

Volume 35: Number 4: September 2017  
ISSN 0790-6560

**ASTI**  
A century of service

# ASTIR

Association of Secondary Teachers, Ireland

Níos treise  
le chéile

Stronger  
together



Teachers' pay

Tips for new teachers

ASTI Achievement Awards



# GOAL

# Jersey DAY

**Play your part in  
fighting global  
hunger by wearing  
your favourite jersey.**

**October 13<sup>th</sup>**



**Have a global impact this year by registering your school for one of Ireland's most popular fundraising events in schools, GOAL Jersey Day. This year's event takes place nationwide on October 13<sup>th</sup>.**

"We decided to take part in the GOAL Jersey day as we were interested in the work that the charity do. We thought that we might be able to help as we have a big school community. The people at GOAL were very helpful in the run up to the event as it was the first time that my peers and I planned an event like this. Overall this event went very well and we really enjoyed being able to fundraise for this very important charity."

– Student at Ashbourne Community School

**Sign up to be part of this year's fun.**

**Visit [jerseyday.org](http://jerseyday.org), Email [jerseyday@goal.ie](mailto:jerseyday@goal.ie) or Call 01280 9779**



# CONTENTS

- 4 From the President's desk  
*A single voice is stronger*
- 4 General Secretary's update  
*Short-term thinking damaging education*
- 5 News
- 8 News features
  - 8 *ASTI campaigns update*
  - 10 *Promoting worker welfare*
  - 11 *A decent workplace – a European Union objective*
  - 12 *Who gets a say in teachers' pay?*
- 14 ASTI in the media  
*Supporting students*
- 16 Features
  - 16 *New to teaching*
  - 19 *What is the purpose of education?*
  - 20 *ASTI honours members at awards ceremony*
  - 22 *Meet the new President*
- 24 Meet your representatives  
*Meet your Standing Committee representatives*
- 26 FAQs  
*Your CID questions answered*
- 28 RSTA news  
*Retired members need representation*
- 29 Noticeboard
- 30 Crossword



## Editorial Board

|                     |                            |
|---------------------|----------------------------|
| Ger Curtin          | President                  |
| Kieran Christie     | General Secretary          |
| Ed Byrne            | Immediate Past President   |
| Breda Lynch         | Vice President             |
| Ray St John         | Honorary Treasurer         |
| Deirdre MacDonald   | Standing Committee Nominee |
| Máire G. Ní Chiarba | Standing Committee Nominee |

## Media and Communications Officer:

Gemma Tuffy

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

## Published on behalf of ASTI by Think Media.

Editorial: Ann-Marie Hardiman, Paul O'Grady and Colm Quinn

Design: Tony Byrne, Tom Cullen and Eimear Moroney  
Advertising: Paul O'Grady

ASTI  
Thomas MacDonagh House,  
Winetavern Street, Dublin 8  
Do8 P9V6  
Tel: 01-604 0160  
Fax: 01-897 2760  
[astir@asti.ie](mailto:astir@asti.ie)

ASTIR is published five times annually by the Association of Secondary Teachers, Ireland. The opinions expressed in ASTIR are those of individual authors and are not necessarily endorsed by the ASTI. While every reasonable effort has been taken to ensure information published is accurate, the ASTI cannot accept responsibility for articles or advertisements. Publication of advertisements does not equate to endorsement by ASTI.

The ASTI reserves the right to edit all material submitted for publication.

The ASTIR Editorial Board is interested in receiving feedback on ASTIR.

Members can email [astirfeedback@asti.ie](mailto:astirfeedback@asti.ie) or text 087-9349956.



## A SINGLE VOICE IS STRONGER

Ending the pay discrimination experienced by teachers who entered the profession since 2010 is my number one priority for the ASTI. This treatment of teachers undermines the role of schools in promoting equality and inclusivity in society. Last October, the ASTI took strike action in furtherance of equal pay for equal work for teachers. While we were alone in taking this action, we received much support from the public and other workers. Unequal pay went on to dominate the teacher union conferences at Easter, which resulted in even more media coverage and increased public awareness. The ASTI, INTO and TUI are unified in their concerns about the impact of differential pay scales on the teaching profession and on the education system.

For the record, new teachers' pay was cut in 2011 and 2012 following Government decisions taken unilaterally without any prior consultation with the ASTI or any other union. While other public sector groups were also hit with cuts to new entrants' pay, certain groups were also impacted by the removal of specific allowances. In the case of second-level teachers, who now spend a minimum of five to six years training, teacher qualification allowances were removed. This happened just as a key entry requirement for second-level teaching changed from a one-year postgraduate diploma to a two-year master's.

Teachers who entered post 2010 lose out substantially over their careers. Their starting salary is below the OECD average. In Ireland, new second-level teachers earn about one-fifth less than the average graduate salary. This, coupled with the significant level of casualisation in second-level teaching, is having an adverse impact on recruitment and retention.

Recently, I presented the ASTI's Trinity College Dublin teacher graduate award. It was an honour to meet the Professional Master of Education class of 2017 with all of their enthusiasm and commitment. As a physics teacher myself, I could not help but notice that there was no physics graduate among this cohort. The conditions of entry into teaching are no doubt turning some young graduates off. This is particularly the case where there are less precarious career options available, such as the science, technology and food sectors. The drop in CAO applications for teacher training courses this year comes as no surprise.

### Important decisions

While the ASTI has important decisions to make in the coming weeks, we must always remember the purpose of a trade union – to act as one. The ASTI is a dynamic group of professionals with diverse backgrounds and many views, but what we have in common is the desire to protect the teaching profession and the education system. Likewise, what we have in common with our colleagues in the INTO and the TUI is our commitment to teaching, to our students and to education. We are always stronger when we speak with one voice.



**Ger Curtin**

ASTI President

## SHORT-TERM THINKING DAMAGING EDUCATION

In recent months there have been significant developments in the industrial relations arena that will have important implications for ASTI members. The proposed Public Service Stability Agreement 2018-2020 has emerged. A Special Convention of ASTI members assembled and decided to suspend industrial action. These developments provide challenges and opportunities. It is clear that critically important decisions lie ahead in the months to come.

### Equal pay

As this ASTIR goes to print, the Government's hard line resistance to equal pay for recently qualified teachers appears to be softening. Two of the three ministers in the Department of Education and Skills have indicated support for the ASTI's equal pay for equal work campaign. Mary Mitchell O'Connor, Minister of State for Higher Education, has stated that people doing the same job, including teachers, deserve equal pay. Her colleague John Halligan, Minister of State for Training and Skills, has backed her comments. While this appears to be a mind shift in government policy, I believe it reflects the reality that the ASTI's strike action for equal pay for equal work received significant public support. Public support matters at political level. Irrespective of which pathway or tactical decisions the ASTI Executive and membership may take in the coming period, the momentum towards a final solution to the differential pay scales issue must be maintained. That there is still no commitment to, or date for, pay equalisation stands as a strong indictment of Government policy. This is particularly so, given the passage of time since a senior Minister declared that the "emergency is over".

### October budget

Ireland exited the IMF-EU bailout scheme in December 2013. In an effort to meet commitments made to the Troika, the Irish government axed 30,000 jobs from the public service between 2008 and 2014. Schools lost teachers due to the worsening of the pupil-teacher ratio and cuts to a number of specialist services such as guidance and counselling. These cuts were made at a time of unprecedented demands on the second-level education system due to demographic changes. There are more students in our schools today than ever before. While there has been some moves to begin the reversal of some of the worst of the education cuts, Ireland's investment in each second-level student's education is significantly behind the OECD and EU averages. Austerity has left many schools struggling to survive. It left us with a higher than average number of young people who are not in education, employment or training (19.8% of 20-24 year olds, compared with the OECD average of 17%). It led to a sharp rise in people experiencing poverty, as is demonstrated by the housing crisis. This is what short-termism does to society. There is no better way to turn the page on austerity than the re-building of our education system. Investment in young people is investment in the future. Now is the time.



**Kieran Christie**

ASTI General Secretary

## Teaching Council news

### FÉILTE 2017

FÉILTE 2017 will take place on Saturday, October 7, in the RDS, Dublin. The theme for FÉILTE this year is leading learning for all. Joanne O'Riordan and Adam Harris will address the audience and the day will also feature showcases, workshops, showcasers' stories, "researchmeet" and Rang Bianca. FÉILTE celebrates the wonderful work that teachers do every day in their classrooms and gives teachers the opportunity to collaborate and share ideas with, and learn from, each other.

Teachers and members of the public will also be able to watch a live stream of some of the day's events on the Teaching Council website on October 7. For more information on what FÉILTE has to offer, visit [www.teachingcouncil.ie](http://www.teachingcouncil.ie), or download the FÉILTE 2017 app from the App Store and Google Play. You can also follow @FEILTE and #FEILTE on Twitter for updates.

### Research funding from the Teaching Council

Building on the popularity of the previous research bursary schemes, and reflecting evolving thinking on research, teaching and learning, the Teaching Council announced a Research Support Framework on March 11, 2017. The Framework has been designed to support teachers' ongoing professional learning through their engagement in and with research, and the sum of €100,000 is being made available for the Framework in the current year. The Teaching Council is now accepting applications for funding under the Research Support Framework. Guidance on how to apply can be found on [teachingcouncil.ie](http://teachingcouncil.ie). The deadline for submitting applications is September 22, 2017.

### Teaching Council Droichead policy update

The Teaching Council recently made a number of significant changes to its induction process, Droichead. This follows its review of the policy in response to feedback from stakeholders and in line with the Council's ongoing commitment to periodic policy review. The key changes include the following:

1. The revised policy makes explicit the nature of Droichead as a non-evaluative professional induction process. This means that principals, school colleagues and external school colleagues will not be engaged in the evaluation of newly-qualified teachers (NQTs) for registration purposes. At the conclusion of the process, a joint declaration will be made by both the NQT and their professional support team (PST).
2. There is considerable flexibility in the revised policy on the role of principals, the way in which the model can operate in different schools, the size of the PST, and the use of an external PST member to act as a mentor where necessary.
3. It provides that JobBridge or any other similar schemes cannot be used to access the Droichead programme.
4. The inclusion of an extended growth phase, whereby Droichead will be the route of induction for all NQTs by the 2020/2021 school year.

### Supports for Droichead

The Droichead process is supported by the Department of Education and Skills (DES), through the National Induction Programme for Teachers (NIPT). The NIPT facilitates a programme of mentor professional development for PST members, and supports it at school level through a national network

of seconded teachers. Four days' release time with full substitute cover is available for all PSTs wishing to engage in Droichead professional development. This is also available as a summer course for those who prefer that option. In addition, a minimum of 37 hours of release time is available for PSTs facilitating the Droichead process in their schools. The amount of release time can increase depending on the number of NQTs in the school. The Council is continuing to provide a shared-learning bursary for schools that wish to come together as Droichead shared-learning networks. Droichead networks may vary in size from two schools to networks of four or more. Each network must include at least one school that has engaged in the Droichead process, and there is a maximum of €2,000 per network. Relevant application forms and further information about Droichead, including the timelines for the growth phase, can be found in the teacher education section of the Teaching Council website.

### Retrospective vetting

The well-being of children and vulnerable persons is a central element of the professional responsibility of teachers. At the start of 2017, the Teaching Council set out to facilitate the vetting of just over 32,000 registered teachers who had not been vetted by the Council by the end of the year. To date, the Council has requested that approximately 13,500 registered teachers complete the retrospective vetting application requirement. The remaining 19,000 registered teachers will receive notification in the coming weeks and are advised to comply with both stages of the application process in the 28-day timeframe specified. The Council would like to thank teachers for their co-operation in waiting until they received a notice from the Council to apply for vetting. The statutory vetting requirements for teachers changing schools/jobs continue to apply as set out in DES Circular 31/2016.

