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ENGAGE WITH TEACHERS

A resounding lesson to be learned from the Framework for Junior Cycle debacle is that teachers must be active stakeholders in any education change process. There is a widespread perception among teachers that the new Junior Cycle process was imposed from above, and teachers' voices were largely dismissed. In the Junior Cycle process, the Framework proceeded with little discussion as to how it would be implemented. The practicalities of implementation continue to arise. The agreement says that SLAR meetings should be held predominantly within school time, but in some schools management are challenging this. We must insist that the agreement is upheld.

As teachers our experience tells us that education is ever evolving. Schools are microcosms of society and must continually adapt to the emerging needs of individuals and society. Teachers always want the best for their students. The ASTI favours change that improves education.

It is important to state that many recent changes imposed on schools and teachers have had a negative impact on education. When I hear of grand plans to reform education (which are usually announced without any accompanying statement of how they will be implemented and without additional resources) I think of the real improvements that could be made to the lives of second-level students and their teachers if the Government fully restored what was taken away in the name of austerity.

In this context, the review of the Senior Cycle (see page 12) presents a valuable opportunity to examine many aspects of our education system – good and bad – and to bring about meaningful positive change. However, already there are reasons for teachers to be sceptical. The ASTI has expressed a number of concerns about the review to date, including the lack of meaningful consultation with the wider teaching profession. The ASTI will continue to participate in and monitor the review process.

Work intensification

In 2018 the ASTI conducted research on teachers' work demands and work intensity. The research provided robust evidence regarding the increased intensification of teachers' work over the past 10 years, and the resulting significant drop in job satisfaction. One of the findings of the research is that teachers do not believe they are adequately supported in delivering special needs education. This is why the ASTI is extremely concerned by recent attempts to effectively impose Individual Education Plans (which have never been made mandatory) on classroom teachers without a national roll out of training and supports (see page 14). The ASTI is committed to the provision of equality of opportunity for students with special educational needs and is calling on the Government to deliver on its responsibilities to these students by equipping schools and teachers with the training and supports needed to deliver a fully inclusive education service.



Breda Lynch
ASTI President

ACTION PLAN IS NOT ENOUGH

Members will be aware that the Minister for Education and Skills published a 'Teacher Supply Action Plan' in November 2018. It followed from the work of a steering group charged with identification of the issues and the development of a programme of actions on teacher supply. An implementation group supports the work of the steering group. The teacher unions were not invited to nominate representatives to these groups. The Action Plan contains a range of actions classified under four broad headings:

- data collection and analysis
- promotion of the teaching profession
- higher education policy, and
- policies and arrangements that impact on teacher supply and demand.

Actions include:

- developing, with the support of the Government Information Service, a campaign to promote the teaching profession
- the development of new four-year undergraduate programmes to train post-primary teachers, and increased student numbers on postgraduate programmes in post-primary priority subject areas
- review of school placement guidelines
- development of a recruitment portal for teachers, and
- teachers on career breaks to be allowed for the 2018/19 school year to take up employment without a restriction, to support the supply of substitute teachers.

While these initiatives are welcome, they are classic 'treat the symptom and not the cause' reflexes. The onslaught on teachers' pay and conditions has been relentless. Indeed, the bugbear of the 'hours' culture has been endemic in the system for much longer. The decision to pay new entrants to teaching, from 2011 onwards, on a lesser pay scale was nothing short of cruel. The further stripping out of qualification allowances was abhorrent. Indeed, the continuance of these measures indicates a lack of serious intent on the part of Government to eradicate unequal pay once and for all. It makes sense that in a recent ballot ASTI members chose to reject a Government pay proposal that does not restore pay equality. The moratorium on appointments to posts of responsibility stripped schools of middle management positions and forced them to limp by over the years. The recent slight improvement in the situation is no more than that. If a serious sustainable effort is to be made to stem the recruitment and retention crisis, then a proper and realistic career structure for teachers will have to be put in place. The lack of opportunities for promotion remains a real problem. I have just touched on a few of the key aspects of the situation that the Minister's Action Plan ignores. There are plenty more. Gathering statistics and running radio advertisements, etc., has its place, but the reality is that solving the issue will require substantial investment. Our schools deserve no less.



Kieran Christie
ASTI General Secretary

Working for global education equality



Alice Albright, Chief Executive of development aid organisation Global Partnership for Education (GPE), with students in Presentation Secondary School Warrenmount, Dublin 8. ASTI President Breda Lynch met with Alice Albright during her visit. Global Partnership for Education, which works to support children's education in developing countries, held its directors' meeting in Dublin in December 2018 in recognition of the role

education has played in Ireland's social and economic development. The Irish Forum for Global Education – of which the ASTI serves as co-ordinator – co-organised the event together with Irish Aid, and the Department of Foreign Affairs' aid programme. The event was chaired by GPE Chairperson Julia Gillard, former Prime Minister of Australia. Photo: Alexandra Humme/GPE.

Changes to ASTI AVC Scheme charges

Following a review of the ASTI AVC Scheme charges, the contribution (percentage of premium) charge for regular contributions on the ASTI AVC Scheme will be removed (currently 2% of all regular contributions). It was determined that it would be more beneficial to members to restructure the charges as below.

When the member receives advice and joins the AVC Scheme, the once-off set-up fee for regular premium AVCs will increase from €525 to €595. This fee will be deducted over the first 12 months of contributions. This will be subject to tax relief at the member's marginal rate. A €100 administration fee will be charged for No Advice AVCs set up after January 1, 2019.

Impact on existing AVC members

Post-1999

As previously mentioned, the contribution charges for regular contributions will be removed. They are currently at a rate of 2%. The contribution charge for single premium contributions will remain at 4%.

Pre-1999

The terms for AVC members who joined prior to 1999 remain unchanged. AVC members who joined prior to 1999 are on different charging terms to those who joined after them. These different terms include significant levels of loyalty bonus. At this stage of their contracts, it is likely to be more advantageous for the pre-1999 members to remain on their existing terms. A pre-1999 AVC member is free to move to the new structure if they wish.

Pensions conference



Denis O'Boyle, Chairman of the ASTI Pensions sub-committee (right), and Desmond O'Toole, ASTI EO: Organisation and Development, represented the ASTI at the European Network for Research on Supplementary Pensions (ENRSP) Annual Conference 2018 at the National University of Ireland, Galway.

ASTI Prize presented



From left: Prof. Dervil Jordan (Head of the School of Education, NCAD), Breda Lynch (ASTI President), and Rhian Foley (ASTI Prize recipient).

President Breda Lynch presented the ASTI Prize to Rhian Foley at her graduation from the Professional Master of Education (Art and Design) programme in the National College of Art and Design.

Flat-rate expenses – reminder

Recent media reports suggested that the flat-rate expenses for teachers would be cut by Revenue in 2019.

A joint submission on flat rate expenses was made by the TUI, ASTI, INTO and the Irish Federation of University Teachers (IFUT) in early 2018. This submission emphasised that teachers make significant professional investments throughout their careers including investment in IT equipment such as laptops, tablets, etc., and other teaching/learning resources. Revenue has confirmed that there will be no changes made to flat-rate expenses until January 2020 at the earliest.

What are flat-rate expenses?

Teachers are able to claim for flat-rate expenses. This is a job-related tax relief and is given at your marginal rate of tax. Flat-rate expenses are not in relation to specific expenditure and you do not need to provide receipts in order to claim them. Examples include:

- teacher on full-time hours – tax relief of €518
- teacher on part-time hours – tax relief of €279
- school principal – tax relief of €608
- teachers teaching general subjects with additional part-time guidance counselling – additional tax relief of €126, and
- teachers currently registered with the Teaching Council of Ireland – additional tax relief of €65.

Check that you are getting your allowance – it could be worth €233* per annum. If you have not already claimed your flat-rate expenses, you should contact Revenue to do so. You can claim this relief for the previous four years.

*Based on a full-time teacher earning €40,000 per annum, with Teaching Council of Ireland registration.

ASTI meets new minister



From left: Kieran Christie (ASTI General Secretary), Breda Lynch (ASTI President), Joe McHugh TD (Minister for Education and Skills), and Deirdre Mac Donald (ASTI Vice President).

The ASTI met with the newly appointed Minister for Education and Skills Joe McHugh last month. ASTI representatives raised a number of key concerns including outstanding issues in relation to the implementation of the Framework for Junior Cycle, concerns about teachers' voice in the Senior Cycle review process, teacher workload and welfare issues, and new entrants' pay.

Career break/job share dates

The deadline for applications for career break and job share for the 2019/20 school year is February 1, 2019. Full information and application forms are available in the Department of Education and Skills booklet 'Terms and Conditions of Employment for Registered Teachers in Recognised Primary and Post Primary Schools Edition 2', available at www.asti.ie.

'Involve unions in decisions affecting teachers' – ASTI President

The European Trade Union Committee for Education (ETUCE) has adopted as policy a resolution submitted by Ireland's four teacher unions to its Special Conference in November 2018.

The resolution calls on European governments and education ministers to involve education trade unions in all decisions affecting the profession and the education system (see full resolution below). The resolution was proposed by INTO President Joe Killeen and seconded by ASTI President Breda Lynch.

Speaking at the conference, Breda Lynch expressed concern about the voice of teachers being crowded out by "experts" in the education policy arena: "There is a sense amongst second-level teachers in Ireland that when it comes to education policy the least-listened to voice is that of the teacher. We must ensure teachers are treated as key stakeholders and not alienated from policy processes. Changes in areas such as curriculum can have unintended and long-lasting negative consequences for teaching and learning. As practitioners, teachers are the experts and know what will and won't improve teaching and learning for students. It is vital for education systems and whole societies that teacher unions are acknowledged as the legitimate collective voice of teachers in any education policy process".

ETUCE represents 132 education trade unions in 51 countries. In total, ETUCE represents 11 million teachers all over Europe.

