [www.futurelearn.com/courses/womens-health-after-motherhood](http://www.futurelearn.com/courses/womens-health-after-motherhood), [www.tcd.ie/mammi](http://www.tcd.ie/mammi), or email [mammistudy@tcd.ie](mailto:mammistudy@tcd.ie).

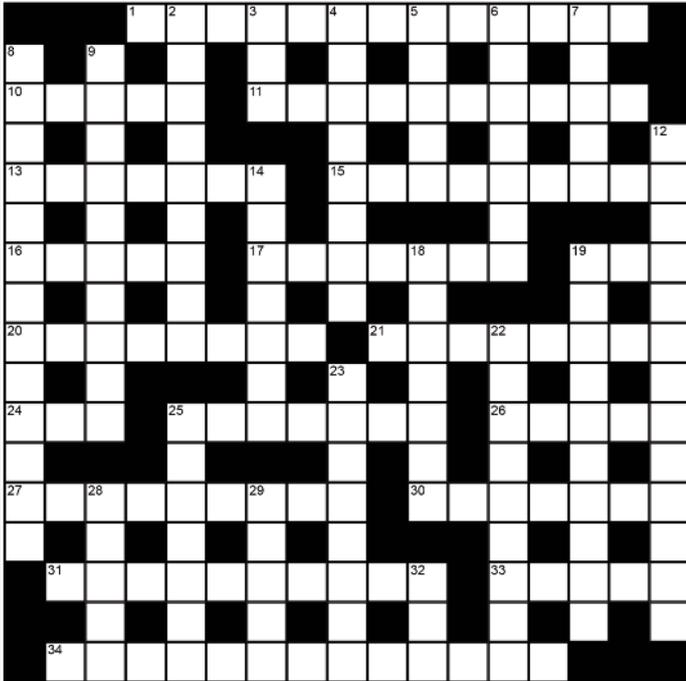


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ASTIR CROSSWORD NO. 1905

**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. 1905, Think Media, The Malthouse, 537 NCR, Dublin 1.

To arrive by: **Friday, December 6, 2019.**

**ACROSS**

1. Confused item on 12 down? (9,4)
10. Overseas love between Amos and Arthur (5)
11. Beyond one's legal power or authority (5,5)
13. Dumped, discarded, dropped (7)
15. Bulk fuel transporter (3,6)
16. Suburb of Dublin 15 (5)
17. Fleshy, pendulous body part (7)
19. Civilian USA security service (1.1.1)
20. Spiralled out of control without hearing a sound (8)
21. Aka Michael Lee Aday (4,4)
24. Anybody else for colouring? (3)
25. Spanish drink of red wine and lemonade (7)
26. Place of sanctuary or safety (5)
27. Overage. For life! (9)
30. 12 down might be available here (7)
31. South Africa rugby union team (10)
33. Edwin might do it, broadly speaking (5)
34. They may be the death of you on 12 down, by the sound of them (6,7)

**DOWN**

2. Orchestra arranged to pull heavy load (9)
3. Nahasapeemepitlon, character in *The Simpsons* (3)
4. Contract of mortgage on one such as 15 across (8)
5. Send message: No beds in Ambleside! (5)
6. Country governed by dynastic Arabic or Islamist ruler (7)
7. Unintelligible from Aesop, say (5)
8. Cynical item on 12 down? (4,6,3)
9. Rural retreat for baked dish (7,3)
12. Early morning dietary agenda (9,4)
14. German city on the river Elbe bombed during WW2 (7)
18. Type of conditioning through which behaviour is influenced by punishment or reward (7)
19. At a point of decision, or a critical juncture (10)
22. Fabled conflict involving wooden horse (6,3)
23. Brassica unloved by children (8)
25. Widely-spoken East African language (7)
28. Money in Euphrates? Hats off to that! (5)
29. Glare in a majestic manner (5)
32. 24 hours 39 minutes on Mars (3)

**Solution to ASTIR Crossword No. 1904**

**ACROSS**

1. Aviator
5. Cutlery
9. Algorithm
10. Along
11. Lounge
12. Lawless
14. Rain
15. Diarrhoea
19. Signalman
20. Asti
22. Obscure
25. Poetic
27. Roast
28. Balaclava
29. Tail end
30. Sincere

**DOWN**

1. Ajax
2. Ingrowing
3. Throne
4. Rotterdam
5. Camel
6. Teamwork
7. Evoke
8. Yugoslavia
13. Aristocrat
16. Annapolis
17. Obstinate
18. Baguette
21. Deacon
23. Stasi
24. Ebbed
26. Babe

**Did you miss?**

- Curriculum update 12
- Education at a Glance 18

**CONGRATULATIONS**

Congratulations to the winner of Crossword No. 1904:

**Donal McCarthy**

Ashton School, Blackrock Road, Cork – Cork South (Paddy Mulcahy) Branch

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