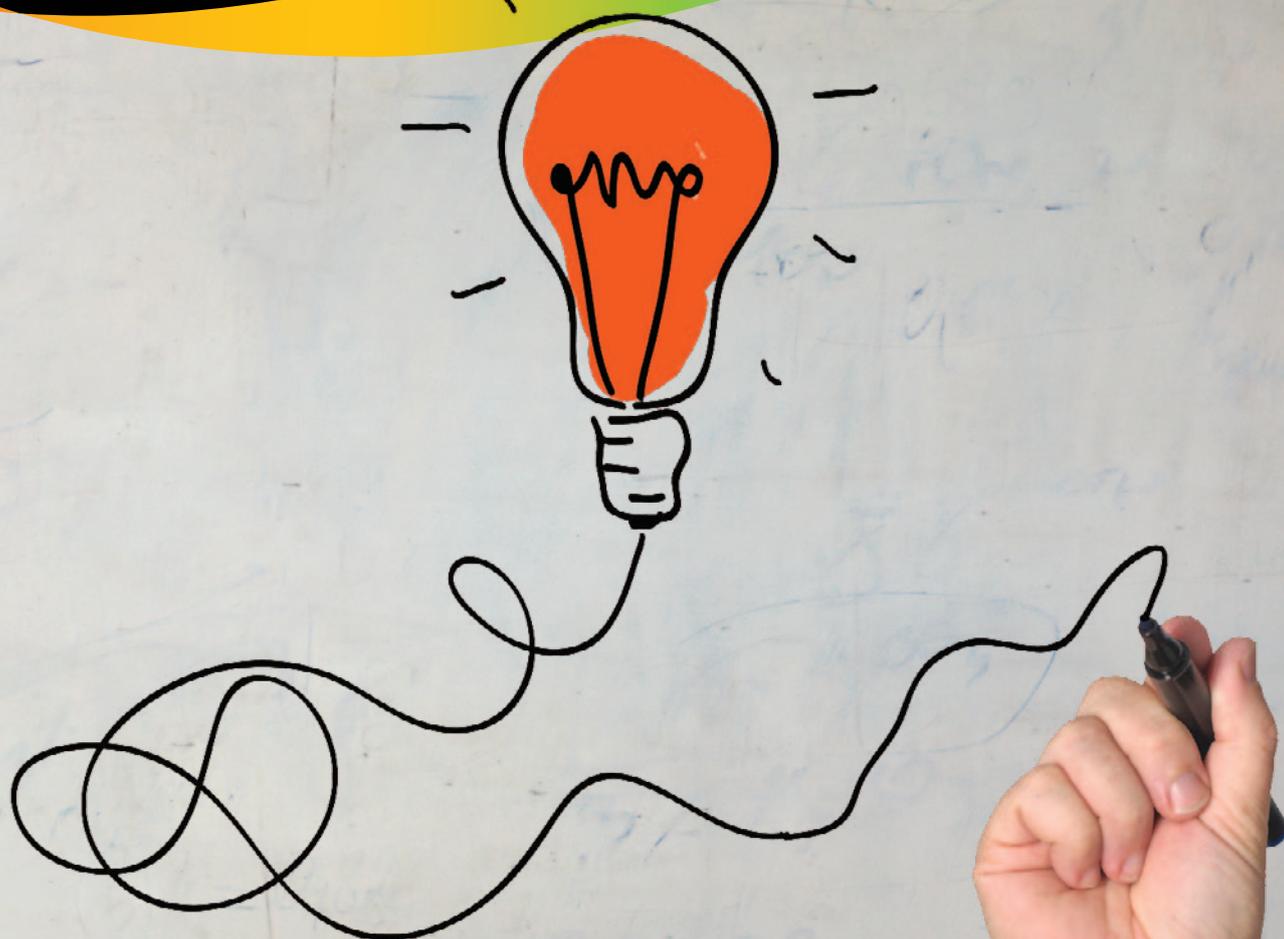


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ASTIR

Association of Secondary Teachers, Ireland



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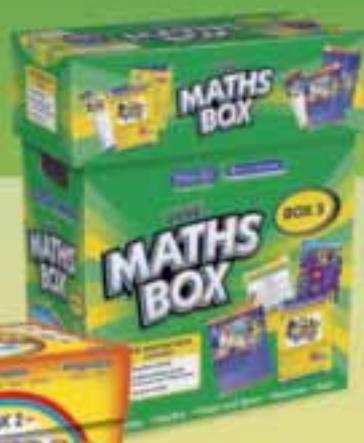
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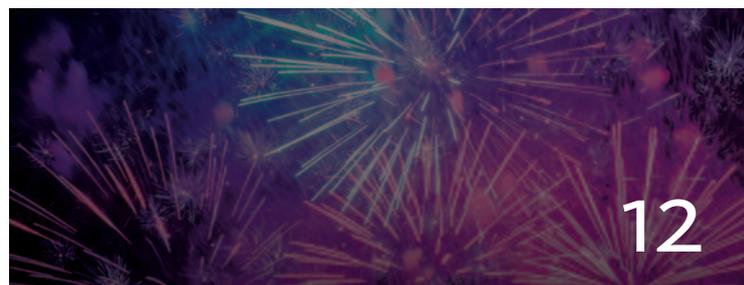
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The ASTI reserves the right to edit all material submitted for publication.

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

Members can email astirfeedback@asti.ie or text 087-9349956.



USE YOUR PROFESSIONAL VOICE

The voice of teachers is being marginalised in education. Secondary teachers are subject specialists and professional educators. They have spent between four and six years preparing for the role which they now fulfil. This represents a huge intellectual and financial commitment to their chosen career. Add classroom experience to this and you have a highly valuable professional, whose knowledge and experience should be acknowledged and listened to in education matters. You are that professional.

The Department of Education and Skills (DES) and other State agencies, while speaking of partnership, stakeholder engagement, whole-school endeavour and collaborative approaches, are not connecting with teachers in a meaningful and effective way. The Teacher Supply Working Group, the Expert Group on Teacher/Staff Health, Wellbeing for Teachers and Learners Group (list not exhaustive), have no teacher representative. This do as I say rather than do as I do attitude is disingenuous and must change.

This approach is further exemplified in the Student and Parent Charter Bill. The ASTI has lobbied and will continue to lobby for changes to this bill, including the name. A charter for schools would reflect the rights of teachers and other school staff, as well as others in the school community. We support changes which demonstrate a truly inclusive approach to education, and recognise the rights and responsibilities of all concerned.

The issues around the new Junior Cycle, which we vociferously warned of pre implementation, were not acted upon. We are now witnessing the consequences of this, how it is negatively impacting on many aspects of school life including curricular matters, well-being of students and the welfare of teachers. We must not embark on any changes to Senior Cycle until the implementation has been planned, adequate resourcing put in place and quality CPD rolled out prior to delivery of new programmes in schools.