## Your ASTI vote: have we got your correct details?

The ASTI regularly ballots its members on key issues. Ballots may be conducted via the school structure or by posting individual ballot papers to members' home addresses. 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
  - your email address
- to ensure you have your vote.

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.



## ASTI protest



The ASTI staged a protest outside Dáil Éireann on May 17 to coincide with the start of pay negotiations between the Government and public sector unions. An ASTI member starting in 2017 has a salary that is nearly 21% below the 2010 starting salary. The ASTI is demanding that the pay talks address the issue of unequal pay for recently-qualified teachers.

## ASTI at Pride



A group representing the ASTI attended the Dublin Pride parade on Saturday, June 24. Pictured are ASTI Deputy General Secretary Diarmaid de Paor with ASTI members Sally Maguire, Rosabelle Crampton and Sinead Moore.

## Cork South retirement event



The Cork South Paddy Mulcahy Branch held a retirement function in the Rochestown Park Hotel, Cork, on May 16, 2017.

## Schoolbook app to reduce costs

St Caimin's Community School in Shannon, Co. Clare, has unveiled a new app which aims to reduce schoolbook costs for parents of children attending the school. Developed by St Caimin's teacher David Forde and others, it is currently available to download for free on the Google Play store and the Apple Appstore. The app is a platform that allows parents of St Caimin's children to buy and sell used schoolbooks. Only books for the upcoming school year can be bought and sold on the app. Compared to other buy and sell apps and websites, where you must take a photo and research the price, the St Caimin's buy and sell app has book images, names and recommended prices preloaded. Putting a book up for sale takes four button clicks. Buying a book takes five button clicks, which concludes in sending a preloaded text message to a book seller. The app also has the advantage of ruling out postage costs, as all buyers and sellers will live in the St Caimin's catchment area. A common complaint by parents is that they would love to buy and sell schoolbooks on

Donedeal.ie or similar sites, but adding in the significant postage costs and hassle, it isn't worth it. The app launch comes just weeks after Minister for Education Richard Bruton said that schools need to be more active in reducing costs to parents. St Caimin's is addressing this in a proactive way. The app has had a very positive response so far, with some 500 books put up for sale in the first two weeks.

In a survey by Barnardos last year, it was found that schoolbook costs for first-year pupils averaged €290. This is a significant cost to parents, considering they also have other expenses such as uniforms and voluntary contributions.

The app can reduce the cost by over half and, factoring in profits made from sold books, significant savings can be made. The app developers understand how tight school budgets are, and that back to school costs are very high. With this in mind, it was important to them to produce an app that was both free to parents and also within a school's budget to develop.

## Pink and Blue Power

*Doing our bit in the fight against cancer has increased awareness and potentially saved lives...*

Last January, in response to a worrying level of cancer claims among members of the ASTI Salary Protection Scheme, we launched Pink and Blue Power. Through the campaign over 5,000 members of the ASTI Salary Protection Scheme were invited to attend a free, comprehensive breast or prostate health assessment.

### The impact so far

With over 1,180 GP assessments now complete, the initiative has had a huge impact so far. Hundreds of members were referred to private hospitals for further tests. Sadly, to date, two ASTI members have been diagnosed with cancer through the service. However, their outlook is positive thanks to the early intervention provided through this programme.

Many members have said that the initiative gave them great peace of mind, providing a comprehensive, clinical examination, which they may not have otherwise received. In our survey to participating members, one member said: "The speed at which an issue was suspected and dealt with was so helpful and prevented unnecessary anxiety and stress".

### The numbers add up

Thank you to all ASTI members who got behind the campaign. Your support and participation has helped create huge awareness and achieve some very impressive results. A total of 22% of members booked an assessment:

- 830 Pink Power assessments were booked (267 were referred to Beaumont Private Clinic for further tests)
- 351 Blue Power assessments were booked (70 members were referred to Bon Secours Private Hospital for further tests)
- After their assessment, 87% of members said they were more aware of what symptoms to look out for.

As referral appointments are still ongoing, a final report will be issued in the November issue of *ASTIR*.

This service was kindly sponsored by Irish Life, and supported by Cornmarket, Full Health Medical, Beaumont Private Clinic and Bon Secours Private Hospital, Dublin. If one life can be saved through the initiative, it will have been worthwhile.

*Figures and survey results are from August 2, 2017.*

## Training for ASTI members



Training for ASTI school stewards will take place in venues around the country in September and October. School steward training will cover a variety of important topics including the role of the school steward, information on how to help ASTI members in your school, and an update on national issues. This training kicks off on September 19 in Galway, followed by other regions. Substitution cover is available for one school steward per school. Please see the ASTI website for details.

Board of management training for ASTI members will take place in October and November, and topics covered will include: structure of boards; boards' responsibilities; finance; role of staff representatives; board as employers; health and safety; agreements; and, ASTI role.

Retirement seminars for ASTI members will commence in November. Courses run over two days and cover topics such as: how to retire; calculating your pension; retirement options; enhancing your pension; and, increasing your retirement benefits.

For more information on upcoming training and information sessions for ASTI members, visit [www.asti.ie](http://www.asti.ie).

## Taking unpaid leave? Important information



A teacher who is on an approved period of unpaid leave, for example a career break, unpaid maternity leave or unpaid sick leave, ceases to generate pensionable service during that period but remains a member of the Superannuation Pension Scheme.

However, a teacher who interrupts their teaching service, for example if their temporary contract is not renewed, they have decided to undertake a full-time course of study, or they have decided to travel, must not allow a period of more than 26 weeks to elapse without making a pension contribution from their pay. If such a break occurs, such teachers, when returning to teaching, join the pension scheme that is prevailing at the time, which, from January 1, 2013, means the Single Public Service Pension Scheme, with its severely reduced benefits. Therefore, teachers on an unapproved period of unpaid leave need to undertake at least a day of pensionable employment in every six months during their break from teaching in order to ensure that when they return to teaching, they return to the scheme that they were in before their service was interrupted.

# ASTI CAMPAIGNS UPDATE

The ASTI's campaign for equal pay for newly-qualified teachers continues.

## Equal pay for equal work

The ASTI has been to the forefront in the campaign for equal pay for equal work for recently-qualified teachers. While all teachers suffered pay cuts in recent years, new teachers' salaries were cut further in 2011 and again in 2012. Last year, the ASTI took strike action to advance the issue of equal pay. This action resulted in a significant level of public awareness of the pay discrimination experienced by recently-qualified teachers. The ASTI believes this discrimination undermines the entire foundation of Ireland's education system and exacerbates the precarious nature of entry into second-level teaching. While some improvements in pay have been made, recently-qualified teachers continue to be placed on inferior pay scales. ASTI President Ger Curtin has stated that ending this two-tier system is the union's number one priority.

## Lansdowne Road Agreement and Junior Cycle campaigns

A Special Convention was held in June and was attended by 409 delegates from all over the country. The Special Convention passed a motion suspending the ASTI's industrial action on the Lansdowne Road Agreement (LRA) and the Framework for Junior Cycle, pending the outcome of pay talks between trade unions and the Government.

The suspension of industrial action means that the LRA applies to ASTI members. The measures being implemented as a result of this are outlined on the ASTI website and in *Nuacht* 4, 2017.

As this *ASTIR* goes to print, the ASTI's Central Executive Council is due to meet to consider the draft pay agreement which resulted from the pay talks (Public Service Stability Agreement 2018-2020). ASTI Standing Committee has decided to advise the Central Executive Council to recommend that ASTI members reject the draft agreement. A key reason for Standing Committee's decision is that the draft agreement does not eliminate unequal pay.

## Latest updates

Visit the Lansdowne Road/Draft Public Service Stability Agreement webpage on the ASTI website for information and documentation on:

- the Draft Public Service Stability Agreement
- the Lansdowne Road Agreement
- the suspension of ASTI industrial action

## Where next?

The ASTI Central Executive Council will consider the draft Public Service Stability Agreement on September 9. This meeting is key in terms of charting the direction the ASTI takes on the draft pay agreement. Members will be updated on the outcome of this meeting via the ASTI website and in a *Nuacht* distributed to members in their schools.



ASTI members protested for Equal Pay for Equal Work outside the Dáil in October 2016.

## Special Convention

A Special Convention attended by 409 ASTI members was held in Citywest, Co. Dublin on June 10. The Special Convention was called following the summoning of a Special Convention and the submission of the required number of signatures as set out in the ASTI Rules and Constitution. The following motion was passed by 241 votes to 121:

**“That the ASTI pending the outcome of the upcoming public service pay negotiations suspend all industrial action relating to the Lansdowne Road Agreement (LRA) and Junior Cert reform, provided that ASTI members are treated equally to other public servants who have signed up to the Lansdowne Road Agreement”.**

Three amendments to this motion were defeated.



# Edco

# EXAM PAPERS 2017/2018



# 75%

of students use  
Edco Exam Papers  
because they  
deliver the **results!**

**FREE  
SOLUTIONS  
ONLINE!**

[www.e-xamit.ie](http://www.e-xamit.ie)

**FROM ONLY  
€2.50**  
Direct from  
**Edco**

**THE EDUCATIONAL COMPANY OF IRELAND**

**TEXT** your order **FREE** to 50123, with the keyword **EDCO** entered first and then your details.

**PHONE** (01) 4500611, **FAX** (01) 4607330, **EMAIL** [info@edco.ie](mailto:info@edco.ie)

or contact your **LOCAL REPRESENTATIVE** directly.



# PROMOTING WORKER WELFARE

**An ASTI motion at ICTU aims to put health and safety on the trade union agenda.**

ASTI delegates proposed a motion to the Irish Congress of Trade Union's Biennial Delegate Conference in July, which was remitted back to the ICTU Executive Committee for further action. The ASTI motion demands that future public sector pay agreements be health and safety proofed before they are signed off.

The motion stated:

"That as part of its role in promoting worker welfare, ICTU's analysis of the working conditions proposed in national pay agreements include scrutiny of the following areas and be disseminated to all members prior to balloting:

- a clear exposition of proposed changes to work practices
- a clear rationale for changes in work practices
- a review of resources
- impact of proposed changes on professional autonomy
- equity
- pace of change"



*Miriam Duggan, ASTI Health, Safety and Welfare Committee.*

Proposing the motion, Miriam Duggan, a member of the ASTI Health, Safety and Welfare Committee, said: "Promoting worker welfare quite simply means seeking to identify, prevent or manage prolonged exposure to work-related stress and developing work practices that are conducive to worker well-being. Prolonged exposure to work-related stress is quite different from short-term work pressure, such as, for example, meeting deadlines. This kind of stress can be good for us – enabling us to work more efficiently, to learn faster and to get the job done. Prolonged workplace stress, on the other hand, leads to inefficiencies, absenteeism, presenteeism. While not a disease itself, international research has linked it to cardiovascular disease and musculoskeletal disorders such as back shoulder and neck pain to mention but a few".



*Deirdre MacDonald, Chair, ASTI Health, Safety and Welfare Committee.*

Seconding the motion, Deirdre MacDonald, Chair of the ASTI Health, Safety and Welfare Committee, said: "If people are to maintain their ability to work in a fruitful and fulfilling fashion, their welfare must be taken into consideration in any negotiations with employers". She also told the conference: "Work-related stress is not an individual's weakness but instead a reaction to organisational or interpersonal problems at work. In occupational safety, health and welfare, a psychosocial hazard is one of a number of factors that can lead to stress and diminish psychological health and well-being if they go unchecked and are not dealt with. These hazards damage and threaten mental health in the same way that noxious gases, slippery mats and rusty nails threaten physical safety and health".