ASTI, IFUT, INTO, TUI motion adopted by the ETUCE

The ETUCE Conference notes with concern that:

1. In many situations, the voice of teachers is not represented in important decisions affecting education and the teaching profession whereas both the quality of decision-making and the securing of the commitment to necessary reforms would be greatly enhanced by including the perspectives of practitioners and their representatives who have an informed, professional input to make in advising on policy decisions;
2. The exclusion of the teacher's voice from many advisory and decision-making bodies is short sighted, contrary to best practice and demeaning of the profession of teaching.

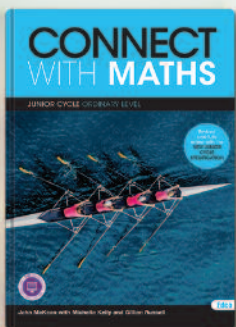
Therefore, calls on ETUCE and its member organisations:

3. To call on European governments and education ministries to involve education trade unions in all decisions affecting the profession and the education system and take into account their advice and remarks. The areas where teacher voice is important include and are not limited to:
 - a. the regulation of the profession including entry standards,
 - b. teacher supply planning including policies to ensure the retention of teachers in the profession,
 - c. terms and conditions of employment for teachers, and
 - d. policies related to curriculum and assessment.

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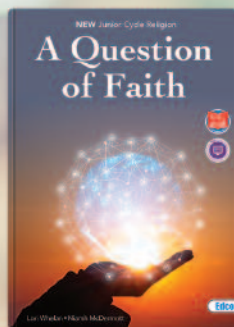
NEW Junior Cycle



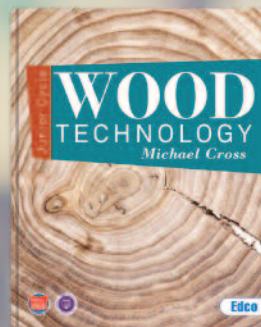
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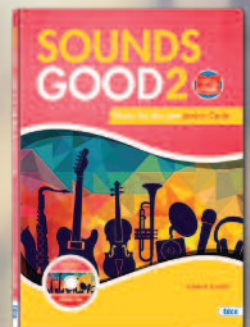
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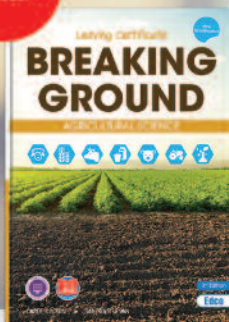
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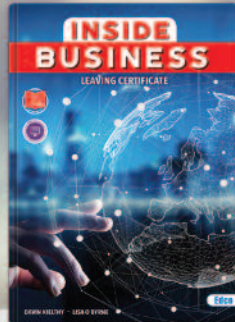
Music

Leaving Certificate

New Specification

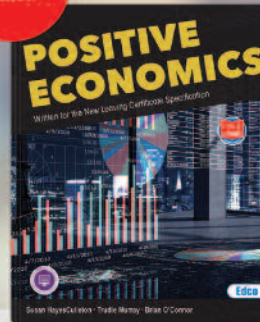


Agricultural Science

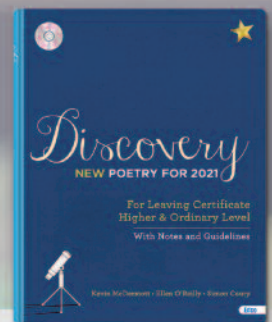


Business

New Specification



Economics



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GET INVOLVED IN ASTI CAMPAIGNS

The ASTI's campaign work continues in 2019.



Equal pay campaign

ASTI members voted to reject a Government proposal to address new entrants' pay in November 2018. The proposal involves improvements to the salary scale of teachers who entered teaching on or after January 1, 2011. However, it does not end unequal pay for these teachers. The proposal was rejected by the INTO and accepted by the TUI. Arrangements under the proposal will be implemented for post-2010 teachers from March 1, 2019, and will come into effect for eligible ASTI members on their incremental progression date.

The ASTI continues its campaign for equal pay for equal work. This includes exploring possibilities for joint approaches with the other teacher unions. A key objective of the ASTI is the restoration of the HDip/PME qualification allowance. A claim for this allowance for post-2010 entrants to teaching is currently being pursued at the Teachers' Conciliation Council.

Keep up to date with the ASTI's equal pay campaign at www.asti.ie.

Junior Cycle

The ASTI is urging all members to ensure that commitments given by the Department of Education and Skills regarding arrangements for Subject Learning and Assessment Review (SLAR) meetings are adhered to in all schools. In order to ensure that meetings do not breach commitments given, the ASTI has issued an Implementation Declaration on SLAR meetings, which states: "Subject Learning and Assessment Review meetings should be scheduled within a school's timetable. A limited number of meetings may

run beyond school tuition hours for some of the duration of the meeting". The full text of the ASTI Implementation Declaration on SLAR meetings is available at www.asti.ie.

Investment in our schools

Just over 10 years ago, the then government unilaterally imposed a range of education cuts, which had a devastating impact on second-level schools. These included the worsening of the pupil-teacher ratio, withdrawal of a wide range of education grants, and the implementation of a moratorium on posts of responsibility in schools. Some of these cuts have never been reversed while others have only been partially restored.

In recent years, the OECD has stressed the importance of investment in education for economic recovery and stability. The OECD has stated that expenditure on education in Ireland has not kept pace with the increased number of students. Student numbers continue to rise at second level. Almost 5,500 additional students entered second-level schools in September 2018. The latest OECD Education at a Glance publication shows Ireland coming last out of 33 countries for total expenditure on second-level education as a percentage of GDP.

The ASTI's campaign, The Case for Investment in Education, is an evidence-based campaign, which seeks to highlight the key funding deficits in our education system and the impact of these on students, teachers and wider society. To find out more about the campaign – and to participate in research opportunities such as ASTI surveys – visit www.asti.ie.

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110 YEARS OF ASTI

As the ASTI celebrates its 110th anniversary in 2019, we look back at some significant events and achievements throughout the decades.



1. 1909 – Foundation of the ASTI

The foundation meeting of the ASTI was held in the Mansion House in 1909. Two ASTI members of great historical importance were involved in that meeting – Thomas MacDonagh and Éamonn de Valera. The records show that P.J. Kennedy of St Colman's College, Fermoy, Co. Cork, opened the meeting at which the ASTI was founded in the Mansion House in July 1909. Éamonn de Valera also attended the historic meeting and was a steward on the day. Six months later, P.J. Kennedy was elected the first President of the ASTI, and Éamonn de Valera was elected chairman of the ASTI's Leinster Provincial Council in 1910. Thomas MacDonagh was executed in Kilmainham Gaol on May 3, 1916, for his role in the Easter Rising.

2. 1926 – First female president

Miss A.J. Mulligan of the St Louis Convent in Rathmines became the first female president of the ASTI in 1926. It was also in this year that, due to ASTI efforts, the allowance for women with honours degrees was raised to the male level. Since the ASTI was founded in 1909 women had been members of the Association. Between 1911 and 1920 women's branches had the right to nominate members on to the Association's executive. The next female President of the ASTI, Nora Kelleher, would not take office until 1958. However, two women, Florence Quirke and Máire MacDonagh, held the office of General Secretary from 1938-1983.

3. 1960-1980 – Equal pay for women teachers

Through the 60s, 70s and early 80s the ASTI sought equality for teachers who were put on pay scales according to their gender or marital status, and for married women who were forced to leave the workforce.

While not subject to the same strict marriage bar as civil servants, it had been accepted practice since the establishment of the State that female secondary teachers would resign from their jobs upon marriage. This pressure to resign from permanent posts came from their religious employers. They could return to work in a temporary capacity but this deprived them of an incremental salary and pension rights.

At the 1961 Convention it was decided that the ASTI would pursue a claim on behalf of married women teachers, and in 1964 the State conceded that they would be granted incremental salary and pension rights – as long as they gave up their marriage gratuity. The ever-expanding education system required more teachers and in 1967 and 1968, the ASTI negotiated a contract for “married lady teachers” with religious employers.

In 1970 the Commission on the Status of Women was established and in its submissions to the Commission, the ASTI reiterated its policy of “equal pay for equal and the same work”. To justify its demand for full equality, particular attention was paid to the unfairness of one incremental scale for married men and widowers, and another for women, single men and widows.

Pay equality was a protracted process beginning with the Anti-Discrimination (Pay) Act of 1974 and was not completed for teachers until 1981.

4. 1967 – Free education

In 1966, Minister for Education Donogh O'Malley announced that there would be free post-primary education available to all families from the following year. The ASTI welcomed this announcement, describing it as a “magnificent gesture”.

“**Corporal punishment was finally prohibited in Ireland in 1982 under the Minister for Education at the time.**”

5. 1982 – Corporal punishment

Corporal punishment was finally prohibited in Ireland in 1982 under the Minister for Education at the time, John Boland. The ASTI had been calling for a ban since 1978 when the union adopted a resolution from the Cork Branch condemning “the use of any form of corporal punishment”.

6. 1985 – Teachers unite

At the biggest mass rally of teachers in Ireland, teachers congregated at Croke Park in Dublin. The day of action resulted in the closure of almost 4,000 primary and secondary schools throughout Ireland. Some 20,000 members of the ASTI, TUI and INTO staged a one-day protest, meeting at Croke Park and marching through the city centre to Leinster House. The strike centred on demands for pay increases and improved working conditions. Donal Nevin, then ICTU General Secretary, said at the march: “The message of the trade union movement to the Government today is that they must take the sensible path to industrial peace, observe the agreements they've entered into, forego the brinkmanship that has led to the present impasse and indicate to the unions their intentions to honour independent arbitration awards”.

7. 2004 – Landmark case for granting of CIDs in second-level schools

A 2004 case taken by the ASTI on behalf of a member was instrumental in progressing agreement on the awarding of contracts of indefinite duration (CIDs)

in Irish second-level schools. The ASTI had for some time opposed the policy that applied at the time in community and comprehensive schools and colleges, which capped permanent appointments at 95% of the initial teacher allocation.