Let us renew our efforts to have the teachers' voice heard so that our education system can evolve in a positive direction and a sustainable manner.

Make education an election issue

As the General Election looms on the horizon we need to ensure that education is an election issue. We are asking ASTI members to do this by raising the above issues and others relevant to teachers and education with politicians (see www.asti.ie). Together we are stronger in making education an election issue. You have a voice and you have a vote: both powerful tools.

Convention 2020

Annual Convention offers the opportunity to add your professional voice to that of your peers. Attend your branch's January meeting and vote for what you want on the Convention agenda. Join us at Convention 2020, it is about your future. You have a professional voice, the time to use it is now.



LEARNING OUTCOMES APPROACH FLAWED

The Minister for Education and Skills announced in October that history is to be given a special core status in the Framework for Junior Cycle. It is the first of a range of key decisions that need to be made to put shape on a project that is coming apart. These decisions might include moves towards externally assessed oral examinations in languages. As we move toward proposals to 'reform' our Senior Cycle, we must move away from the torturous influence of the outcomes-based model for subject specifications. We should move back to the content-based manner in which syllabi used to be developed. Prof. Áine Hyland said it is essential that "each syllabus should have breadth and depth specified" and "there should be no purely outcome-based specification and assessment".

The National Council for Curriculum and Assessment's (NCCA) insistence on specifying proposed new syllabi purely in terms of learning outcomes is baffling. Prof. Hyland has pointed out that no high-stakes examination syllabus in the English-speaking world is specified purely in terms of learning outcomes. With the recent controversies regarding the Junior Cycle science paper, the sample JC T2 higher level paper, and the Minister's history decision, a matrix comprising unedifying chaos is developing. Examiners are unsure what to examine, teachers are unsure what to teach and pupils...well, what will they learn?