*Ciara Kinsella, ASTI Representative, ICTU Youth Committee.*

Ciara Kinsella, who represents the ASTI on the Irish Congress of Trade Unions Youth Committee, spoke on the need for the trade union movement to promote itself to young people: "ICTU Youth has taught me that the deficiency of activism and recruitment are facilitated by the absence of, what I like to call, 'an early intervention'. The process of normalising the trade union movement should begin early on and be nourished throughout the entire schooling experience and become a societal norm".

Kieran Christie, ASTI General Secretary, was elected to the ICTU Executive Committee at the conference.



# A DECENT WORKPLACE IN EDUCATION – A EUROPEAN UNION AMBITION

**European initiatives on safety and health at work could help to create a decent workplace for teachers. DEIRDRE McDONALD reports.**

The European Sectoral Social Dialogue Committee in Education is comprised of the European Trade Union Committee for Education (ETUCE) and the European Federation of Education Employers (EFEE). It effectively makes the social partners co-legislators for their professional area at European level and brings together employees and employers in education to agree on how to meet the challenges facing the sector.

The Dublin round table meeting focused on the idea of a 'Decent Workplace in the Education Sector'. The meeting was working within the EU and national legal framework for occupational health and safety, which for Ireland is the Safety, Health & Welfare Act, 2005 and other employment legislation. The empirical evidence shows that the main occupational health and safety hazards in the education sector are:

- Third-party violence and harassment at the workplace. The research shows high levels of third-party violence and harassment in the education sector.
- Work-related stress, which is a psychosocial hazard. The EU research shows that workload and role overload were the main stressors. This highlights how the amount of work, together with the multiplication of the areas of responsibility and roles, constitute huge demands on teachers.

It is interesting that the factor which has the greatest influence on the perception of job satisfaction is the issue of trust and fairness, which reinforces the need for high-quality and accountable management in schools.

The input from the European Agency for Safety & Health at Work emphasised the importance of mainstreaming occupational safety and health, risk assessment and preventive measures. This basically means collection, analysis and dissemination of information in schools. The benefits of this approach mean that the management is compliant with its statutory obligations and that the workforce is empowered in relation to their working environment and how it is organised. However, this work needs to be supported at national level.

## **An Irish initiative**

I, as chairperson of the Integrated Workplace Health Management Initiative (IWHMI), gave a presentation on the Initiative's work. The presentation demonstrated a real implementable model for developing and sustaining a decent workplace in line with the work of the European Agency for Safety & Health at Work. This is a joint union–management project with the aims of promoting the health and well-being, preventing illness and supporting return to work for workers in the education sector here in Ireland. This initiative had its genesis in the work of the ASTI Safety, Health & Welfare Committee, which I also chair.

A teacher experiences a potential health breakdown for a multiplicity of reasons. Without appropriate intervention, it is highly probable that he/she will

suffer illness, require time off work and potentially retire early due to ill health. This situation has many serious consequences for the individual teacher, the school as an organisation, students' educational experience, and the Departments of Education and Skills and Public Expenditure and Reform.

These include:

- increased stress
- health breakdown
- loss of income
- organisational disruption
- reduced capacity for organisational development
- negative impact on quality of teaching
- negative impact on educational attainment
- cost of replacement
- cost of early retirement for the individual and the exchequer.

The idea that teachers can continually absorb and deal with an increase in professional demands is pure fantasy! This situation is further exacerbated by the problem of initiative overload and inadequate resourcing within the sector. Empirical evidence demonstrates that mental health issues account for over a third of occupational health assessments (Medmark) and early retirements due to illness (Department of Education and Skills). A further quarter of these are due to musculoskeletal and circulatory disorders, two disorders which frequently have their origin in mental health matters.

The IWHMI seeks to address this problem with the development of a model in line with the approach adopted in Finland and the Netherlands for maintaining workability. This model has three strands – promotion, prevention and return to work. These strands are implemented at individual and organisation (school) level. The need for this approach has become an imperative, with those working in education having further and further demands made on them. In addition, the age of retirement for teachers is increasing significantly, to 68 years by 2028, and the ESRI proposes that it should move to 70 years.

The implementation of this methodology has many benefits for all concerned, both qualitatively and quantitatively/financially. It is a collaborative approach at European, national and individual school level, with the potential to change peoples' working life for the betterment of all involved. It truly promotes and puts into practice the concept of a decent workplace. The initiative is currently in discussion with the Teaching Council for co-funding of phase 1.

**See the report on the ASTI motion on “Promoting Worker Welfare” at the ICTU Biennial Conference on page 10.**

**For more information on workplace safety and health, visit [www.osha.europa.eu](http://www.osha.europa.eu).**

# WHO GETS A SAY IN TEACHERS' PAY?

**A new public sector pay deal is on the table. How did it come about and what does it mean for teachers? GEMMA TUFFY reports.**

## How did the 2017 pay talks come about?

In 2017, talks between unions affiliated to the Irish Congress of Trade Unions (ICTU) and the Government on a new public sector pay agreement were facilitated by the Workplace Relations Commission. The talks began in mid May and ended on June 8, with the issuing of the draft document 'Public Service Stability Agreement 2018-2020'.

Prior to the talks, trade unions had argued that the economy had improved to the point where public sector pay cuts imposed during the recession were no longer tenable and should be rescinded. Eventually the Government conceded that while the current national pay agreement – the Lansdowne Road Agreement (LRA) – is not due to expire until September 2018, scope for additional pay restoration (other than that committed to in the LRA) existed.

## Did the ASTI participate in the talks?

The ASTI participated in the talks at the Workplace Relations Commission as an affiliated union of the ICTU. The ASTI was represented by the General Secretary, President, and Deputy General Secretary. The main trade union negotiators were the officers of the ICTU's Public Services Committee. The main negotiators on the Government side were officials from the Department of Public Expenditure and Reform. At the talks, the ASTI argued for the repeal of FEMPI legislation and equal pay for new teachers. While there were no sectoral negotiations at the talks (i.e., separate negotiations for education employees, health employees, etc.), there were some side meetings between certain unions and Government department representatives on specific issues. These included meetings between unions representing employees in the education sector and representatives from the Department of Education and Skills (DES) and the Department of Public Expenditure and Reform.

## What are the key points for teachers in the draft Agreement?

- The elimination of the differential pay scales for new entrant teachers will not be achieved during the lifetime of the draft Agreement.
- There is no commitment to a reduction in the Croke Park hours.
- From January 2019, the bulk of the pension levy will become a pension contribution for public sector employees who are in the pre-2013 pension scheme.

## What is the Workplace Relations Commission?

The Workplace Relations Commission is a State service which promotes good workplace relations throughout the labour market. It supports collective bargaining and dispute resolution in the public as well as the private sector, and offers a number of key services to employers, employees and their representative organisations, including the provision of information, mediation, and conciliation services.



- From January 2019, there will be no pension deduction on non-pensionable earnings (e.g., payment for State exams work – which is non-pensionable – will no longer be subject to the pension levy).
- There is a commitment to a process to address longer pay scales for new entrants.
- Changes to pay and pension levy during the agreement are:
  - January 1, 2018 – 1% pay increase
  - October 1, 2018 – 1% pay increase
  - January 1, 2019 – pension levy threshold revised upwards from €28,740 to €32,000
  - January 1, 2019 – 1% pay increase for those whose annualised salaries are less than €30,000
  - September 1, 2019 – 1.75% pay increase
  - January 1, 2020 – pension levy threshold revised upwards to €34,500
  - October 1, 2020 – 2% pay increase.

Read about the draft Public Service Stability Agreement 2018-2020 and the implications for ASTI members at [www.asti.ie](http://www.asti.ie).



### What happens next?

At the time of going to print, most trade unions affiliated to the ICTU had balloted their members on the draft Public Service Stability Agreement. The primary teachers' union, the INTO (circa 35,000 members), has voted to reject the draft Agreement. The TUI (circa 16,000 members) is balloting its members in September and its Executive has recommended that members reject the Agreement. The ASTI Central Executive Council is due to consider its response in September. In June, ASTI Standing Committee passed a motion urging the Central Executive Council to recommend to members that they reject the draft Agreement. Meanwhile, the two biggest trade unions in Ireland, SIPTU (circa 180,000 members) and IMPACT (circa 63,500 members), have voted to accept the draft Agreement. The ICTU's policy on public sector pay agreements is decided by an aggregate vote of all affiliated unions representing public sector workers. This voting process takes place at a Public Services Committee meeting. Each union has a certain number of votes based on the number of members in their union. This aggregate vote process determines whether or not the pay agreement is ratified. Ratification of an agreement

does not automatically mean that a union whose membership voted against the agreement must accept it. In the past, the ASTI has chosen not to accept agreements ratified by the ICTU. However, non-acceptance of a pay agreement ratified by the ICTU can lead to an industrial relations dispute for that union, as in the case of the ASTI's non-acceptance of LRA 1. In this instance, benefits of LRA 1 were withdrawn when, according to the Department of Education and Skills, the ASTI "repudiated" the Agreement. Benefits were returned when the ASTI suspended its industrial action. As long as the ASTI does not repudiate LRA 1, the benefits will continue to apply. The Public Services Committee vote on the draft Agreement is due to take place on September 18.

At the time of printing, the ASTI Central Executive Council is due to meet to consider the draft Public Service Stability Agreement 2018-2020. Please visit the ASTI website for important updates.



**Erasmus+**

Develop and increase your school's connections with Europe through Erasmus+, the European Union's programme for learners and educators.

**Additional deadline Key Action 1  
04 October**

Your school could be one of the many Irish schools to receive Erasmus+ grants for staff training and job shadowing in Europe under Key Action 1, Staff Mobility Projects.

If you'd like to apply, come to our application clinic in Dublin on 16 September. For more information and to register, email: [pdukic@leargas.ie](mailto:pdukic@leargas.ie)

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



Enhance your students' digital skills and collaborate with schools across Europe with eTwinning

**How to participate**

- Register on [www.etwinning.net](http://www.etwinning.net)
- Find project partners
- Plan and register your project
- Evaluate your project and recognition and share
- Explore CPD opportunities

The Digital Strategy for Schools Action Plan names eTwinning as one of the main EU resources and learning opportunities

eTwinning is the main European Union e-learning programme for the effective integration of ICT in education and training systems in Europe

**Register now!**

Léargas is the National Support Service for eTwinning in Ireland. Contact [etwinning@leargas.ie](mailto:etwinning@leargas.ie) for support, advice and information on eTwinning professional development opportunities



## SUPPORTING STUDENTS

Recent ASTI media coverage has focused on pay inequality and the Junior and Leaving Cert exams.

"What people have to realise is the pay of new entrants was cut in 2011 and in 2012. All ASTI teachers starting in 2017 are starting on a salary that is 21% below those starting in 2011. That's the big issue we have ... we have to do something or teaching will end up in an awful mess. Recruitment will be a big problem, and it is already starting. For example, last year I was at a PME graduation in Trinity College. 134 graduates were there. Not one of them was a physics graduate going into teaching. They had all left to go into private industry. That tells you there is a problem."

**Ger Curtin, ASTI President, RTÉ News at One, August 1**

"We have an awful lot of new teachers who are not on full hours. For example, 18% of entrants since 2010 have to supplement their income by other work. Two-thirds of them are still working in temporary or part-time positions. Two-thirds of teachers employed since 2010 are still on part-time or temporary positions! That's a staggering total. That is as well as the different pay scales and it is a very serious issue."