8. 2008 – Schools united

In 2008 the ASTI, INTO and TUI mobilised 50,000 teachers and parents against education cuts imposed by the Government in Budget 2009. Teachers and parents took to the streets in a demonstration against cuts that included the abolition of grants for Traveller education and for programmes such as the Junior Certificate Schools Programme, an increase in the pupil–teacher ratio, and a reduction in the number of home school liaison teachers and English language support teachers.

9. 2015 – Progress for LGBT teachers

Following a number of years of campaigning by the ASTI and other groups the Equality (Miscellaneous Provisions) Bill 2013, which prohibits religious-run schools from discriminating against LGBT teachers on the grounds of their

sexuality, was passed by Dáil Éireann. Campaign activities included lobbying Oireachtas members and highlighting the issue in the media.

10. 2015 – Junior Cycle campaign

In 2012, Minister Ruairí Quinn announced the abolition of terminal, externally assessed State exams for Junior Cycle. Junior Cycle assessment was to be carried out in schools by teachers. After a sustained campaign by the ASTI, including two days of strike action by members, proposals were put forward that included the restoration of terminal, externally assessed State exams, as well as an externally assessed Assessment Task for each subject. While the Framework for Junior Cycle maintains State-certified exams assessed by the State Examinations Commission, the ASTI has never formally accepted the Framework in a ballot.

A key source of information for this article was *Unlikely Radicals: Irish Post-Primary Teachers and the ASTI, 1909-2009* by John Cunningham, available from Cork University Press.

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SENIOR CYCLE REVIEW CONTINUES

The first stage of the NCCA’s review of Senior Cycle education has now been completed.

The NCCA has completed the first cycle of its Senior Cycle review, which consisted of discussions with 41 second-level school communities. The schools were facilitated in holding discussions with teachers and parents. In addition, student focus groups were organised in 20 of the 41 schools. The aim of this process was to ascertain general attitudes towards the current Senior Cycle programme – including strengths and challenges – as well as opinions regarding what might improve teaching and learning experiences. Cycle 1 also included a series of national seminars for education partners. At the end of Cycle 1, the NCCA published its overview report.

Key strengths identified in Cycle 1 of the review included:

- the fair and transparent nature of the external assessment model in the Leaving Cert examinations
- the broad range of Senior Cycle programmes available
- diverse Transition Year programmes
- broad range of subjects
- different levels (e.g., higher and ordinary) at which subjects are studied, and
- collaborative culture among teaching staff.

Challenges identified included:

- the need to build on the “key skills” model of the Framework for Junior Cycle
- too many subjects
- overloaded syllabi leading to pressure to complete/teach to the test
- lack of supports for students
- inadequate access to career guidance
- students not taking ownership of learning, and
- the system favours more academic students.

Possible improvements identified included:

- greater variety of assessment approaches
- greater assessment of non-academic skills/learning
- more access to career guidance, and
- more opportunities for learning ‘life skills’.

Timetable for Senior Cycle Review: 2018-2019.

Date	Event
August – November 2018	Senior Cycle Review: Cycle 1
	School review (41 second-level schools)
	National seminar series
	Publication of report ‘Overview of Cycle 1’
November 2018 – January 2019	Senior Cycle Review: Cycle 2
	School review (41 second-level schools)
February 2019	Senior Cycle Review: Cycle 2
	National Seminar Series
	Publication of report ‘Overview of Cycle 2’
March 2019	Final overview report (Cycle 1 and Cycle 2)
March – May 2019	Public consultation
June 2019	Final advisory report to Minister for Education and Skills

Cycle 2

Cycle 2 of the NCCA Senior Cycle Review is now underway. Cycle 2 focuses on pathways – i.e., more diverse learning experiences and programmes – and on transitions from Senior Cycle to third level. Similarly to Cycle 1, Cycle 2 will include a series of national seminars for education partners in spring 2019, and the publication of an overview report in March 2019. Public consultations will take place between March and May 2019, with a final advisory report for consideration by the Minister for Education and Skills in June 2019. For more information on the NCCA Senior Cycle review, visit www.ncca.ie.

ASTI concerns

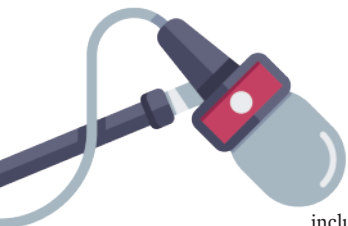
The ASTI has expressed a number of concerns about the review of the Senior Cycle, which the union is seeking to have addressed. These include:

- lack of meaningful consultation
- lack of supports for teacher engagement beyond the 41 schools
- the timeframe of the review process
- the absence of an implementation strategy to support future changes, and
- full review of the new Junior Certificate Framework is essential before moving to Senior Cycle reform.

Speaking at a recent conference on education policy in Ireland, ASTI President Breda Lynch stated: “We need to develop policy and implementation strategies in such a fashion as to genuinely engage teachers. We need to avoid strategies which pose a false dichotomy between the practitioners and the experts. We need to be extremely careful that curriculum reform does not contribute to inequalities in our education system and in our society, either as a result of underfunding or the introduction of crude measurements and accountability models. We need to take care of the teaching profession. It is not one stakeholder among many in a reform process. Teachers are central to what happens in the classroom, and their voice and well-being must be priorities for policymakers”. Standing Committee and Education Committee are monitoring and reviewing all aspects of Senior Cycle review.

DEFENDING EDUCATIONAL STANDARDS

Senior Cycle review and special needs education were among the topics covered in recent media interactions by the ASTI.



“Your article also points out some of the positive aspects of the Senior Cycle identified by parents, students and teachers in the 41 schools participating in the review. These include the fair, objective and highly valued nature of our current exams system as well as very positive student–teacher relationships. As the representative voice for the majority of second-level teachers, the ASTI is actively engaged in the review... The review of the Senior Cycle presents a valuable opportunity to examine the many aspects of our current system – good and bad – and to bring about meaningful change, and hopefully an improved experience for our young people. However, we must be careful of devising grand plans to cure all ills without really understanding the full implications of change on students and on educational standards. To this end we must engage fully with teachers who must implement any change – good or bad – in the classroom.”

Letter to *The Irish Times* from Breda Lynch, ASTI President, December 19, 2018

“The ASTI has a long track record in relation to seeking to address the gross injustice of unequal pay, where one teacher in one classroom could be working alongside another teacher in the classroom next door who is on the inferior pay scale. We have been making the running on this issue for some time, we took strike action on this issue and we’re going to resist until it’s finally and fully and properly addressed. The proposals didn’t go far enough. This has been going on for nearly 10 years now and after ten years of this gross injustice, it hasn’t been comprehensively addressed and our members have spoken and said enough is enough.”

Kieran Christie, ASTI General Secretary, *The Hard Shoulder*, Newstalk, November 29, 2018

“Resources are always an issue, particularly psychological services. It’s really, really difficult to get those kind of resources. I am hugely in favour, I’m a huge advocate of mainstreaming and inclusion, but I think when we brought in the inclusion model what happened was that it propelled into schools and there was no teacher training and you were left with teachers having 30 students in a class, varying abilities, and then they had students with a variety of special needs and behavioural issues and all of that and absolutely no training to deal with that.”

Sally Maguire, former ASTI President, on the need for supports for special needs education, *Drivetime*, RTÉ Radio One, November 26, 2018.

“A major reason for the decrease in the supply of teachers in key areas has been the decision to add an extra year to initial teacher education courses. These two-year master’s qualifications – which replaced the old HDip – cost some €12,000 and there is no guarantee of a job after graduation.

“In addition, many schools are offering fragments of part-time jobs rather than

full-time posts. The introduction of two-tier salary scales for “new entrants”, hired after 2011, has also turned some off the profession.”

Editorial, *The Irish Times*, December 3, 2018

“We have a huge problem with science laboratories around the country – they are not adequately equipped for this kind of work. We would love a practical element in science subjects at Leaving Cert, we are all for reform and improving things, but you cannot possibly roll out practical examinations if every school in the country does not have properly and equally equipped laboratories.”

Breda Lynch, ASTI President, *The Pat Kenny Show*, Newstalk, December 10, 2018



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SPECIAL NEEDS EDUCATION – A CHANGING LANDSCAPE

There are wide-ranging changes to special education provision in schools. While the ASTI is embracing the inclusion model, the union is concerned about the failure to resource all aspects of the EPSEN Act.

Inclusive education – growth in numbers

The Education for Persons with Special Educational Needs (EPSEN) Act, 2004, states that children with special educational needs must be educated in an inclusive environment with children who do not have such special educational needs, unless to do so would not be in the best interests of the child, or would impair the effective education for children with whom the child is to be educated. Under the Act, a special educational need is defined as being:

“...a restriction in the capacity of the person to participate in and benefit from education on account of an enduring physical, sensory, mental health or learning disability, or any other condition which results in a person learning differently from a person without that condition”.

In 2006, the National Council for Special Education (NCSE) estimated that up to 18% of the school-going population may have a special educational need, as defined under the EPSEN Act. In 2011 an ESRI study, ‘A Study of the Prevalence of Special Educational Needs: NCSE Research Report No. 9’, pointed to evidence of an overall prevalence rate of 25%. This estimation of 18-25% is in line with international research and reflects broader societal developments towards inclusiveness and diversity. A number of factors are of particular significance in the Irish context:

- ongoing growth in school-age population, which increased by 7% between 2011 and 2016, and will continue to increase by 3% from 2016 to 2019
- increase in numbers accessing special educational needs supports from 17% of the total student population to 20% in 2016 (Table 1)
- increased numbers diagnosed with an autism spectrum disorder (ASD); during the period 2011-2016, the number of children with ASD increased by 83%.

Teacher numbers in mainstream primary and post-primary schools have also increased to provide inclusive education. Currently, almost 21% of the

combined total of primary and post-primary teachers are engaged in special education. For example, the number of resource teacher posts increased from 5,265 to 7,429 in the period 2011 to 2016 – an increase of 41%. The number of special needs assistants (SNAs) in mainstream primary and post-primary schools has also grown: from 2,988 in 2001 to 13,015 in 2016 – an increase of 336%.