ASTI-commissioned research

In the last edition of *ASTIR*, we highlighted ASTI research undertaken by Dr Brian Fleming. It clarified that issues such as initiative overload, increasing workload and lack of capacity at school level must be addressed before major change at Senior Cycle can take place. Dr Fleming observed that, without waiting to see how current Junior Cycle reform is working out, the NCCA initiated a review of Senior Cycle (conducted by the ESRI on behalf of the NCCA). He provides valuable insight into their consultative process, concluding that to date the process has been of doubtful value. He noted that in most participating schools that took part in the consultative process (41 schools in cycle 1) the fact that not all teachers were involved drew much criticism. Respondents in Dr Fleming's research were more critical of the cycle 2 process (regional seminars). He noted that "engagement with some people in less than 6% of post-primary schools is highly unlikely to capture the contextual differences across the system to any significant extent". He wondered if those who had chosen to opt out were suffering from "innovation overload". He questioned why only one of 11 questions posed to participants in the consultative process referenced the Junior Cycle reform experience. Tellingly, he argued that the "most striking and fundamental feature" of the list of questions posed was the total absence of any reference to implementation issues.

From an ASTI perspective one thing is certain. The views of ASTI members will be brought to every forum at every stage of the process. We will not be sidelined.



ASTI graduate prizes

Each year, the ASTI celebrates teaching graduates who are about to enter and become part of the backbone of the Irish education system.



Above left: DCU: ASTI President Deirdre Mac Donald presents the ASTI Teacher Excellence Awards to DCU graduates Sinead Clavin (left) and Rachel Anna Smyth (right). Above centre: NCAD: ASTI President Deirdre Mac Donald with the winner of the ASTI Student Teacher Prize, Catherine McKeown, BA (Hons) in Education and Fine Art, at the NCAD Dublin conferring ceremony. Above right: TCD: Prof. Damian Murchan (Head of TCD School of Education), Laura White (PME graduate and ASTI Award winner), Deirdre Mac Donald (ASTI President), Aoibhinn O'Connor (PME graduate and ASTI award winner), and Dr John Walsh (PME coordinator, TCD School of Education).

ASTI Scholarship Award

The ASTI Scholarship Award is open to ASTI members who are undertaking or wish to undertake further third-level studies. The programme of study can be either full-time or part-time. Two successful applicants will receive €2,000 each to fund their studies. Applications will be determined by a selection committee comprised of ASTI officers. The criteria for selection are:

- relevance of proposed course to the professional lives of teachers and second-level education
- potential for study to inform the ongoing policy agenda and work of the ASTI, and
- potential for the research to enhance the quality of teaching and learning.

Applications are open all year round and the application form is available on from www.asti.ie/asti-membership/services-and-benefits/services/asti-scholarship-award/.

Career break/job share

Deadline and changes to scheme

The deadline for applications for career break and job share for the 2020/21 school year is February 1, 2020. For further details on the career break scheme, please refer to Career Break Scheme – Circular Letter 0054/2019 – Chapter 7. For further details on the job share scheme please refer to Circular Letter 0054/2019 – Chapter 8.

Changes to career break scheme for remainder of 2019/20

The restriction that teachers on career break can only be employed by a school for up to 300 hours has been removed for the remainder of the current school year. This means that schools may employ a teacher on career break to cover in a substitute capacity, without having to adhere to the restriction outlined in Paragraph 8.1 of Circular 0054/2019.

For further information, see Information Note TC 001/2019 – Changes to the Career Break Scheme for the 2019/20 School Year.

Plan to abolish flat-rate expenses put on hold

The Revenue Commissioners has announced that the planned abolition of flat-rate expenses for teachers from January 1, 2020, will not now go ahead. It has referred an impending review to the Tax Strategy Group with a view to delaying implementation until January 1, 2021.

The ASTI has lobbied hard to prevent this proposal to abolish the flat-rate expense. We have raised it with Revenue, the Government, the opposition parties, and within the Irish Congress of Trade Unions (ICTU). We made a joint submission with our fellow teacher trade unions to argue strenuously that the proposal should be abandoned.