**Ger Curtin, ASTI President, Tipp FM, August 2**

"This suspension of industrial action will allow members to be treated on the same basis as their colleagues in the other teachers' unions. It will also allow them to take stock and give them space to consider the proposals that have emerged from the recently-concluded Public Service Pay Talks. The ASTI will immediately contact the Department of Education and Skills in order to ensure that the restorations in pay and conditions promised in the event of a suspension of industrial action will be delivered promptly and in full."

**Ed Byrne, then ASTI President, Irish Independent, June 10**

"ASTI president Ed Byrne said that while some of the proposals contained in the draft agreement would provide benefits for teachers, it would not eliminate unequal pay. In addition, the draft agreement does not contain any commitment to reduce the Croke Park hours, which teachers find unproductive and disruptive to their core work and duties."

**Ed Byrne, then ASTI President, The Irish Times, June 27**

"The studies show that taking grinds is not associated with a boost in performance for the students concerned. What's happening out there is there is a hunt for advantage, and what's happening is grind schools play on the fears of parents and students that if you're not taking grinds, you're not at the races in terms of getting into college and so on...The OECD PISA report in 2015 found that Irish schools were 6th in the EU in science, 9th in maths and 3rd out of 35 OECD countries in reading literacy. Those facts speak for themselves and those are ordinary, everyday schools. What it tells you, is that if you go to an everyday school and are attentive to your work and take the advice of your teachers in relation to your exams and so on, you will fare very well."

**Kieran Christie, ASTI General Secretary, The Last Word, Today FM, Tuesday 15 August**

"The gap between policy development and policy implementation is increasingly acknowledged as one of the reasons why education systems are either slow to adopt new practices or adopt them in a piecemeal fashion. There is a real need to examine this conundrum in the Irish context. If the ASTI dispute on the Junior Cycle teaches us anything, it is that we need to look for better ways to engage teachers in the dialogue on innovation. Teachers do not want their students to be the guinea pigs for experimentation. We need to examine how schools can engage in curriculum innovation while not undermining students' learning or classroom relationships."

**Moira Leydon, Assistant General Secretary: Education and Research, Irish Examiner, June 6**

"Overall, the students would have been happy enough. There were lots of doable parts but for those wishing to get an A, there were also some quite tricky parts," she said. "If you were a hard-working student but not brilliant at maths, you would have struggled to get the A here. There were enough hard or challenging parts in every question to act as a little 'trip' and if you got caught up in it, the A was gone."

**Elaine Devlin, ASTI subject spokesperson – Junior Certificate maths, The Irish Times, June 12**

"Parents will also be glad to hear Breda Lynch – a maths teacher at Muckcross Park College, an all-girls school in Donnybrook, Dublin – say that, in her experience, secondary school teachers generally "love" teaching first-years. They like their innocence "because once they get into second year, they have developed attitudes and belong to a different world"... There is always a contrast, she says, between girls who come in knowing lots of other girls and those who come in knowing nobody. She sometimes thinks the latter are better off, enjoying a fresh start rather than having to renegotiate existing friendships. "The social skills are the big issues rather than the academic," she stresses."

**Breda Lynch, ASTI Vice President, The Irish Times, August 22**



"There was a lot they could get their teeth into, particularly the material for their essays," she said. Ms Barry reported positive student reaction about the paper's theme about school, including "a lovely piece" by novelist Donal Ryan about his school days, and another about a Syrian refugee student in a German school. She said an article for the school website about being more welcoming to students with disabilities was fine and a short story option about a family's regrets at adopting a robot was a nice inclusion in the well-balanced paper."

**Kate Barry, ASTI subject spokesperson – English, *Irish Examiner*, June 8**

"Students would have been happy with the case studies, which looked at sovereignty and partition, the Eucharistic Congress and the impact of the Second World War on Belfast. The case study on Sunningdale didn't show up and some students may have been disappointed by this."

**Philip Irwin, ASTI subject spokesperson – history, *The Irish Times*, June 14**

"It lets them see that biology is relevant to everyday life," said Ms Cronin. She said a well-prepared student would do well on the paper, which covered a broad range of material on both theory and skills. Ms Cronin said while students would have loved question 12 on DNA profiling the b (ii) part, asking them to explain how the son of a haemophiliac father was not a haemophiliac "might have been a bit of a challenge". She said it didn't follow the usual format for such questions and while the "very good candidates would have no problem, others might struggle".

**Lily Cronin, ASTI subject spokesperson – biology, *Irish Independent*, June 14**



## Post Graduate Certificate/Diploma in Mindfulness-Based Practice and Research

See: [www.ucc.ie/en/acc-pcmbp/](http://www.ucc.ie/en/acc-pcmbp/)

## MSc in Personal and Management Coaching

See: [www.ucc.ie/en/acc-msepme/](http://www.ucc.ie/en/acc-msepme/)

**Both programmes are delivered fully in Cork and Dublin and begin in October.**

# NEW TO TEACHING

Here are some things you should be aware of if you are new to the staffroom.  
JENNY DUNNE reports.

Most new teachers begin their careers in temporary or part-time roles, covering for teachers on leave, or covering concessionary hours. The number of teacher appointments in a school is linked to the number of students attending the school; this is known as the pupil–teacher ratio. Some schools may also pay for teaching hours directly from their own funds. When you begin a new role, it is important that you understand the contract you have and the conditions that go along with it.

## Contracts

The type of contract you hold depends on the reason for the position being vacant and the type of hours you cover. Regardless of the type of contract you have, you should make sure you receive clear written information on the terms and conditions of your job, either in the form of a letter of appointment, a written contract or a written statement. You are entitled to this information and it is important that you have it, so that you fully understand the nature of your employment. Remember to keep a copy of all documents as they may be important in the future. Don't sign a contract until you know exactly what you are signing and if there is anything you are unsure of, ask your ASTI school steward or ASTI Head Office for clarification or advice.

Before you agree to a contract, make sure that it includes the following information:

- the nature and duration of your employment
- the type of contract under which you are employed
  - fixed term or permanent; part time or whole time
- the number of hours per week you are contracted to teach
- the subjects and levels you will be teaching
- the reason for the vacancy you are filling
- whether you will be paid by the Department of Education and Skills (DES), the school or the education and training board (ETB).

## Non-permanent contracts

Many newly-qualified teachers (NQTs) will begin their teaching careers with non-permanent contracts. A non-permanent contract should only be given when the need for the teacher's service is genuinely a temporary one, for example where you are replacing a teacher on leave. There are four categories of non-permanent teaching contract for qualified teachers.

A **regular part-time teacher** is appointed where the need for a teacher for a certain number of hours (fewer than 18 hours) is viable for at least a year. For example, you would have a pro-rata contract where you are covering concessionary hours or for another teacher who is on a career break.

A **temporary whole-time teacher** is appointed to work full hours (18-22 hours) on a temporary basis, normally for at least one year. For example, you could be replacing a teacher on secondment or where the DES doesn't sanction a permanent position.

A **non-casual part-time teacher** is appointed where there is a specific need for a teacher for less than a year, but for more than 150 hours in total in the

year. For example, if you are covering for a teacher on maternity leave.

A **casual part-time** teacher is appointed where there is a casual need for hours to be covered. For example, when you are replacing a teacher on short-term sick leave.

Regular part-time, temporary whole-time and non-casual part-time contracts are all types of fixed-term contracts.

## Permanent contracts and contracts of indefinite duration

### Permanent contract

Permanent teachers are contracted to teach up to 22 hours a week. If you receive a permanent job, you may receive a permanent probationary contract but once the probationary period has been served, you should receive a permanent contract.

### Contracts of indefinite duration

A contract of indefinite duration (CID) gives a teacher the same job security as other permanent teachers. The only differences are that salary is based on the number of hours teaching (which can be less than full hours), and the awarding of the contract is normally the result of the teacher acquiring the requisite amount of teaching service in a sustainable teaching post. For more information on eligibility requirements for a CID, see the FAQs on page 26.

## Did you know?

A recent ASTI survey found that 62% of recently-qualified teachers have qualifications in addition to their teaching qualification. These include Master's degrees and postgraduate diplomas.

## Salary

Your pay depends on:

- when you first started teaching
- your contract
- your hours
- your teaching experience.

Teachers are paid based on an incremental salary scale or according to annual rates. If 2017 is your first year teaching, you will be on the first point of the post-February 1, 2012, pay scale, shown on the opposite page. If you are employed by a voluntary secondary school or a community or comprehensive school, you will be paid by the DES from their offices in Athlone, Co. Westmeath, directly each fortnight. If you are employed by a community college or vocational school, you will be paid by the relevant ETB at least once a month out of funds allocated to them from the DES. If you are employed privately by the school, you will be paid directly by the school. Permanent teachers/full-time CID teachers are paid over 12 months, and their salary is based on the relevant point on the appropriate scale plus allowances. Regular part-time teachers, part-time CID teachers and temporary whole-time teachers are paid over 12



months and their salary is based on a pro-rata fraction of the relevant point on the salary scale, plus any allowances, depending on how many hours they teach. Teachers who entered the profession after 2010 are on different pay scales than their colleagues even though they have the same duties and responsibilities. While the ASTI has made some progress in having cuts to teachers' pay restored, it still remains that new and recently-qualified teachers are placed on inferior pay scales. Achieving equal pay for equal work remains a key priority.

### Your payslip

A payslip stating your gross pay, net pay and deductions including PAYE, income levy and PRSI (including health levy) will be sent to your chosen address. Payments for your pension contribution are also included, along with other at-source deductions you may have, such as Teaching Council registration fee and ASTI subscription. You should check each payslip you receive to ensure that it is correct.

### Did you know?

A total of 90% of recently-qualified teachers are involved in extracurricular activities for students in their school.

Revised incremental salary scale for teachers who entered teaching on or after February 1, 2012, to apply with effect from September 1, 2017.

|    |         |    |         |
|----|---------|----|---------|
| 1  | €34,602 | 15 | €52,764 |
| 2  | €36,410 | 16 | €53,662 |
| 3  | €37,633 | 17 | €55,134 |
| 4  | €39,325 | 18 | €55,134 |
| 5  | €40,469 | 19 | €56,372 |
| 6  | €41,843 | 20 | €56,372 |
| 7  | €43,292 | 21 | €57,999 |
| 8  | €44,752 | 22 | €57,999 |
| 9  | €45,972 | 23 | €59,365 |
| 10 | €47,869 | 24 | €62,306 |
| 11 | €48,546 | 25 | €62,893 |
| 12 | €49,355 | 26 | €62,893 |
| 13 | €51,275 | 27 | €64,701 |
| 14 | €52,086 |    |         |

**THE SUPER GENERATION**  
NURTURING FUTURE

**WAYS TO WELL-BEING**

Train-the-trainer course for teachers wishing to teach well-being

**DATES:**  
Dublin  
6<sup>th</sup> & 7<sup>th</sup> Oct 2017  
Athlone  
9<sup>th</sup> & 10<sup>th</sup> Mar 2018  
Dublin  
13<sup>th</sup> & 14<sup>th</sup> Apr 2018

"Absolutely fantastic for ourselves and our students."  
Sheela McHugh, Limerick  
Trinity

**FIND OUT MORE AT**  
[WWW.THESUPERGENERATION.COM](http://WWW.THESUPERGENERATION.COM)





**Thérèse Glennon,  
Dublin North East, Pobalscoil  
Neasáin Baldoyle, Dublin 13**

1. Don't be afraid to ask for help and to seek guidance. Develop relationships where you can be honest and get new ideas. Learn from any mistakes you make. It is not a weakness to look for help.
2. Building relationships with your students is a huge factor in their/your success.