In 2017, the Department of Public Expenditure and Reform conducted a spending review of special educational needs provision. Its analysis found that:

- overall expenditure on special educational needs increased by 38% – €465m to €1.68bn – from 2011 to 2016
- this expenditure represents 18.9% of the Department of Education and Skills’ gross current expenditure, and
- 5.2% of the combined primary and second-level school population are in receipt of NCSE resource teaching allocations and 3.6% are in receipt of SNA allocations.

Special classes

Special needs education provision has increased substantially since the introduction of the EPSEN Act. This has included the provision of special needs classes in mainstream schools and the timetabling of students with special educational needs in mainstream classes. The number of special classes has risen from 628 in 2012/13 to 1,459 in 2018/19 (Table 2). At second level, approximately 22% of special classes have a Mild General Learning Disability designation, while 20% of classes have an Autism Spectrum Disability designation. It is now Department of Education and Skills policy that all new school builds must include an ASD unit.

In addition, Section 8 of the Education (Admission to Schools) Act 2018 means that, with effect from December 3, 2018, where there is insufficient capacity in relation to the provision of special needs education in a geographical area, a school or schools may be compelled to deliver additional provision. This can include provision of a special needs class or an additional special needs class.

Table 1: Number of pupils accessing resource teaching provision 2011-2016.

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Primary	20,138	22,271	24,104	25,647	29,200	31,536
Post-primary	9,288	10,209	11,659	12,767	14,400	15,530
Total pupils accessing resource teaching hours	29,426	32,480	35,763	38,414	43,600	47,066
Total pupil population	838,977	853,745	869,492	883,903	898,930	910,904
% of pupils accessing resource teaching hours relative to total pupils population	3.5	3.80	4.11	4.35	4.85	5.17

Source: IGEES – Special Educational Needs Provision, June 2017.



Table 2: Number of special education classes 2012-2019.

	12/13	13/14	14/15	15/16	16/17	17/18	18/19
Early intervention	49	71	96	118	128	131	132
Primary	445	493	557	636	712	826	929
Post-primary	134	173	202	254	309	347	398
Total	628	737	855	1,008	1,149	1,304	1,459

New model for allocation of resources to schools

A new model for allocation of teaching resources to schools with special educational needs and additional learning needs was introduced in all primary and second-level schools in September 2017. A core feature of the model is the ending of the requirement for a diagnosis of the individual pupil in order to get support: this decision will reduce the incidence of inappropriate diagnosis and, more importantly, the unnecessary labelling of students. Under the new model, additional teaching resources will be allocated to schools on the basis of:

- a baseline allocation to every school to support inclusion, address learning difficulties and facilitate early intervention, and
- additional allocation based on the school's educational profile; this comprises elements of complex needs, diagnostic testing scores, and socio-economic context and school type.

The school decides on the allocation of the additional teaching resources based on the National Educational Psychological Service (NEPS) 'Continuum of Support Model'. The new allocation process replaces the learning support and English as an additional language allocation. Similarly, the distinction between learning support and resource teacher no longer applies: the new post is defined as the special education teaching post. Circular 14/2017 provides guidance to schools on the use of these resources, including the requirements for planning for students and the co-ordination of the school's interventions. The Circular, in turn, is supported by the revised 2017 Departmental 'Guidelines for Post-Primary Schools: Supporting Students with Special Educational Needs in Mainstream Schools'.

IEPs – advice to members

The EPSEN Act includes a requirement for schools to provide an Individual Education Plan (IEP) for students with special needs. However, this section of the EPSEN Act has not been commenced, as was recently confirmed by the Minister for Education and Skills Joe McHugh in a statement to the Dáil.

In view of the fact that IEPs have not commenced under the EPSEN Act,

ASTI members are advised not to implement IEPs or equivalents (such as Student Support Files, etc.). While members are being advised not to create or devise IEPs or equivalents, existing arrangements for the education of current and future students with special education needs will not be impacted by this. Members should therefore continue to engage in their normal class planning (e.g., pedagogical strategies, differentiation, etc.).

While the ASTI supports inclusive education, the union is extremely concerned that in the context of insufficient resourcing and the lack of a sustainable model for the delivery of aspects of the EPSEN Act, Circular 0014/2017 and the accompanying 'Guidelines for Post-Primary Schools Supporting Students with Special Educational Needs' effectively seek to introduce IEPs or equivalents. The ASTI rejects the imposition of a special education needs model that takes no account of the time, workload and practical implications for teachers and schools. In particular, the ASTI is concerned that:

- teachers' professionalism and commitment to inclusive education is not being supported by the necessary resources, training and allocation of time for collaboration
- requiring subject teachers to collaborate with parents, external agencies and a significant number of teachers for each student with a special educational need is impractical
- the training is inadequate to ensure appropriate levels of specialist knowledge in schools in the area of special needs education
- special educational needs (SEN) co-ordinators are being given a near-impossible task and face excessive demands
- SEN co-ordinators/SEN teachers are not being given adequate time to co-ordinate education planning for students with special educational needs, and
- the wider issue of teacher workload and initiative workload is not being addressed.

The ASTI is available to advise and support any ASTI member in relation to this issue. The full IEPs advice to members is available at www.asti.ie.

FROM APPRENTICE TO MASTER

Apprenticeships offer a wide variety of career choices to students deciding what to do when they leave school, and the number and type of apprenticeships is growing all the time.



Apprenticeships are an underused option in Ireland, but for some students, an apprenticeship may be where they will find their talents lie. Teachers play a crucial role in identifying these students and guiding them.

The pressure on students to go to college comes from many sources, including peers and parents. When students fail to gain entry to popular courses/colleges, they compare themselves to those who do and this can have a negative effect. Beatrice Dooley, President of the Institute of Guidance Counsellors (IGC), advises teachers: “Educate your students, and [their] parents, that not everybody needs or wants to graduate with a degree; explain how much you earn while you study as an apprentice, how apprenticeships suit people who learn by doing, or who like to be active”.

Much more than building

The range of apprenticeships available in Ireland has expanded far beyond the traditional roles in construction, and it is still growing. There are currently 41 apprenticeships, with 43 more in development, and the Government plans to double the number of apprentices by 2020. Since 2016, 18 new apprenticeships have been introduced in areas such as accounting, engineering, biopharmaceuticals and financial services.

Some of the newer apprenticeships can lead to great careers and qualifications that are higher than an honours degree from college. There are level 9 apprenticeships in animation, insurance and other areas, and even a level 10 apprenticeship to become a principal engineer.

Shauna Dunlop, Director of Apprenticeship and Work Based Learning in Solas, the State’s further education and training authority, says that new apprenticeships were introduced after a Government review, and industries that had never had apprenticeships before went to the Apprenticeship Council with proposals for their sectors. She points out that an important thing to know about apprenticeships is that you are employed from day one: “You’re earning as you’re learning ... you’ve got support from your employer to learn practical skills, as well as getting your qualification”.

“ It is **challenging** to convince students of school-leaving age that an **apprenticeship** is an **attractive proposition** ”

Easing the pressure

Paul O’Reilly, a guidance counsellor at Waterpark College in Waterford City, says that the idea that everyone needs to go to college must be challenged: “Parents, students and teachers need to inform themselves of some of the pitfalls of going to college and of the opportunities with employers out there actively looking for apprentices”.

One of the benefits of apprenticeships is that the person is qualified for a specific available job. There are some college courses with few job prospects, but you can’t get an apprenticeship unless there is a specific need, Paul says: “To get an apprenticeship, the young person has to go and find a registered employer who will take them on for the period of time that they’ll be doing it, so that obviously means that there is a job at the end of it”.

Teachers are probably best placed to spot students who would thrive in an apprenticeship, explains Beatrice: “It is challenging to convince students of school-leaving age that an apprenticeship is an attractive proposition. We all need to work collectively to communicate that there are different learning styles, and different careers, and all are valuable and important”.

Schools are also under pressure to send as many students to college as possible says Paul, because of so-called feeder schools tables: “If their Leaving Cert students aren’t progressing on to college, then they’re not appearing in the stats for third-level entry”.

One reason why some schools aren’t on those lists is because many of their students go into apprenticeships.



If a student enrolls on a third-level course, and is not suited for it, there is a good chance it will end in them dropping out. Paul says: “Apprenticeships are much more structured. There are more supports in place. If you are going to college, there isn’t that amount of support available. It’s not as structured. Kids are leaving school, going into college. They’re not used to the lack of structure and it affects some of them”.

Students need the right advice before they leave school and Paul says there are not enough guidance counsellors in schools: “The ASTI has been pressuring the Minister to revisit the allocation of guidance counsellors in schools because obviously, quality career guidance will help students to make the right choices”.

Never a runner-up

According to Beatrice, the main thing when talking about apprenticeships is to get it across that they are not second best: “Apprenticeships are a legitimate alternative to going straight to third level and they are absolutely a better choice for some students. As teachers and guidance counsellors, it is worth remembering that although most of us probably went directly from school to university, that is not necessarily the best way or the only way to qualify in every area. We could all be more self-aware around language and body language used when we present

Benefits of apprenticeships

- Earn as you learn
- Balance work and education
- Job-ready on completion
- Gain confidence and competence by doing the job
- Regular access to a mentor
- Networking as you train
- Strong potential to be self-employed
- Skills-based qualification enables international travel
- Self-sufficiency from an early age as most apprentices have to look after themselves
- Growing range of options in development

these options to our students and remove our middle-class bias from these conversations, while educating parents about the attractive apprenticeship options now on offer”.

Apprenticeships are mainly practical and there is a practical way of looking at them, says Beatrice: “When I bring my car to a mechanic, I would be worried if s/he had spent four years reading about how to fix the tricky hybrid engine of my Prius purely from a textbook. I would sleep sounder and drive faster to learn s/he had spent a significant amount of time learning his/her craft in a hands-on, practical way”.

Flying high in a great career

Fergus Wilson is Chief Technology Officer with Aer Lingus:

“Since Aer Lingus relaunched the Aircraft Apprentice Scheme in 2011, we have hired 46 apprentices via the programme, and this year we doubled the number of placements on the scheme to 20. This is a significant time of growth for Aer Lingus. In 2019 we will fly to 15 destinations in North America, and our seat capacity across the Atlantic has doubled in the past five years. That means more aircraft – and great opportunities in the thriving aircraft maintenance industry. As an Aer Lingus apprenticeship graduate myself, I am committed to ensuring that the next generation can avail of this considerable opportunity.”

Ireland Skills Live

Ireland Skills Live is a new event that will take place in the RDS from March 21-23, and that aims to challenge and change negative perceptions about apprenticeships as a career pathway. Students will have the chance to view different apprenticeships, talk to those doing them, and try their hand at different skills required for these jobs.

Find out more at www.irelandskillslive.ie.

Other resources:

www.solas.ie

www.apprenticeship.ie

www.careersportal.ie/apprenticeships/index.php

ICT apprenticeships: www.fit.ie/techapprenticeships/

Construction: www.cif.ie

Accounting: www.accountingtechniciansireland.ie/

Motor industry: www.simi.ie/en/careers-overview/motor-industry-apprentices

Tourism: www.tourismireland.com

ESB: www.esb.ie

Your local Education and Training Board (ETB) will also have information about apprenticeship options locally.

INCLUSION OF STUDENTS OF ALL FAITHS AND WORLD VIEWS

Science teacher Kate Stapleton's doctorate examined the experiences of non-Catholic students in Catholic schools in Ireland and posits that segregation or patronage diversification is not the way to respect differences.



Where were you studying and what is the title of your research?

I studied for my doctorate in DCU and the title of my research was 'An Exploration of the Experiences of Minority Faith and Minority Worldview Students of a Roman Catholic School Ethos in Post-Primary Schools in the Republic of Ireland'.

Was it full-time or part-time?

It was a bit of both. I got an Irish Research Scholarship for the first two years and then I self-funded the final two years.

Could you tell me about your research?

I interviewed 18 students of minority faiths, those who didn't want to be labelled and also non-religious students about their experiences of attending schools with a Catholic ethos. My main purpose was based on freedom of thought, conscience and religion: to look at how that human right was being upheld.

What were the main findings?

All of the students without exception wanted to learn about religion together. They don't want to be segregated, which would put a question mark on the current policy of catering for diversity of belief by diversifying patronage. The research showed that students are very interested in learning about world religions. It came as a surprise to me, but meditation kept coming up. They enjoyed meditation. The majority of students that I interviewed were in Senior Cycle so maybe it was quite a stressful time for them and they liked that break in the day.

Students had issues around their identity, and in post-primary school we're looking at students who are trying to develop their unique personal identity. There seemed to be a lot of confusion and conflict for students who are trying to identify who they are in what could be considered multiple worlds. They have their peer world, their family world, and their school world. Different religious beliefs and ethos caused some confusion for them. It is in the literature that when there are conflicting identities, it can cause confusion and makes it harder to reach a secure identity, while time for discussion and accepting difference can help them reach secure identities.

Stereotypes were also a problem for students. They were very, very aware of Islam being stereotyped as a violent religion and students had experience of that prejudice in school. That was difficult for them. Also, atheists experienced the stereotype that they are immoral.

Many of them, especially the non-religious students, weren't really facilitated to opt out of religion. They were told that if they did, their parents would have to come and collect them, or implicit factors meant it wasn't workable. Everyone was made to stand for prayer in most of the schools. Students said things like: "It's never happened in this school that someone wouldn't stand

up for prayer". It was made very difficult for them to opt out. There was more facilitation for Muslim students not to attend Catholic services than non-religious students.

Another issue was around whole school events that were Catholic. For students at Leaving Cert, the graduation ceremony often incorporates a church service. That was difficult for them. Or in some of the schools, there were award ceremonies that had a religious emphasis. That made them feel isolated. At these times, students felt 'other' rather than belonging to the school community. And that was a problem around opting out as well. If they did insist that they be opted out, it made them feel different.

It wasn't just the schools either: students talked about parents as well. Some parents wouldn't allow their children to opt out. That can be problematic because students have a right, especially older students, to have a say in what happens to them.

There was also a thing called misrecognition where, for example, a space might be provided for Muslim students to pray in the religion room but there are statues of Mary and Catholic iconography there. Students didn't feel comfortable to pray there and yet the school didn't seem to think that might be an issue.

How do you hope this work will help teachers/the ASTI?

I have secured research funding in conjunction with Prof. James O'Higgins-Norman (Anti-Bullying Centre, DCU) from the Irish Human Rights Commission to ask teachers how they feel students should be included. That's ongoing. A questionnaire has gone out to religion teachers because I think my research was very much based on students' voices. I think teachers' voices need to be heard as well. I hope to bring about some guidelines based on student and teacher thoughts on inclusive practices. Hence, I would be very grateful if RE teachers willing to participate in this research would contact me at catherine.stapleton5@mail.dcu.ie.

What is the potential of this research to improve learning in schools?

It would first have to become policy and then have to become practice. It depends on how it is accepted. The situation is fluid. Sullivan (2017) described the RE space as "a space like no other", while societal religious belief and adherence is in a state of flux. All my research can do is afford students and teachers a voice in the current debate and decision making process. There is a very clear message from minority belief students that they don't want to be segregated on religious grounds.

What inspired/motivated you to undertake postgraduate research?

I did my Dip later on than other teachers, although I'd been teaching for a number of years, and had worked in education in the UK and Uganda. My motivation came about on realising that under Section 37 of the Employment Equality Act, you can be legally discriminated against in interviews if you're

not a Catholic and can be dismissed if you go against the ethos of the school. Another reason I did the research is because when I started it, there was the baptismal barrier, but that has changed now. I believe real inclusive practice necessitates all in a community being welcome and respected regardless of difference.

What was it like returning to education as a student?

As a teacher, I love learning. I value it so it was a great experience. At times it is difficult; it's hard to be both a teacher and a researcher, but a benefit is that one grounds the other. It has made me a more understanding and reflective teacher.

Do you have a perspective on these issues in schools other than Catholic schools?

Yes, it is difficult. I know in Educate Together schools from an article I read it can be very difficult to accommodate everybody. There's research from the

University of Limerick on that. It is very complex and one of the things I often found was that there is a lot of diversity within any one belief system. So you have a whole spectrum of Catholics and Muslims. One Muslim student was upset because of having to walk home at lunchtime to pray because of not being able to pray in the school. However, another Muslim student didn't want to pray during the day so it wasn't an issue for that student.

That was a thing that came out very strongly, that there's a need to communicate, rather than to think you know what is best. It is very much one size doesn't fit all and there is a lot of diversity within belief systems.

Personal profile

Kate teaches science and agricultural science in Coláiste Éamann Ris in Callan in Co. Kilkenny. She also works with Hibernia College as a research tutor and is also involved in the Postgraduate Diploma in School Leadership (PDSL) programme. In her spare time, she loves to go hill walking.



Holocaust Education Trust Ireland

Berlin Study Visit

23 – 26 April 2019



Memorial to the Murdered Jews of Europe

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

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

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Stories that Move
Toolbox against discrimination

Holocaust Education Trust Ireland



Stories that Move
Toolbox against discrimination

Date: Saturday 23 March 2019

Location: Radisson Blu Hotel, Northgate Street, Athlone, Co. Westmeath

Time: 09:00 – 17:00

Requirements: Teachers must bring their own laptop/tablet

Fee: €55.00 (includes lunch and all tea/coffee breaks)

With the ever-present existence of antisemitism, racism and discrimination in Europe affecting the lives of young people, Stories that Move was developed as an online resource with the intention of challenging young people to think critically about diversity and discrimination, and to reflect on their own position and choices in these matters.

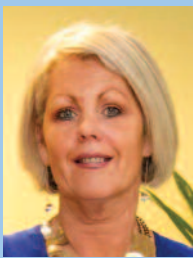
The Toolbox also focusses on antigypsyism, discrimination of LGBT+ and discrimination of Muslims. This inclusive approach gives room to all young people's voices making all learners feel included and involved. This will in its turn empower educators to discuss sensitive and complex issues both inside and outside of their classrooms.

Places will be reserved on a first come first served basis. Minimum payment of 50% deposit must be made to secure place.

<https://www.storiesthatmove.org/en/home/>

For further information, please contact:
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MEET YOUR STANDING COMMITTEE REPRESENTATIVES



JANE CRAIG-ELLIOTT

**Standing Committee Region 12:
Dundalk, Monaghan, Cavan, Drogheda**

I got involved because...

I had just started working in a school in Finglas, and there was a major national dispute taking place. I didn't really know very much about it until I attended a branch meeting, where I encountered hundreds of irate teachers, calling for action. Louis O'Flaherty was the ASTI President at that time. I was very impressed by the solidarity of the teachers at that meeting. Everyone was in full support of the issue and there was an amazing spirit among the schools. I made friends with many of the people in the ASTI and this has continued until today.

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

The biggest priority for the ASTI now is the fight for equal pay for equal work. It is impossible for the ASTI to ignore the issue that so many of our teachers are not being paid the same salary scale as other teachers. Another priority for the ASTI must be the overseeing of the Senior Cycle review. There is a lot of anxiety among teachers and students around this. Teachers are still going through a major period of adjustment in relation to Junior Cycle reform, and now we are facing an equally stressful time with Senior Cycle. The Leaving Certificate has flaws like many other examination systems, but let's hope we don't throw the baby out with the bathwater!

People may not know...

When I was going to college I was torn between being a teacher and studying art. While I was at college I did lots of art courses, which continue to be a great source of joy to me. I was always intrigued by colour and design, and find working with materials very uplifting and satisfying. The world would be a very dull place without a splash of colour!



CHRIS HIND

Standing Committee Region 13: Dublin South 2, Dublin South County

I got involved because...

Having been raised in the port city of Hull, Yorkshire, I'm well aware of the life-changing opportunities offered by education. After working in business, I entered the teaching profession and immediately got involved in the ASTI. I believed then, and still do, that our union leads the way in promoting the best educational standards and conditions for all. I've been a member of the ASTI for 28 years, initially involved at local level, then as a CEC rep and more recently as a member of Standing Committee. At all levels of the ASTI, the dedication and commitment of teachers and officials has constantly reminded me that I chose the best possible union to become

involved with. I will use my position on Standing Committee to fight for excellence in education for both students and teachers alike, including equality of treatment for our lesser-paid teachers.