3. Be flexible. Planning is very important, but a teacher needs to be able to quickly modify plans when new situations arise.
4. Establish relationships with all staff, not just with other teachers. The secretaries, SNAs and caretakers in my school were a fantastic support to me (and continue to be today).
5. Get to know your students and realise what will work with one class may not work with a different class.
6. Pace yourself. The first year is always going to be a difficult year. You will often feel exhausted and overwhelmed. This is normal. Twelve years later I still feel like this at times!



**David Gannon,  
Enniscorthy Branch,  
teacher in Meánscoil Gharman**

1. Be prepared for class and know that something you didn't prepare for will happen in every class.

2. Get involved in an extra-curricular activity. It helps you to get to know colleagues and pupils on a different level, and is always helpful.
3. You can't teach well unless you are well. Take time to relax, exercise and recuperate.
4. Book a nice holiday for the summer. You'll have earned it!

## Glossary

As you begin your teaching career you will hear a lot of unfamiliar terminology. The following are some of the most common terms:

**ASTI Convention:** Annual Convention of the ASTI is the supreme governing body of the ASTI. ASTI Annual Convention is held each year during the Easter break and is attended by nearly 500 ASTI members, representing regions all over Ireland. These delegates debate motions which will decide ASTI policy for the coming year.

**ASTI school steward:** each ASTI school staff group elects a school steward to be their official union representative. The school steward has many duties, including representing staff to management, distributing ASTI information and publications to members in their school, and ensuring that ASTI policy is adhered to within the school.

**BoM:** all community and comprehensive schools and colleges, and the great majority of voluntary secondary schools, now have boards of management (BoM). The composition of BoM varies. However, they usually include representatives of parents, teachers and school trustees/religious bodies/the vocational education committee (VEC), depending on the school type (community, comprehensive, voluntary secondary, etc.).

**CEC:** the ASTI Central Executive Council (CEC) consists of 180 members (depending on size, each branch elects one, two or three members). CEC is the governing body of the ASTI when Convention is not in session. A final salary offer is referred to CEC. However, CEC is not entitled to accept such an offer without a ballot of members. CEC members also attend ASTI Conventions.

**Concessionary hours:** schools can apply to the Department of Education and Skills (DES) for additional 'concessionary' teaching hours. These extra hours may be granted depending on a school's individual needs.

**PTR:** the pupil–teacher ratio (PTR) is the number of teachers allocated to a school. For example, the current pupil–teacher ratio in second-level schools is 19:1 (in fee-charging second-level schools the ratio is 23:1), so for every 19 pupils in a school, one full-time teacher is allocated.

**Redeployment:** there are two redeployment schemes currently in operation in secondary schools, as well as a pilot voluntary redeployment scheme. The scheme that affects the largest number of schools and teachers is the redeployment scheme for teachers who are surplus to requirements, other than in situations of school closure. Rather than being made redundant, this scheme allows for the redeployment of teachers of a school or VEC that has one or more teachers employed in excess of their allocation (see PTR) into schools with teaching vacancies.

**S&S:** a supervision and substitution (S&S) scheme operates in schools to allow for the supervision of students during breaks and before and after school, and to allow for substitution to cover certain categories of teacher absences. Teachers are committed to providing a maximum of 43 hours of supervision and substitution per year (pro-rata for job share and part-time teachers). As well as timetabled supervision duties, teachers must be available to substitute for a number of timetabled class periods per week. There is no payment for work carried out as part of the S&S scheme. However, supervision and substitution carried out outside of the scheme attracts payment.

**Standing Committee:** Standing Committee consists of 23 members who are serving teachers and includes the President, Vice-President, Honorary Treasurer, Honorary National Organiser, President Elect, Immediate-Past President and 18 regionally-elected representatives. Standing Committee looks after the business of the union when neither CEC nor Convention is in session.

# WHAT IS THE PURPOSE OF EDUCATION?

**Education should be about the betterment of society, not just the economy, says GERALDINE MOONEY SIMMIE.**

As the invited guest speaker of the then ASTI President Ed Byrne, I had an opportunity to speak at ASTI Convention 2017 in the INEC, Killarney. My keynote address is on the ASTI website and it is not my intention to repeat it here. However, positive feedback received from many of the teachers afterward has prompted me to write this article.

As educators and teachers, it is our public responsibility to inform ourselves of what is happening in the world if we are to accurately interpret events and act to improve our teaching to play our full part in the wider moral, social and political needs of a democratic society – by making it a wholesome, compassionate and just place to live. Since the start of this century, and since the global recession of 2008, Ireland's education system and public services have been subjected to a relentless policy of austerity economics (Galvin and Mooney Simmie, 2017; Mooney Simmie *et al.*, 2017). This has resulted in new languages of learning, entrepreneurship and self-evaluation, all deeply contested among academics and philosophers of education (Brady, 2016; Hederman, 2012).

## Change and control

We are at a time when the political order is rapidly changing on a daily basis toward a more high control-low trust (authoritarian) system, witnessed by the rise of Donald Trump, Brexit, increased support (notwithstanding her defeat) for Marine Le Pen, and a new Darwinian philosophy of the survival of the fittest in the aftershock of a global climate of fear.

There is a new way of doing policy that is dismissive of anything or anyone that appears to stand in the way of individual competitiveness and the needs of a prosperous future economy. Prof. Timothy Snyder at Yale University speaks of a teleology of certainty, which resembles in many ways the loss of democracy in Europe in the last century, when people willingly gave their unquestioned obedience in advance to autocratic personas.

I have argued, using up-to-date research studies, that teaching, and inspection of teaching needs to be viewed as nearer to poetry than physics if it is to retain the beautiful risk of education (Biesta, 2013). The OECD view that teaching is a clinical practice, a hard science encased in a medical model, is deeply contested in the academic literature. In the UK, Prof. Stephen Ball refers to the loss of the teacher's soul within the terrors of performativity (Ball, 2003). Prof. Deborah Youdell at the University of Birmingham speaks to the need to continue to trouble schooling and education for equality and civic society (Youdell, 2011). Prof. Bob Lingard and Dr Sam Sellar present research evidence of the new epistemic dominance of the OECD in education policy, where the E stands for economic and not education (Sellar and Lingard, 2013).

## Research not necessary

However, we are at a time in the intellectual life of society where we have the daily spectacle of policymakers and politicians effectively shielded from taking such policy research and qualitative studies into account. It appears that an iron cage of rationality has dropped over the field of education and teaching. Former discourses of dialogue and interaction are nowadays replaced with new hard



discourses of data and measurement. We are familiar with the old saying that when medical doctors differ, patients die. In this article I suggest that when academic doctors differ then patience with the status quo dies, and a new imaginative space is opened for contestation and critical debate. Ireland is now nine years on from the trauma of the economic crash. I suggest that it is timely, with the benefit of contested views and research studies, to ask what is the purpose of education in today's Ireland and how might we move from clinging to the primacy of the economy to a wholesome view of the young person for the betterment of schools and society?

## References

- Ball, S.J.** The teacher's soul and the terrors of performativity. *Journal of Education Policy* 2003; 18 (2): 215-228.
- Biesta, G.J.J.** *The Beautiful Risk of Education*. London: Routledge, 2013.
- Brady, A.M.** The regime of self-evaluation: self-conception for teachers and schools. *British Journal of Educational Studies* 2016; 64 (4): 523-541.
- Galvin, M., Mooney Simmie, G.** Theorising participation in urban regeneration partnerships: an adult education perspective. *Journal of Education Policy* (2017, in press) online first: 10.1080/02680939.2017.1320731.
- Hederman, M.P.** *Education as Personal Relationship*. Dublin: Veritas, 2012.
- Mooney Simmie, G., Moles, J., O'Grady, E.** Good teaching as a messy narrative of change within a policy ensemble of networks, superstructures and flows. *Critical Studies in Education*, published online August 2016, 1-21. DOI: <http://dx.doi.org/10.1080/17508487.2016.1219960>.
- Sellar, S., Lingard, B.** The OECD and global governance in education. *Journal of Education Policy* 2013; 28 (5): 710-725.
- Snyder, T.** *On Tyranny: Twenty Lessons from the Twentieth Century*. London: Penguin, 2017.
- Youdell, D.** *School Trouble: Identity, Power and Politics in Education*. London: Routledge, 2011.

*Dr Geraldine Mooney Simmie is a Senior Lecturer at the School of Education at the University of Limerick, where she lectures in policy studies to doctoral students. The opinions expressed here are her own views and not the views of the institution. You can contact Geraldine on 061-213 029 or 087-203 0273, or by email at [Geraldine.MooneySimmie@ul.ie](mailto:Geraldine.MooneySimmie@ul.ie).*

# ASTI HONOURS MEMBERS AT AWARDS CEREMONY

The ASTI Achievement Awards celebrate and reward teachers for outstanding work done inside and outside the classroom.



Larry McGuinness (RIP) was posthumously awarded the Thomas MacDonagh medal. From left: Ed Byrne (then ASTI President), Eileen McGuinness and her children, and Kieran Christie (ASTI General Secretary).

Teachers from all over the country were honoured by the ASTI in May for their outstanding contributions both inside and outside the classroom. The annual ASTI awards ceremony, held in the Gresham Hotel, Dublin, honoured those who have provided invaluable service to the teaching profession and the union.

## Thomas MacDonagh Medal

The Thomas MacDonagh Medal recognises outstanding service in a representative capacity within the ASTI or an outside body. It may also include an action or position taken by an ASTI member which has significant benefits for ASTI members. This year there were a number of recipients of the Thomas MacDonagh Medal: Neil Curran (Donegal Branch), Anne Loughnane (Carbery Branch), Frances Milner (Carbery Branch), Máire G. Ní Chiarba (Cork North Branch), Aidan O'Leary (Tipperary Branch), Enda Whelton (Stillorgan Branch), Maire O Ciarain (Dublin South Central Branch), and Larry McGuinness RIP (Fingal Branch).

## PJ Kennedy Award

The PJ Kennedy Award is presented to ASTI members who have given valuable service to the union at branch level. There were six recipients of the PJ Kennedy Award: Frank Aird (Fermoy Branch), Celine Harty (Wicklow Branch), Gerry Motherway (Cork South Paddy Mulcahy Branch), Pat Morris (Cork South Paddy Mulcahy Branch), Margaret O'Neill (New Ross Branch), and Ciaran Murphy (Galway Branch).



Pat Deery, Monaghan –  
Honorary Life Membership  
Award recipient.

## Honorary Life Membership

This award is given in recognition of a member who has given singular exceptional service to the ASTI, displayed outstanding leadership and served as an inspirational role model. Honorary Life Membership is the highest honour that the ASTI can bestow upon a member of the Association. The recipient was Pat Deery (Monaghan Branch).



John Mulvihill, Kerry –  
Achievement Award recipient.

## Achievement Award – John Mulvihill

School principal John Mulvihill was presented with a 2017 ASTI Achievement Award thanks to his outstanding contributions to the GAA, both in his school and his community. He has been Principal of St Michael's College, Listowel, for over 20 years, a school that is well known for football and is the only school to have both a principal and deputy principal with All-Ireland medals for football in Kerry. As a football player, he has two Senior All-Ireland medals for Kerry, as well as All-Ireland wins at minor and U21 level.



He also won two county championships with his club, Feale Rangers. Since his time as a player, John has also been involved in management of county teams. He was a selector for Kerry for many years, including for the Kerry U21 team when they won the All-Ireland in 1998 and when they lost the final in 1999. He managed Tipperary from 1985-1990, leading them to success in the McGrath Cup for the first time.