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

The continuing unfair treatment faced by our lesser-paid teachers is nothing short of disgraceful. The recent pay proposals are a step in the right direction but they do not represent equality. A little bit of equality is not equality. The ASTI's campaign for equal pay for equal work is a priority I share. It is my priority to help bring this and other forms of discrimination to an end.

People may not know...

I'm married with two grown-up children: a daughter in Dublin and a son who works in Paris. I'm a black belt in Shotokan, and a qualified and regular scuba diver (when the water's warm!) I'm also a dedicated Hull City fan and regularly travel to games. Unfortunately, this season we are languishing at the wrong end of the Championship. We don't win too many matches but when we do, it's party time!

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PRINCIPALS' AND DEPUTY PRINCIPALS' ADVISORY COMMITTEE

The ASTI Principals' and Deputy Principals' Advisory Committee advises Standing Committee about educational or trade union matters affecting the interests of principals and deputy principals.



Pictured at a recent meeting of the ASTI Principals' and Deputy Principals' Advisory Committee are (from left): Kathleen Burke, Shane Hallahan, Jimmy Staunton, Michael O'Loughlin, John O'Donovan, Diarmaid de Paor (Deputy General Secretary), Breda Lynch (President), Robert Halford, Richard Davies, and Tim Kelleher. (Not pictured: Gearóid Leen, Elaine O'Connell, Mary Keane, Joanne Brosnan, Billy Redmond, Deirdre Mac Donald, Vice President, and Kieran Christie, General Secretary.)

The ASTI Principals' and Deputy Principals' Advisory Committee consists of the following members:

- Jimmy Staunton
- Gearóid Leen
- John O'Donovan
- Elaine O'Connell
- Mary Keane
- Joanne Brosnan
- Shane Hallahan
- Rob Halford
- Michael O'Loughlin
- Tim Kelleher
- Kathleen Burke
- Billy Redmond
- Richard Davies
- Breda Lynch – President
- Deirdre Mac Donald – Vice President
- Kieran Christie – General Secretary
- Diarmaid de Paor – Deputy General Secretary

Role of the Committee

A significant number of ASTI members are principals or deputy principals. The ASTI Principals' and Deputy Principals' Advisory Committee was created to advise Standing Committee on educational or trade union matters affecting such members.

The Committee meets five times a year to consider issues of interest to principals and deputy principals, such as principal and deputy principal workload, redeployment, vetting of teachers, posts of responsibility, and industrial actions taken by the ASTI. The Committee has asked that there be no derogations

“ The ASTI Principals' and Deputy Principals' Advisory Committee was created to advise Standing Committee on educational or trade union matters affecting such members. ”

granted to principals or deputy principals with regard to any ASTI directives. The ASTI also represents a number of principals each year in relation to difficulties they have with boards of management and/or trustees. Although many principals and deputy principals are members of other bodies, such as the National Association of Principals and Deputy Principals (NAPD), as with all other ASTI members, they are represented by their union if they have a dispute with their employer.

The Committee is elected on a regional basis by attendees at the biennial ASTI Principals' and Deputy Principals' Seminar. As well as electing the Committee, attendees at the seminar hear a number of talks on union and school management issues. The most recent seminar included an update to attendees on current issues facing the ASTI, and talks on topics of interest to principals and deputy principals, including a legal overview of social media in schools from Byrne Wallace solicitors, a talk from a member of the Transgender Equality Network about being transgender in school, and a discussion on post of responsibility appeals from the independent chairperson of the Posts of Responsibility Appeal Board.

The next Principals' and Deputy Principals' Seminar will take place on June 12, 2019. Further details will be available on the ASTI website www.asti.ie.

ASTI ANNUAL CONVENTION 2019

ASTI Convention 2019 will take place from Tuesday to Thursday, April 23-25, 2019, in Clayton Whites Hotel, Wexford. Approximately 500 delegates will discuss and vote on the Association's policies for the year ahead.

Have your say

All branches will receive a copy of the preliminary agenda before January 7. The preliminary agenda contains the motions proposed by branches around the country for debate at Convention. Branches are asked to prioritise motions from the preliminary agenda for inclusion on the Convention agenda not later than January 31. They can also propose amendments to any of the motions circulated. Motions and amendments are considered again by the Steering Committee in early February and a final agenda is drawn up.

Attending Convention

Each branch is entitled to send a number of delegates to Convention depending on the number of members in their branch. Branches must submit the names of their chosen branch delegates to ASTI head office not later than January 31. Branch delegates must be members of the branch they represent and must have been members of the ASTI for at least one year prior to election. In addition to branch delegates, members of the ASTI Central Executive Council and Standing Committee also attend Convention as delegates. If you wish to attend Convention 2019 you should go along to your next branch meeting and put your name forward.

Accommodation

Accommodation at Clayton Whites Hotel, Wexford, is on a first-come, first-served basis. Delegates are asked to use the booking form below and to book in pairs, or to indicate the person with whom they will share; a limited number of single rooms are available. **Clayton Whites Hotel cancellation terms will apply to all bookings (see hotel website for further information).** Family rooms (up to a maximum of three children) are charged at a double room rate with children under

12 staying free when sharing with parents. Children's meals will be charged as extra and children between 13 and 16 years will be charged at an additional rate of €18 per child per night when staying with parents.

ASTI Play Centre

Childcare will be available each day during Convention hours. Places must be reserved in advance, not later than March 22, 2019. Further information relating to childcare facilities can be found on the ASTI website – www.asti.ie.

Administration fee

There is a registration fee payable by your branch of €30 per person, for all delegates, CEC members and Standing Committee members. The registration fee will be offset against branches' April quarterly cheque.

Convention Dinner

The Convention Dinner will take place on Tuesday, April 23, in the Conference Centre.

The cost of a Convention Dinner ticket is normally €50, but if your branch reserves a table of ten before Friday, April 12, it will cost only €400, a saving of €100.

If your branch wishes to join with another branch for a table, the branch should book under one branch's name by emailing info@asti.ie, reference 'Annual Convention Dinner'. Payment for reserved tables must reach the ASTI Accounts Department on or before April 15, 2019.

A small number of tickets will also be on sale from 2.30pm-3.30pm in the Business Centre, Clayton Whites Hotel, Wexford on Tuesday, April 23, at a cost of €50 per ticket. Book early to avoid disappointment.

BOOKING FORM FOR CONVENTION 2019

Hotel reservation number:

(Reservation number will be provided when you ring hotel to reserve room)

Arrival date:

Departure date:

Please tick whichever room you require

Single €109 per night Double/twin €166 per night Family room €166 per night (see above)

Please reserve one room for:

Name

Name

Address

Address

Tel no.

Tel no.

Email

Email

Child/children's name(s) and age(s):

CREDIT CARD DETAILS:

Cardholder's name:

Last four digits of credit card number:

Please contact Clayton Whites Hotel, Wexford at 053-912 2311 or info.whites@claytonhotels.com to reserve room. Completed booking form to be sent to ASTI Annual Convention Reservations, Clayton Whites Hotel, Wexford. Please note that bookings will not be confirmed until booking form has been received by the hotel.

Booking form must be returned to the hotel by March 22, 2019. Hotel cancellation terms will apply to all bookings

WHERE DOES MY SUBSCRIPTION GO?

How will my ASTI subscription money be spent in 2019?

Your ASTI subscription is used to ensure that the ASTI is able to act as a professional association protecting teachers' rights, providing teachers with information on their terms and conditions, and upholding trade union values of protecting the most vulnerable.

What do I get out of my subscription?

General Fund: 83.56%

The majority of each member's subscription money goes into the General Fund. This fund is used for all day-to-day expenses of the Association, such as:

- the running of Head Office, including the employment of staff specialised in areas such as industrial relations, and the organisation of events such as teacher professional development courses
- the Annual Convention, Central Executive Council meetings and other meetings, including attendees' travel and subsistence payments
- substitution payments for elected members attending Committee meetings
- legal fees arising from representing members, and
- affiliation fees for membership of organisations such as Education International and the ICTU, which advocate at national and international level on behalf of teachers and workers.

Sickness Benefit Fund: 1.7%

All members of the ASTI are automatically members of the Sickness Benefit Scheme once they have two years' continuous membership of the ASTI. Members may claim benefit under this scheme, subject to certain conditions, in respect of: (a) illness; and, (b) optical and dental treatment, and hearing aids prescribed for the member by a qualified medical practitioner. The Fund is administered by elected representatives who are members of the ASTI. For more information on the Sickness Benefit Scheme, visit www.asti.ie.

Benevolent Fund: 0%*

Payments of up to €10,000 may be made to beneficiaries of this scheme on a case-by-case basis. The following are eligible for consideration as beneficiaries:

- member who becomes totally incapacitated so that he/she is forced to retire from teaching
- illness of member resulting in absence from work for 18 consecutive months
- exceptional circumstances (determination at discretion of fund administrators), and
- qualifying dependents of deceased members.

The Fund is administered by elected representatives who are members of the ASTI. Contact the ASTI accounts department on 01-604 0184 to discuss the Sickness Benefit Fund or the Benevolent Fund.

**Currently there is no allocation to this fund from members' subscriptions as there are surplus funds in the Benevolent Deposit Account. Once these are depleted a percentage will be allocated to the fund again.*

Contingency Fund: 5.07%

The Contingency Fund is used to finance national and local industrial action, including strikes, and other extraordinary expenses. This includes the printing and postage costs of holding national postal ballots, and the printing of placards and other campaign material such as campaign leaflets. The Contingency Fund is also used to finance special CEC meetings and special conventions.

Publications Account: 4.81%

The Publications Account is used to finance ASTI publications such as *ASTIR*, *Nuacht* and the annual ASTI diary.

Branch allocation: 3.12%

3.12% of each member's subscription is allocated to their branch to be used to fund activities such as branch meetings and retirement functions, and to cover expenses such as reimbursement for school stewards who post their schools' ballot papers to ASTI Head Office.

Development Aid Fund: 1%

The Development Aid Fund is used to finance donations to development aid organisations including UNICEF, Aidlink and Concern. Donations are also made to school overseas immersion projects from this fund.

Political Fund: 0.02%*

The ASTI operates a political fund. ASTI members who are duly nominated candidates for An tOireachtas, the governing bodies and senates of the universities, or for membership of the Assembly of the European Communities may apply to the Fund. The amount of any grant shall be decided by the Standing Committee to a maximum contribution of €200.

**Individual members have the right to obtain exemption from contributing any part of their subscription to the Political Fund and to choose to allocate this portion of their subscription to the Development Fund instead.*

Branch Central Fund: 0.72%

Branch Central Fund is used to finance projects by individual branches that promote the aims and objectives of the ASTI in their branch area. Branches can apply to this fund if they require additional funding for a retirement event.

Total: 100%

If you have any queries or would like more information about ASTI funds, email accounts@asti.ie.

	<p>83.56 General Fund</p>	<div data-bbox="983 443 1382 913"> <p>WHERE DOES MY SUBSCRIPTION GO?</p> </div>
<p>1.7 Sickness Benefit Fund</p>	<p>0 Benevolent Fund</p>	
<p>5.07 Contingency Fund</p>	<p>4.81 Publications Account</p>	
<p>3.12 Branch allocation</p>	<p>1 Development Aid Fund</p>	
<p>0.02 Political Fund</p>	<p>0.72 Branch Central Fund</p>	

Postgraduate Diploma in School Leadership

Aspiring Leadership Programme

Progress your career in Primary and Post-Primary education

18 months of part-time blended learning

Robust mix of the academic & practical

Our Partners

The programme is a collaboration between the Schools of Education at NUIG, UCD, WIT and UL - and supported by the Centre for Continuing Education (CPE) at UL and is taught by key academic team leaders and researchers.

The Post Graduate Diploma in School Leadership is delivered nationally using a blended learning format. Consult our website for this year's centres.

Apply Now

All information is available online. Please visit www.ul.ie/pdsl to learn more.

For further queries e-mail psdl@ul.ie or phone +061-234786 or +061-202947

Support for the PDSL is provided by the DES and CSL. The PDSL is partly funded by the DES (students pay €2,000 with a further €3,000 paid by the DES)

MARY O'CONNOR MALONE – A TRIBUTE



On May 4, 2018, we lost our dear friend and colleague Mary O'Connor Malone after a short illness. Her sudden death shook us to the core. How could such a vibrant, life-affirming person depart from our midst in such an untimely manner? Mary was a larger than life person: loving, warm, compassionate, kind and thoughtful.

A native of Rathkeale, Co. Limerick, Mary came to teaching at St Mary's secondary school, Newport, Co. Tipperary, in 1995. Mary imparted her immense knowledge of home economics and religion to pupils of all abilities, whom she always encouraged to reach their full potential. Mary was first and foremost a 'people person' who reached out to people

of all personalities and means, and empathised with their life stories and difficulties.

Mary was the life and soul of the staffroom, full stop. Her sense of humour entertained everyone. She was always ready to lend a helping hand whatever the occasion. She brought light-heartedness to every situation.

Mary has left a void that can never be filled. We, her colleagues, are left without her love for life and her vibrancy. What a privilege it was for us to have known Mary for the past 23 years. She is sadly missed.

Mary is survived by her mother Phil, her wonderful husband Dave and her two precious children Seán and Carol.

Ar dheis Dé go raibh a h-anam dílis.

AVE ATQUE VALE BRÍD NÍ CHURRAOIN SEOIGHE (1966-2017)



Ar an 28ú Meán Fómhair, 2017, d'imigh ár gcara dílis Bríd, uainn ar shlí na firinne. Duine ar leith, fíor-chara agus múinteoir den scoth. Chuir a huaisleacht leis an meas mór a bhí againn uirthi. Bhí sí tinn le tamall ach bhí sí dearfach láidir agus misniúil go dtí an deireadh. Faraor, tháinig an deireadh ró-scioptha dúinn ar fad. Chaith sí chuile nóiméad dá saol ag

smaoineamh ar dhaoine eile. Nuair a bhí sí linn sa scoil seo, Coláiste Chroí Mhuire sa Spidéal i gContae na Gaillimhe, is ar na micléinn a dhírigh sí a haird, a haire agus a díogras. Múinteoir fíor-ghairmiúil agus fíor-thiomnaithe a bhí inti. Beidh cuimhne againn go deo uirthi agus ar a meangadh gáire spraoiúil ach go háirithe.

Rugadh Bríd Ní Churraoin i mBoluisee Íochtair sa Spidéal agus is ann a chaith sí a hóige, ag freastal ar an mbunscoil áitiúil agus ar an scoil fíor-speisialta seo Coláiste Chroí Mhuire (áit ar chaith sí a blianta deiridh ag teagasc). Ag fás suas sa Spidéal di, músclaíodh a grá, a paisean agus a meas don Ghaeilge, don Ghaeltacht, don timpeallacht agus don chultúr Gaelach. In Ollscoil Éireann, Gaillimh a bronnadh a bunchéim i nGaeilge agus sa Tíreolaíocht uirthi ag deireadh na nOchtódaí agus ansin an Mháistireacht sa Tíreolaíocht cupla bliain ina dhiaidh sin. Tar éis di an ATO a dhéanamh, arís anseo sa Spidéal, thosaigh sí ar a gairm mhúinteoireachta san Ursuline College i Sligeach.

Lá mór ina saol é nuair a phós sí a grágheal Tomás agus is cinnte gur lá iontach mór ina saol é nuair a rugadh a mac muirneach Colm. Go tobann in Eanáir 2015 baineadh steangadh asainn nuair a d'éirigh Bríd tinn.

Fuair sí post anseo sa Spidéal i 1999 mar a chaith sí 15 bliain ag múineadh

Gaeilge, Tíreolaíochta, Staire agus CGAT do dhaltai Sóisearacha agus Sinsearacha na scoile.

Bhí sí sáite go hiomlán in obair na Rannóige Gaeilge sa scoil ag saothrú na teangan, í ag plé le Díospóireachtaí agus Cúrsaí Drámaíochta, Tráthanna na gCeist, Cuairteanna ar an Amharclann agus Seachtain na Gaeilge. Thug a grá don Ghaeilge agus do litríocht na Gaeilge spreagadh don iliomad scoláire a d'fhreastal ar a ranganna. Rinne sí a cion féin ar son na Rannóige Tíreolaíochta chomh maith, ag cothú spéise, meas agus grá don tíreolaíocht áitiúil, d'fhorbair sí feacht na ndaltaí i gcúrsaí comhshaoil agus timpeallachta atá go saibhir ar leic an dorais againn anseo sa Spidéal agus d'eagraigh sí turais allamuigh, a bheidh i gcuimhne na scoláirí úd go ceann i bhfad. Is boichte an scoil de bharr a báis.

Ba bhall dílis den ASTI í agus ba Stiobhard Ceardlainne í chomh maith. D'oibrigh sí go dian dícheallach i gcónaí dóibh siúd a bhí faoina cúram agus go deimhin bhí sí fial flaitiúil nuair a thioctadh na micléinn MGO chun na scoile mar ábhar oidí.

Airíonn chuile dhuine a raibh aithne acu uirthi go pearsanta nó go gairmiúil uatha go mór í. Bliain chrua a bhí inti ag streachailt le tragóid bhás charad agus chomhghleacaí a bhí chomh hóg, chomh hábailta agus chomh cumasach léi.

Ar dheis Dé go raibh a hanam dílis.

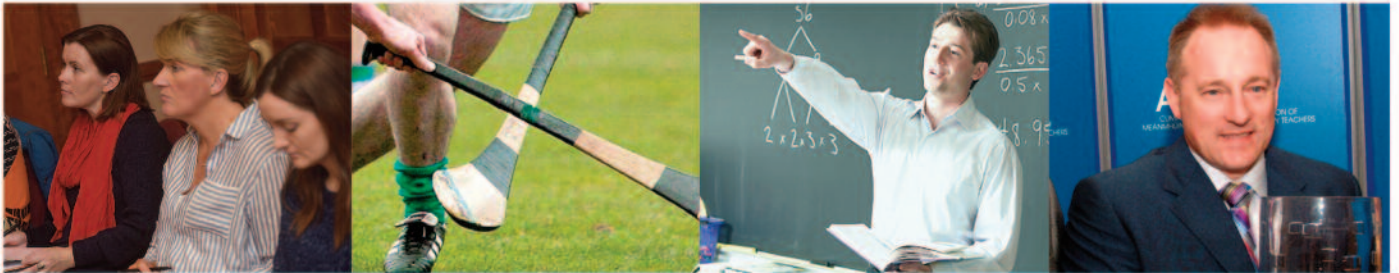
Ba mhaith linn comhbhrón ó chroí a dhéanamh lena fear Tomás, lena mac Colm, lena hathair Joe, lena deirfiúracha Áine agus Christina, lena deartháireacha Colm agus Peadar agus lena muintir uilig.

Mar a dúirt an file Ruaidhrí Ó Tuathail:

....an té ba ghairne dár gcroí ina hoide i ngarraí na bhflaitheas



Take a bow



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

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

The ASTI Achievement Awards recognise teachers in three categories:

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

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

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

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

The closing date for applications is
Friday, February 8th, 2019

www.asti.ie
1850-418400
www.twitter.com/astionion
www.facebook.com/astiteachers

**ASTI**
A century of service

THE ROADMAP FOR PENSION REFORM

As the current pay deal will come to an end in 2020, the Roadmap for Pensions Reform introduced by the Government in an effort to update the pension systems in Ireland has serious implications for both serving and retired teachers.

Parity with serving teachers

Parity is the main concern for those who depend on pensions as their only source of income post retirement. This formed the central issue of discussion when the RSTA officers met with ASTI officials, including the President, Vice President, General Secretary and Treasurer, at Head Office recently. It is the policy of the RSTA to work with the ASTI and the Alliance of Retired Public Servants (ARPS) to ensure that parity with serving teachers is maintained.