In his community, he helped to establish the North Kerry School of Excellence to prepare young players to represent Kerry at minor level. He has managed local teams Feale Rangers, who won the county championship for the first time in 27 years under his management, and Listowel Emmets, who won two North Kerry Championships with him. In his school, he has coached football teams throughout his years as principal, leading them to their first All-Ireland Colleges C Football Final in 2011. Past students of his who went on to represent and win medals for Kerry in football include: Noel Kennelly, Brendan Guiney, Ger McCarthy, Maurice Corridan, Tadhg Kennelly, Pat Corridan, Brian McGuire, Conor Cox, Jack McGuire, Brian Sweeney, Niall Collins, Sean T. Dillon, Darragh O'Shea, and Paudie O'Shea. John is a deserving recipient of this award thanks to his outstanding dedication to the GAA and the promotion of football to young players and his students, as well as his academic contributions as principal of his school.



*Don Thornton, Drogheda Sean Higgins – Achievement Award recipient.*

#### **Achievement Award – Don Thornton**

Teacher of maths and computer studies Don Thornton was awarded a 2017 ASTI Achievement Award thanks to his fundraising efforts for the Alzheimer's Society of Ireland and his involvement in his school community in St Mary's Diocesan School, Drogheda. In June 2016, Don committed to running at least 10km every day for one year in order to raise money for the Alzheimer's Society of Ireland. This is a cause close to his heart, as his father has Alzheimer's disease. Since then, he has run nearly 4,000km and raised over €10,000 for the

Drogheda Alzheimer Day Care Centre. The Centre provides people with Alzheimer's disease and dementia in the area with a place that they can go daily and participate in a wide range of activities including reminiscence therapy, music sessions, gentle exercises, arts and crafts, and personal care.

Don is also heavily involved in extracurricular sports in his school and coaches two of its GAA teams. As he has a young family to care for, as well as his extracurricular commitments in school, he often runs in the early morning or during school lunchtime to ensure he completes his 10km every day. Don is highly regarded by both staff and students in his school. As a teacher in a school with 800 boys, Don sets a great example of the importance of volunteering, self-discipline and looking after your mental and physical health. Don's Deputy Principal, Catherine McNicholas, said: "Don has been an inspiration to the whole school community, posting on the Facebook page. Most recently, some second years got to run with him at lunchtime as part of their prize for winning a fundraising relay, which was organised by their year heads in support of the Alzheimer's charity Don is running for. This undertaking and charity work acts as a real-life example of the ideal of holistic education".



*Patrick Glover, Dublin South 1 – ASTI Centenary Scholarship recipient.*

#### **ASTI Centenary Scholarship**

Patrick Glover, a teacher from Marian College, Dublin, was the recipient of this year's ASTI Centenary Scholarship. The ASTI offers an annual scholarship to assist ASTI members in undertaking further third-level studies. The annual scholarship of €4,000 is awarded to one ASTI member, with preference given to members who do not hold any other scholarships or financial awards for study.

Patrick is receiving the 2017 ASTI scholarship for research he undertook on occupational stress and job satisfaction among teachers. The research formed part of Patrick's MSc in Education and Training Management at DCU. The ASTI Centenary Scholarship recipient is determined by a scholarship selection committee, whose selection criteria include: relevance of the proposed course of study to the professional lives of teachers and second level; and, potential for the study to inform the ongoing policy agenda and work of the ASTI. It was believed that Patrick's studies best matched the criteria, making him the preferred candidate for the scholarship.

*For more photos of ASTI Awards, see [www.asti.ie](http://www.asti.ie).*



*From left: Ed Byrne (then ASTI President), PJ Kennedy Award recipient Margaret O'Neill (ASTI New Ross Branch), and Kieran Christie (ASTI General Secretary).*



*From left: Ed Byrne (then ASTI President), Thomas MacDonagh Medal recipient Máire G. Ní Chiarba (ASTI Cork North Branch), and Kieran Christie (ASTI General Secretary).*

# MEET THE PRESIDENT

New ASTI President Ger Curtin tells *ASTIR* about the mentors who inspired him and his commitment to equal pay for equal work for all teachers.



## Where do you teach?

I teach maths and physics in Beneavin College, Finglas.

## Where did you go to second-level school?

I attended Nenagh CBS, Co. Tipperary.

## Who was your most inspiring teacher?

My most inspiring teacher was a Christian Brother, Brother Williams. He was my maths and physics teacher and he was very good in the way he dealt with students; he was always very fair. I was lucky to have a number of very good teachers in school, who inspired me to get into teaching.

**My priority for the coming year is that all teachers be on the pre-2011 pay scale. I would consider that a success for the ASTI.**

## Did you always want to be a teacher or did you ever consider another career?

Before I decided to go to college and do teaching, I did consider doing civil engineering, which draws on the maths and physics areas. I was

very interested in both careers, so it was a toss of a coin really. In the end, at the time that I was deciding what to do when I left school, there was a strike in UCD, where I would have done engineering, but there was no strike in Maynooth. They were up and open for business, so that was how I made my decision!

## Why did you become involved in the ASTI?

When I started teaching in Beneavin College, Louis O'Flaherty was also teaching there. Louis is a former president of the ASTI, and a very important person in the history of the ASTI. Louis encouraged me to join the ASTI and he led from the front in terms of being a very good warrior for all teachers and being very involved in the union. He is someone I respect very much, a true trade unionist.

## What are your priorities for your year as ASTI President?

My priority for the coming year is that all teachers be on the pre-2011 pay scale. I would consider that a success for the ASTI. I do think it's incumbent on all teachers who are members of a trade union to work towards that because the situation we have at the moment is a source of serious job dissatisfaction in staff rooms, particularly among our younger members. Of course I know this from my own staffroom, and from speaking to other ASTI members, but also from my two sons, both of whom are recently-qualified teachers. My eldest son is a primary school teacher and he is on the post-2011 pay scale. My younger son is a second-level history teacher, and is on the post-2012 pay scale, and like many new entrants to teaching, he is not on full hours. There is no one better than those two to make sure that I understand the difficulties faced by new entrants to teaching.

### What has been your proudest moment to date as an ASTI member?

My stand-out proudest moment as an ASTI member would be the rally held by the three teacher unions in December 1985 in Croke Park. Louis O'Flaherty was ASTI President that year. We had a pay campaign and the three unions came together. The sense of solidarity with the three unions was very strong. It was a very important moment for the ASTI.

### How would you encourage teachers starting their career this September?

First of all, I would tell them to join a trade union, because they need the protection of a union, especially in these times of precarious contracts. They need to know that in moments of crisis, the union will be there to support them and to offer them advice when they need it. Joining a union also gives them the opportunity to contribute to education policy, through their union. I would also tell them to remember that teaching is a very honourable profession and there is a lot of satisfaction to be found in watching your students progress and grow into adults, and to see yourself as having contributed to that in some way. There will be difficult times in your teaching career, especially when you are starting out, but it can also be a very rewarding career.

### What are your interests outside of teaching?

Hurling would be my big interest. I am a proud supporter of Tipperary and Celbridge hurling! I've been active in Celbridge GAA club for years and remain very involved in the club.

### Who in public life (politics, sport, writing, music, etc.) do you admire?

I suppose it would be Brian Cody, for his longevity. And he does a great job, although perhaps it is too good a job from a Tipperary point of view!

### What is something that members may not know about you?

I love hillwalking. I'm originally from the Silvermines area in Tipperary and I love to get out in the hills around the area.

Watch the "Meet the President" video on the ASTI Facebook and Twitter pages.

Teaching is a very **honourable** profession and there is a lot of **satisfaction** to be found in watching your students progress and grow into adults, and to see yourself as having **contributed** to that in some way.



## DIPLOMA CENTRE

DIPLOMA IN  
EDUCATION LAW

LAW SOCIETY  
OF IRELAND

---

- Commencing Friday 3 November 2017
- Four Friday & Saturday sessions (to coincide with periods of school leave)
- Flexible onsite and online learning options
- Ideal for those acting as decision-makers within schools and for those with an interest in education law matters
- Fee €2,600

Our diploma provides comprehensive coverage of applicable constitutional and legislative provisions and pertinent case law relevant to the day-to-day issues that arise when advising on education law matters or indeed when acting as a decision-maker within a school.

Visit [www.lawsociety.ie/diplomacentre](http://www.lawsociety.ie/diplomacentre)

Tel: 01 572 4802

Email: [diplomateam@lawsociety.ie](mailto:diplomateam@lawsociety.ie)



# MEET YOUR STANDING COMMITTEE REPRESENTATIVES



Declan  
McInerney

**Regions represented:**

Standing Committee Region 14 – Bray, Dún Laoghaire, Stillorgan, Wicklow.

**School:** Coláiste Chill Mhantáin, Wicklow – English and History

**I got involved because...**

I knew colleagues who were involved in my local branch. I went along to a branch meeting and was asked to be a delegate to Convention! Since then at different times I have been Branch Secretary, school steward, CEC delegate, and I also serve on the Community and Comprehensive Schools Advisory Committee. I have always found my involvement very enjoyable and would encourage any teacher to get involved in their local branch.

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

1. I believe it is vital that we support school stewards and branch officers to continue to encourage members' involvement and help our union grow and develop. The social aspect of being involved and working alongside colleagues in the ASTI is hugely important and rewarding.
2. This Government's action in removing the benefits of the Ward report from our most vulnerable members – those awaiting CIDs – is nothing less than a brutal attack on the choice of teachers to be a member of a trade union. Ending this attack on our members must be the immediate priority for the ASTI right now.

**People may not know...**

I taught English for two years in Catalonia and unfortunately have forgotten a lot of Spanish that I learned. Walking up Lugnaquilla in Wicklow followed by lunch in the Glenmalur Lodge are two of my favourite activities.



Siobhán  
Peters

**Regions represented:**

Standing Committee Region 9 – Tipperary, Kilkenny and Roscrea

**School:** Loreto Secondary School, Clonmel – Maths

**I got involved because...**

I am a lower-paid teacher (LPT) and felt that it was important to get involved if equal pay is to be achieved. I joined the Tipperary Branch and was always encouraged to take part and get involved in all aspects of the union. I am currently serving as Branch Secretary and have been elected to the Non-Permanent Teachers Advisory Committee.

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

1. I believe that the issue of equal pay is the single most important priority for the ASTI. I would encourage LPTs in our profession to attend local branch meetings and ASTI events to ensure that our voices are being heard and that the plight of LPTs is kept on top of the agenda.
2. I believe that the ASTI needs to continue to encourage members to actively engage with their local branches and officers. The feedback from members and their views are vital to inform elected representatives.

**People may not know...**

I am a keen traveller and really enjoy visiting far-flung places during the holidays.