The Alliance of Retired Public Servants

The ARPS comprises 31 pension organisations, including health workers, State security, local government, teachers, etc. While the Alliance has consultative status, it still seeks negotiating rights in pension deals with the Government. Carmel Heneghan is the new joint secretary of the ARPS, while Marie Doyle is the assistant secretary of the ICTU retired workers committee. Both have been Presidents of the RSTA. It is only when we join together with our trade union colleagues that issues concerning salaries and pensions can be resolved.

ASTI seminars

RSTA representatives are grateful for the positive responses they have received as they visit the ASTI retirement seminars taking place, at present, throughout the regions. In reality, our pensions are delayed earnings. Strong

membership that expresses collegial solidarity is the greatest protection for safeguarding pensions. For this reason, the RSTA urges retiring ASTI members to join this organisation to protect their own pension and those of their retired colleagues, both now and in the future.

Social activities

In December, branches organised Christmas lunches in festive surroundings from Ashford Castle in Mayo to Hayfield Manor, Cork, and Wynn’s Hotel in Dublin city centre. At these functions the foreign trips of 2018 were recalled and plans for future trips were discussed. Meanwhile, there are spring walks and local trips before global attractions in sunshine destinations are finalised.

Galway National Conference/AGM 2019

The Galway Branch is busy organising our National Conference/AGM in the Galway Bay Hotel from May 7-9. It marks the beginning of the summer activities and is an occasion to renew contact with friends and colleagues, apart from the more serious welfare issues. I look forward to meeting my retired friends and colleagues there.

Pádraic O’Doherty
RSTA President

RSTA membership application/renewal

Name:

Address:

Home phone:

Mobile:

Email:

RSTA branch:

Annual subscription: €24
Annual renewal date: September 1

Payment options: Bank standing order (recommended by RSTA) or cheque (payable to RSTA)
Return to: Mrs Muriel McNicholas, Cordarragh, Kiltimagh, Claremorris, Co. Mayo.
Contact: murielmcnicholas@gmail.com or 085-118 1330

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

Standing order set-up form

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

To: The Manager (Bank name and full address)

I hereby authorise and request you to DEBIT my account:

Account name/s:

IBAN BIC

And to credit the account of:

RETIRED SECONDARY TEACHERS’ ASSOCIATION

IBAN: IE55 AIBK 9323 6112 7290 80 (**BIC:** AIBKIE2D)

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

Start Date: ___/___/20___ **Frequency:** Annually until further notice

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

Member name and RSTA branch

Signature: Date: ___/___/20___

FREE LEGAL INFORMATION ABOUT CHILDREN'S RIGHTS

The Children's Rights Alliance works to improve the lives of all children and young people by ensuring that Ireland's laws, policies and services comply with the standards set out in the United Nations Convention on the Rights of the Child. The Alliance offers child-friendly legal information for free through its information line service. The information line is open Mondays from 10.00am-2.00pm and Wednesdays from 2.00pm-6.00pm.



Anyone in need of information about children's rights can call the information line on 01-902 0494 or email query@childrensrights.ie.

DOWN SYNDROME IRELAND TRAINING

Down Syndrome Ireland will host an education conference for those supporting a student with Down syndrome in post-primary education on February 7 in Athlone. Topics covered at the conference will include the benefits of inclusion, specific learning needs, differentiation of work, emotional and social development, moving on from post-primary school, and employment and post-school options. The conference is open to all of those who support a student with Down syndrome, including parents, teachers, SNAs and other professionals. A similar conference for those supporting a child with Down syndrome in primary school will take place in Athlone on February 6. This is part of a series of conferences that have taken place nationwide since October 2018.

For more information on the conference, contact info@downsyndrome.ie or visit www.downsyndrome.ie.

AVC annual report

ASTI members who are members of the ASTI AVC (Additional Voluntary Contributions) plan should note that, in accordance with pension scheme regulations, a copy of the latest annual report is available for examination by contacting the Honorary Treasurer Ray St John at ASTI Head Office.








EDUCATION POSTGRADUATE PROGRAMMES

- Structured PhD in Education
- M Ed/PhD in Literacy Education
- Doctorate in Educational and Child Psychology
- Professional Master of Education (Primary Teaching)
- Master of Education (M.Ed)
- M Ed in Religious Education
- M Oid san Oideachas Lán-Ghaeilge agus Gaeltachta
- MA in Education and the Arts (META)
- MA in Education and Well-being of the Older Person
- MA in STEM Education
- MA in Music Education
- Graduate Diploma / M Ed in Adult and Further Education
- Graduate Diploma / M Ed in Information and Communication Technologies in Primary Education
- Graduate Diploma / M Ed in Special Education Needs
- Graduate Certificate / Diploma / M Ed in Professional Studies in Education
- Graduate Certificate in Autism Studies

LIBERAL ARTS POSTGRADUATE PROGRAMMES

- Structured PhD/MA in International Development Education and Practice
- Structured PhD in Applied Linguistics
- MA in Applied Linguistics (online/on-campus/blended)
- MA sa Ghaeilge
- MA in History
- MA in Local History (with UL)
- MA in Media Studies
- MA in Language and Literature
- Graduate Certificate/MA in Christian Leadership in Education

PHD & MA BY RESEARCH AND THESIS IN THE FOLLOWING EDUCATION DEPARTMENTS

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

PHD & MA BY RESEARCH AND THESIS IN THE FOLLOWING LIBERAL ARTS DEPARTMENTS

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

PHD & MA BY RESEARCH AND THESIS IN THE FOLLOWING EDUCATION DEPARTMENTS

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

FURTHER INFORMATION

Admissions Office T: 061 204 348 E: admissions@mic.ul.ie
www.mic.ul.ie/postgradstudies/Pages/default.aspx

Mary Immaculate College,
South Circular Road, Limerick,

Download MIC App



www.mic.ie

#HelloMIC

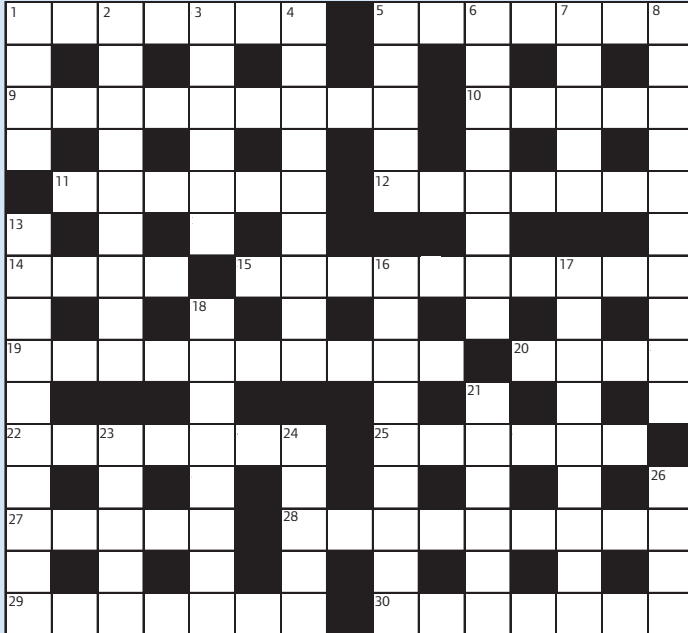


Sponsored by ASTI Credit Union

ASTIR CROSSWORD NO. 1901

The winner will receive €200

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



Name

School

Address

ASTI Branch

Entries to: ASTIR Crossword No. 1901, Think Media, The Malthouse, 537 NCR, Dublin 1.

To arrive by: Friday, February 15, 2019

CLUES ACROSS:

- 1. A native of Spain or Portugal (7)
- 5. A red hot car deal (7)
- 9. The front of a building as seen on a drawing (9)
- 10. Anorak (5)
- 11. Hovers and eats pancakes (6)
- 12. Its capital city is the highest in Europe (7)
- 14. 13 down may never wear this (4)
- 15. The act or process of improving standard or status (10)
- 19. Discourse or debate (10)
- 20. Greek goddess of the rainbow (4)
- 22. U-boat provides path to teaching (7)
- 25. Cutting tool of the Grim Reaper (6)
- 27. Scene of activity, debate or conflict (5)
- 28. Common Irish garden bird with orange throat and chest (9)
- 29. Pampers with soil (7)
- 30. A group from the Golan Heights? That's gas! (7)

CLUES DOWN:

- 1. Wifi becomes lobby organisation (4)
- 2. Helen and Pat's beasts of burden (9)
- 3. A geometrical shape located in Saigon (6)
- 4. Shh! Don't make a sound! (9)
- 5. Dance in a Mayo village (5)
- 6. A stone cutter working on an April day (8)
- 7. Mist leaving terrorism? Wrong! (5)
- 8. Member of a 16th century Protestant sect (10)
- 13. She may never wear 14 across (10)
- 16. Irish Prime Minister (9)
- 17. An individual forming part of the only form of life in the universe whose existence is known (9)
- 18. A scandal involving the mass killing of insects (9)
- 21. Cymbal in place? Sound! (6)
- 23. Forename of current ASTI President (5)
- 24. Insulting or mocking remarks (5)
- 26. Type of melon (4)

Solution to ASTIR Crossword No. 1805

Across

- 1) Backstop
- 3) Orlando
- 8) Underpaid
- 12) Order
- 15) Mandarin
- 16) Trailer
- 18) Fermoy
- 19) Jamaica
- 23) Camouflaging
- 26) Chamber
- 27) Harris
- 28) Incense

Down

- 2) Swede
- 4) Leopard
- 5) Bioluminescence
- 6) Underworld
- 7) Persevere
- 9) Narwhal
- 10) Rover
- 11) Momentum
- 13) Multipliers
- 14) Oars
- 17) Grape
- 20) Capoeira
- 21) Foundry
- 22) Niles
- 24) Ares
- 25) Galtee

Did you miss?

ASTI at 110	10
Changes to special needs education	14

CONGRATULATIONS

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