## Standing Committee

|                                     |                   |  |
|-------------------------------------|-------------------|--|
| <b>President:</b>                   | Ger Curtin        |  |
| <b>Vice-President:</b>              | Breda Lynch       |  |
| <b>Immediate Past President:</b>    | Ed Byrne          |  |
| <b>Honorary Treasurer:</b>          | Ray St. John      |  |
| <b>Honorary National Organiser:</b> | Mary Ohle         |  |
| <b>Region 1</b>                     | Sean Carr         | Donegal, Iar Thuasceart, Thír Chonnaill, Sligo           |
| <b>Region 2</b>                     | James Duffy       | West Mayo, East Mayo, Carrick-on-Shannon                 |
| <b>Region 3</b>                     | Noelle Moran      | Galway, Tuam, East Galway                                |
| <b>Region 4</b>                     | Peter Quinn       | Clare, Limerick South, Limerick North, Nenagh            |
| <b>Region 5</b>                     | Matthew O'Connor  | Desmond, Kerry, West Limerick                            |
| <b>Region 6</b>                     | Ann Piggot        | Cork South Paddy Mulcahy, Carbery                        |
| <b>Region 7</b>                     | Michael McGrath   | Cork North, Dungarvan, East Cork, Fermoy, West Waterford |
| <b>Region 8</b>                     | Deirdre MacDonald | Wexford Tony Boland, New Ross, Enniscorthy, Waterford    |
| <b>Region 9</b>                     | Siobhan Peters    | Tipperary, Kilkenny, Roscrea                             |
| <b>Region 10</b>                    | Eamon Dennehy     | Laois, Kildare, Carlow                                   |
| <b>Region 11</b>                    | Brian Burke       | Longford, Tullamore, Navan, Athlone, Mullingar           |
| <b>Region 12</b>                    | Denyse Hughes     | Dundalk, Monaghan, Cavan, Drogheda Sean Higgins          |
| <b>Region 13</b>                    | Anthony Kelly     | Dublin South 2, Dublin South County                      |
| <b>Region 14</b>                    | Declan McInerney  | Stillorgan, Wicklow, Dún Laoghaire, Bray                 |
| <b>Region 15</b>                    | Andrew Phelan     | Dublin South West, Dublin North West                     |
| <b>Region 16</b>                    | Miriam Duggan     | Dublin North 1, Dublin North Central                     |
| <b>Region 17</b>                    | Mark Walshe       | Dublin North East, Fingal                                |
| <b>Region 18</b>                    | Vacant            | Dublin South Central, Dublin South 1                     |

## Learning from the Holocaust

Continuous Professional Development

### Study Visit to Krakow

31 October – 03 November 2017

This programme involves a four-day study visit to Krakow and is supported by preparation and reflection seminars at Trinity College Dublin



(Life time support only - 2017)

This programme is designed to help teachers gain the history of the Holocaust and an understanding of Jewish life in Europe up to the Second World War. It introduces them to the complex and challenging subject of the Holocaust encouraging them to develop lessons suitable for their pupils.

**Visit includes:**

- Tours to Auschwitz, Ghetto Jewish Museum, Schindler's Factory, The Jewish Ghetto, Plaszow concentration camp, Jewish Centre and Auschwitz-Birkenau
- Testimonies from Holocaust survivors and Polish Righteous Among the Nations
- Lodz Ghetto University of Krakow

**Fees: €200 (TTD) Includes of flights, meals, overnight, luggage and more**

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






For information and details visit our website: [www.holocausteducation.org](http://www.holocausteducation.org)

Holocaust Education Trust Ireland, Clontarf House, Lower Fitzwilliam Street, Dublin 2, Ireland.  
Tel: +353 1 6080583 Email: [info@holocausteducation.org](mailto:info@holocausteducation.org)

## Certificate in Holocaust Education

Continuous Professional Development

Special Purpose award at NQO level 7 carrying 30 CECTS



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

**Course duration:** One year part time

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

**Enrolment:** August or October

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

**Fees:** €7,545 for registered teachers who have already completed all tuition, travel and examination (book). For other applicants who do not qualify for sponsorship, the fee is €2,995. This programme is only available for the duration of the Summer.






For information and details visit our website: [www.holocausteducation.org](http://www.holocausteducation.org)

Holocaust Education Trust Ireland, Clontarf House, Lower Fitzwilliam Street, Dublin 2, Ireland.  
Tel: +353 1 6080583 Email: [info@holocausteducation.org](mailto:info@holocausteducation.org)

# YOUR CID QUESTIONS ANSWERED

Many of you have questions regarding this important topic.



CID stands for contract of indefinite duration. This is the same as a permanent contract. Many CID holders are not on full-time contracts and are therefore paid based on the hours they teach. CID holders who teach fewer than 18 hours are paid at an hourly rate for the number of hours they teach each week. CID holders on 18 hours or more per week are paid a full-time salary.

## **I have had a number of fixed-term contracts – am I entitled to a CID?**

That depends. To qualify for a CID you must meet all of the following criteria:

1. Be currently registered with the Teaching Council.
2. Be appropriately qualified for the sector in which you are teaching.
3. Have had in excess of two years' continuous teaching service under two or more successive contracts with the same employer (school or education and training board (ETB)) that were Department/ETB paid.
4. Be employed in a post for which there is an ongoing need.

However, you will not be eligible for a CID if you are covering for a teacher who is absent on an approved leave scheme other than career break or redeployment. See circular letter 0024/2015 on the ASTI website for the terms and conditions governing the granting of a CID.

## **I believe I am entitled to a CID but my principal has said that I am not entitled to one. What should I do?**

Contact ASTI Head Office immediately and ask to speak to your industrial relations official. There is an appeal process but appeals must be lodged within four weeks of the refusal of a CID.

## **Will I have to re-interview for my job, now that there is a CID?**

No.

## **I have been granted a CID based on the hours I had last year, meaning my CID is for just 12 hours a week. Can these hours be increased in the future if more work becomes available?**

Yes. The number of hours included in a CID equates to the number of hours you held under your fixed-term contract in the year prior to the granting of the CID. While you hold a CID, you can teach additional hours in the school, if they are available. However, these additional hours are not automatically included in your CID, meaning that they are not permanent hours. Where you work additional hours in the school and where those hours continue to be viable, those hours are eligible for inclusion in your CID after one year.

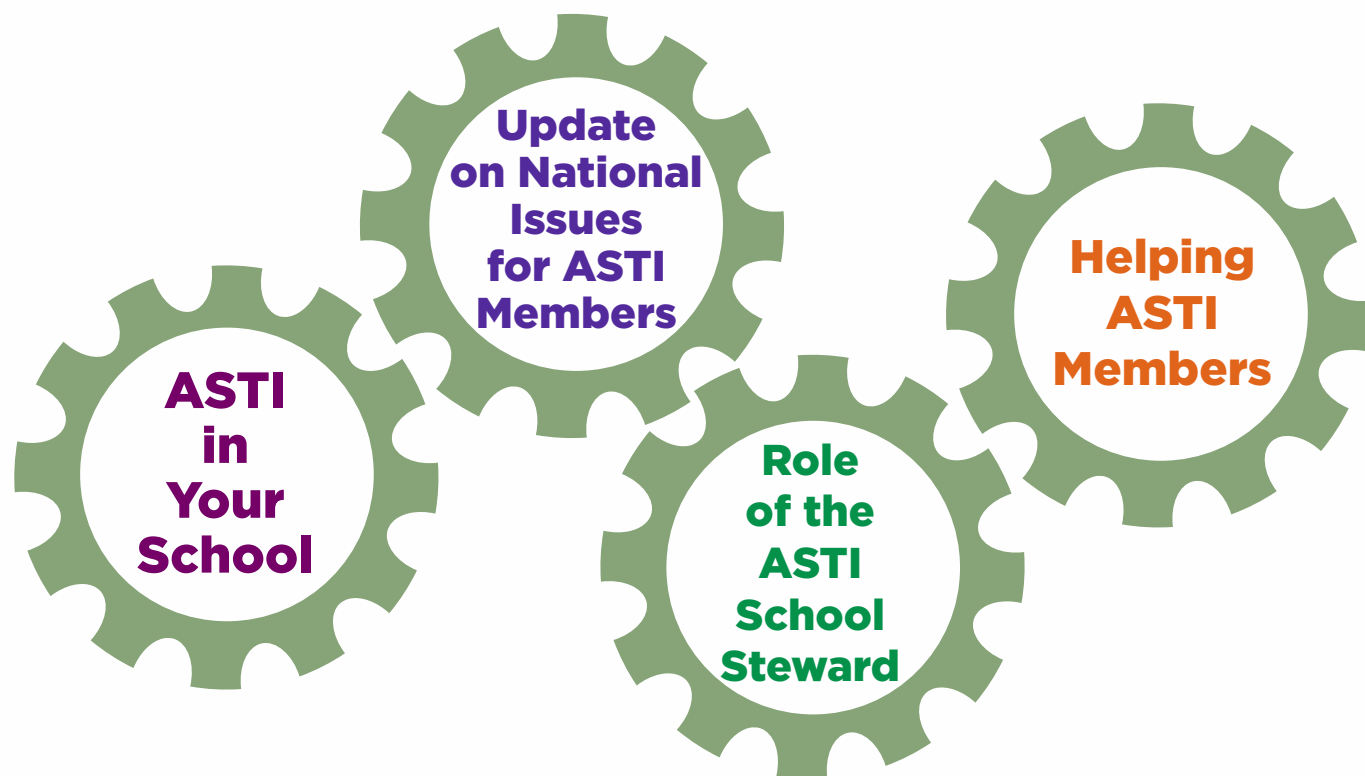
## **Reminder for CID holders on 18 hours or more**

A CID holder on 18 hours or more may be paid a full-time salary if they agree in writing to be timetabled up to 22 hours per week. A Form H22 (available on the ASTI website) must be completed and returned to the Department of Education and Skills or VEC to enable teachers to have their salary adjusted. This means they will be paid a yearly salary of their relevant point on the salary scale plus allowances, if applicable.





# Training for School Stewards



| Location           | 2017 Dates              | Venue                    |
|--------------------|-------------------------|--------------------------|
| <b>Galway</b>      | Tuesday 19th September  | Connacht Hotel           |
| <b>Dublin Nth.</b> | Thursday 21st September | Croke Park Hotel         |
| <b>Cork</b>        | Tuesday 26th September  | Clayton Hotel            |
| <b>Cavan</b>       | Tuesday 3rd October     | Hotel Kilmore            |
| <b>Sligo</b>       | Thursday 5th October    | Radisson Blu Hotel       |
| <b>Kilkenny</b>    | Tuesday 10th October    | Newpark Hotel            |
| <b>Limerick</b>    | Thursday 12th October   | South Court Hotel        |
| <b>Dublin Sth.</b> | Tuesday 17th October    | Talbot Hotel, Stillorgan |

**Registration 9.30am**

**Training ends 3.30pm**

To register contact Eileen on **01 6040 170** or email: [eileen@asti.ie](mailto:eileen@asti.ie).

# RETIRED MEMBERS NEED REPRESENTATION

The RSTA President spoke at ASTI Convention 2017 of the need for retired members and serving teachers to work together, as retired teachers' problems will one day be serving teachers'.



*Carmel Heneghan, President, RSTA, addressed delegates at ASTI Convention.*

A Uachtaráin agus a Chomhdháil, is cúis mhór áthais dom a bheith anseo chun beannachtaí bráthartha a chur chugaibh thar ceann Chumann Iarmheánmhúinteoirí. Mr President, Convention, it is indeed a privilege to address you and bring fraternal greetings on behalf of the RSTA. I wish to congratulate the ASTI on its campaigns in defence of the integrity of the State examinations and its fight for justice for lesser-paid teachers. The principle of equality is a basic human right and such discrimination would be illegal were it not for the continued existence of FEMPI.

## Solidarity

The RSTA was very proud to be represented with former colleagues at the protest outside the Dáil. Intergenerational solidarity is vital. The national committee issued a request to all branches to support the strike and cancelled any meetings that coincided with work stoppages. The RSTA greatly values its relationship with the ASTI. The meetings with the officers of both organisations afford an opportunity to discuss matters of mutual concern and explore pathways of mutual support. This was particularly significant this year, as pensions of retired workers were outside the brief of the Public Service Pay Commission and, as the RSTA has no negotiating rights, it was so encouraging to

learn that the ASTI had included the major concerns of the RSTA in its submission to the Commission. Matters of mutual concern include the repeal of FEMPI and the retention of pension parity, which is a key objective of the RSTA and requires the continued support of the ASTI, bearing in mind that the cause of retired teachers will eventually be that of serving teachers. It was very heartening to know that the pension sub-committee has been working on this and has gotten the support of the General Secretary that pension parity remains a critical issue with the ASTI.

## Negotiating rights

Our struggle for negotiating rights continues, in conjunction with the Alliance of Retired Public Servants and the ICTU Retired Workers Committee, so I appeal to those of you who may be retiring or know others who have retired to join the RSTA. Numerical strength is necessary. The application form may be downloaded from [www.rsta.ie](http://www.rsta.ie) or is available by email at [rstatreasurer@gmail.com](mailto:rstatreasurer@gmail.com).

For more information on the work of the Retired Secondary Teachers' Association, visit [www.rsta.ie](http://www.rsta.ie).

## Booklet for students with dyspraxia/DCD



Dyspraxia/DCD Ireland has launched a practical guide which will assist families experiencing dyspraxia/development co-ordination disorder (DCD) with their child's transition from primary to secondary school. Entitled 'The Next Adventure', the booklet provides constructive advice for families, teachers and educational establishments, as well as useful checklists for children, parents and teachers. The author is Dr Dorothy Armstrong, an occupational therapist, who spoke with a wide range of teenagers and

young people about their experiences and used their stories to highlight many of the challenges involved in moving from first to second level. Dyspraxia, a form of DCD, is characterised in children and adults by difficulty with thinking out, planning and carrying out sensory/motor tasks. It is estimated that dyspraxia affects up to 8% of the population but due to its varied symptoms, it can often go undiagnosed. 'The Next Adventure' is available by calling Dyspraxia/DCD Ireland on 01-874 7085, or logging on to [www.dyspraxia.ie](http://www.dyspraxia.ie).

## Volunteer with Trócaire



Are you passionate about global justice issues and think you could inspire young people to feel the same? Our network of school volunteers helps us to educate and inspire young people across the country by delivering talks, presentations and workshops on our global justice and human rights work. If you are interested, get in touch with us on [volunteering@trocaire.org](mailto:volunteering@trocaire.org). Full training and support provided.

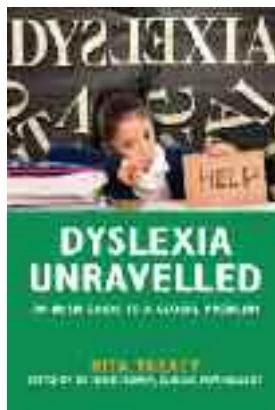
## En ligne!



The French Teachers' Association of Ireland (FTA) will hold their national conference in University College Cork from October 6-7, 2017. The theme of the Conference is 'En ligne! Les

medias dans la classe de français'. More information will be available in early September on the FTA website – [www.fta.ie](http://www.fta.ie)

## Dyslexia Unravelled



A new book, *Dyslexia Unravelled*, addresses the issue of dyslexia in clear, informative language. From her perspective as a professional speech and language therapist who has classic dyslexia herself, Rita Treacy explores the complexity surrounding the identification and treatment of dyslexia.

*Dyslexia Unravelled* addresses:

- what it's like to be dyslexic – the humiliation of being different
- the multidisciplinary assessment process and how to identify which services will be

required

- the differences between dyslexia and other reading/spelling disorders
- choosing the correct intervention method to receive the best results
- the dangers surrounding undiagnosed or untreated dyslexia and the serious emotional and behavioural side effects
- supports and technology for remediating literacy difficulties.
- identifying the early signs of dyslexia and how to identify, collect and present the information you will need in order to seek help for your child

Aimed primarily at parents, *Dyslexia Unravelled* will also be of interest to teachers, psychologists, speech and language therapists, occupational therapists, educationalists, and anyone with a concern about or interest in understanding dyslexia. *Dyslexia Unravelled* is available now from all good bookshops, priced €15. For more information visit [www.orpenpress.com](http://www.orpenpress.com).

## GOAL Jersey Day



GOAL's biggest fundraiser for schools, GOAL Jersey Day, will take place on October 13, 2017. On GOAL Jersey

Day staff and students in businesses and schools nationwide don their county or club GAA colours, or soccer or rugby jerseys, in an effort to raise much-needed funds for GOAL. GOAL invites schools to use the Goal Jersey Day to raise awareness of global issues and engage students in collective action for a better world. Schools who participate in both the Jersey Day and Goal's Development Education Programme are eligible for the Goal Humanitarian School Award. For more information, please visit [goalglobal.org/ghsa](http://goalglobal.org/ghsa). Schools can register for Goal Jersey Day at [www.goalglobal.org/events/event/jersey-day](http://www.goalglobal.org/events/event/jersey-day).





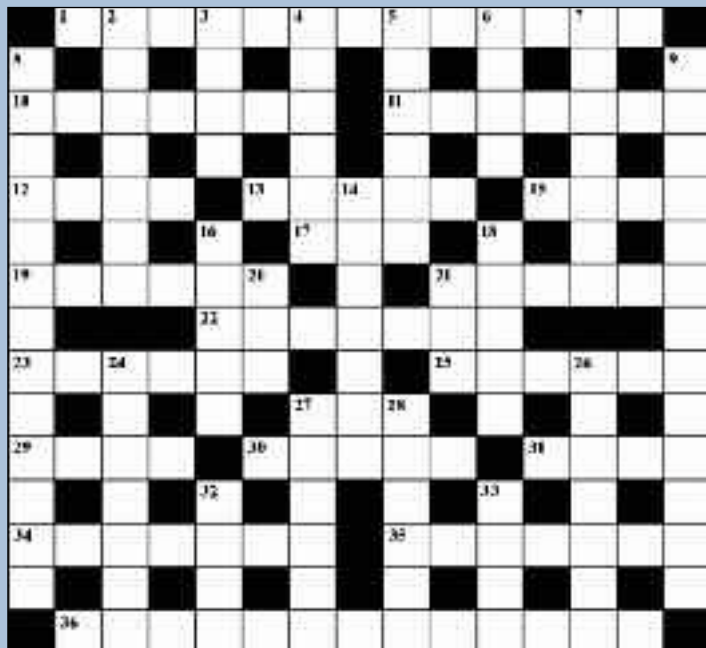
Sponsored by ASTI Credit Union



## ASTIR CROSSWORD NO. 1704

**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.

**CLUES ACROSS:**

- 1 In January, the Teaching Council commenced this vetting process (13)
- 10 Al fresco (4,3)
- 11 Arching towards annoyance and disappointment (7)
- 12 A miserly average! (4)
- 13 Stare at this police weapon (5)
- 15 Give way (4)
- 17 And I dared to accomplish (3)
- 19 Margaret in short, somewhat crazy for the spice (6)
- 21 Could be a long vowel mark ahead in France! (6)
- 22 The criminal and the law baffle and bewilder (7)
- 23 Rush headlong into a profession (6)
- 25 Caution beforehand (3,3)
- 27 This Joan could be found on part of a circle (3)
- 29 "Doubt ... the stars are fire" (*Hamlet*) (4)
- 30 Publish or progeny! (5)
- 31 The brightest arcs contain a celestial body (4)
- 34 Limp to a most desirable solution (7)
- 35 Inconsequential (7)
- 36 Theresa May is Britain's ... for now! (5,8)

**CLUES DOWN:**

- 2 A gentle likeness to being graceful, refined and dignified! (7)
- 3 Lear, true-to-life (4)
- 4 Scatter the drapes (6)
- 5 Engraved deeply, etc., he'd declared (6)
- 6 A bluish green duck could be late (4)
- 7 Painter of Girl with a Pearl Earring (7)
- 8 Junior Cert. subject, Design and ... Graphics (13)
- 9 One last time (4,3,3,3)
- 14 The MP rises and smiles affectedly (7)
- 16 RTÉ peered into a Native American tent (5)
- 18 Aphorism (5)
- 20 and 28 down: ASTI President 2017-2018 (3, 6)
- 21 "I am a part of all that I have..." (3) (Tennyson)
- 24 2017 is the year of the ... according to the Chinese zodiac (7)
- 26 10 across could provide the answer (7)
- 27 "... seekers' work ban unconstitutional", (Supreme Court, May 2017) (6)
- 28 See 20 down
- 32 I'm amazed by Muslim leader (4)
- 33 Helps out with this disease (4)

Name

School

Address

ASTI Branch

Entries to: ASTIR Crossword No. 1704, Think Media,  
The Malthouse, 537 NCR, Dublin 1.

To arrive by: Friday, October 20, 2017

**Solution to ASTIR Crossword  
No. 1703****Across**

1. Difficult
9. On call
10. Síochána
11. Donate
12. Relate
14. STEM
15. Let me
16. Fedora
18. An Garda
21. Trivial
24. Entire
26. Wager
30. ASTI
31. Acetic
32. Abhors
33. Tribunal
34. Errant
35. Triggered

**Down**

2. Irises
3. Facial
4. Claret
5. Liaised
6. Income
7. Macaroni
8. Illegally
11. Defer
13. Tear
17. Caretaker
19. Get there
20. Dress
22. Ibex
23. Twitter
25. Raring
27. Gaping
28. Refuge
29. Tirade

**Did you miss?**

Campaigns update 10  
New to teaching 16

**CONGRATULATIONS**

Congratulations to the winner of  
Crossword No. 1703:  
Mary Carroll, Castlecomer  
Community School, Clomoney,  
Goresbridge,  
Co. Kilkenny. Kilkenny Branch

Bring the world  
into your classroom...  
bring your class into  
the Irish Aid Centre in  
Clonmel Street, Dublin 2

# SCHOOLS' WORKSHOPS ON DEVELOPMENT AND IRELAND'S ROLE IN FIGHTING GLOBAL POVERTY AND HUNGER

**For:**  
**Transition Year**  
**CSPE**  
**Senior Cycle**

- » Workshops are FREE
- » 90 minutes long
- » 10.00 and 12.00 Mon–Fri  
Afternoons on request

"Once again I was  
thrilled to bring  
my students to  
the Centre, it has  
an enormous  
impact on them  
when they return  
to the classroom"

Visiting teacher



Students from Loreto College, Swords participating in Irish Aid workshops

**To make a booking:**  
contact Ana Maria Barbu  
**T** 01 408 2832  
**E** [anamaria.barbu@dfa.ie](mailto:anamaria.barbu@dfa.ie)

**Irish Aid Centre**  
3 Clonmel Street (off Harcourt St.)  
Dublin 2  
[www.irishaid.ie](http://www.irishaid.ie)





**cornmarket**  
group financial services ltd



**TEACHERS GET UP TO**

**60%  
OFF\***

**YOUR CAR INSURANCE**

As well as great benefits including:



**Windscreen cover**



**Motor Rescue**



**Legal expenses cover**

**Call us today on  
(01) 408 6200**

**\*60% discount available to customers who have been claims free for the past 5 years** (subject to a minimum premium of €307.63, inclusive of Government levy).

Tidily, terms and conditions apply. RSA Insurance brand DAC trading as RSA is regulated by the Central Bank of Ireland. DAS Legal Expenses Insurance Company Limited is authorised by the Prudential Regulation Authority and regulated by the Financial Conduct Authority and the Prudential Regulation Authority of the United Kingdom and regulated by the Central Bank of Ireland for conduct of business rules. MAPFRE ASISTENCIA Corresponsable Seguros y Rescate SA trading as MAPFRE ASSISTANCE Agency brand and MAPFRE WARRANTY is authorised by the Dirección General de Seguros y Fondos de Pensiones del Ministerio de Economía y Hacienda in Spain and is regulated by the Central Bank of Ireland for conduct of business rules. Reg. No. 903874. Cornmarket Group Financial Services Ltd. is regulated by the Central Bank of Ireland. A member of the Irish Life Group Ltd. Telephone calls may be recorded for quality control and training purposes.