We are delighted that our campaign, which secured an initial postponement of the change last year, has now yielded a further delay to 2021.

Teaching Council elections 2020

The term of office of registered teachers who were elected to the current Teaching Council comes to an end in April 2020. The Council has 37 members and 16 of these are teachers who are elected by teachers. An election for teacher members will be held in February/March.

The ASTI will endorse a number of ASTI members who are candidates in these elections. Applications for endorsement from ASTI members who intend to be candidates in the Teaching Council Voluntary Secondary School Sector election should apply to the ASTI for endorsement by January 17, 2020. See: www.asti.ie/news/latest-news/news-article/article/teaching-council-elections-2020/.

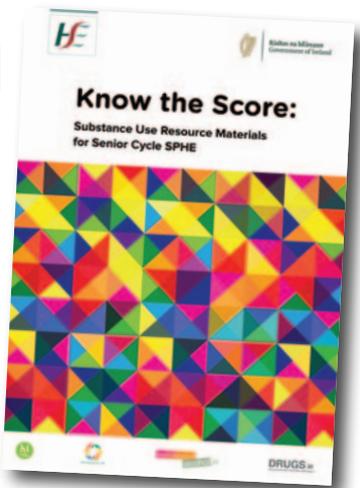


Miriam Duggan.

Community and comprehensive sector candidate

The ASTI Standing Committee has agreed to endorse one candidate only to run in the Teaching Council Community and Comprehensive Sector election. The candidate endorsed by the ASTI is Miriam Duggan, Standing Committee representative for Region 16: Dublin North 1 and Dublin North Central. Miriam teaches in Rosmini Community School in Dublin.

New drugs and alcohol resource for Senior Cycle



'Know the Score', a new national resource for teachers of Senior Cycle students aimed at guiding and supporting them to improve their knowledge and strengthen their skills in dealing with the risks associated with alcohol and drugs, was launched in November.

A training programme for teachers will commence in spring 2020, and the Department of Education and Skills has provided substitution cover for this teacher training.

Aimed at 15-18 year olds, the content is based on research about effective approaches to the prevention of substance misuse. Students and teachers were involved in the design of the 14 lessons and supporting digital content, which aim to facilitate informed discussions about alcohol and drugs in the classroom. Topics addressed include building cultural awareness of attitudes towards alcohol in Ireland, the impact of alcohol on the body and the brain, the influences of alcohol branding and sponsorship, and information on how to provide emergency care if they are concerned about someone who has been drinking or taking drugs. The resource also addresses cannabis use, and the damage caused by alcohol and drugs to mental health.

'Know the Score' is the first national evidence-based resource on alcohol and drugs for senior cycle students. Health and education professionals, including teachers and students, contributed to the development of the resource.

Schools interested in attending the training or viewing a copy of the resource should visit www.hse.ie/knowthescore.

REGISTRATION EXTENSION CHANGES AT TEACHING COUNCIL

The Teaching Council is currently reviewing the procedures for registration extension requests. Teachers with Conditional Registration, which is granted when an application for registration has not fulfilled all of the Council's registration requirements, are given a timeframe to fulfil the condition attached to their registration. When a teacher has not met this condition within the given timeframe (generally three years) they may request additional time to fulfil the condition and remain on the register. From January, the Council will accept extension requests and supporting documentation via email. This will help streamline the process and facilitate quicker turnaround of extension decisions for teachers. In addition, where a teacher submits an incomplete extension request, this will be returned to them for correction and re-submission.

For more information, see www.teachingcouncil.ie.

LGBTI+ students feel unsafe at school



At the launch of the BeLonG To Youth Services School Climate Survey were (from left): Ayrton Kelly (youth activist), Moninne Griffith (BeLonG To CEO), Prof. Agnes Higgins (author of 'The LGBTIreland Report'), Diarmaid de Paor (Deputy General Secretary of ASTI), and David Gough (GAA referee and school teacher). (Pic: maxwellphotography.ie)

Nearly three-quarters (73%) of lesbian, gay, bisexual, transgender and intersex (LGBTI+) students feel unsafe at school according to the results of the School Climate Survey conducted by BeLonG To, a national support organisation for LGBTI+ young people.

Some 77% of LGBTI+ students experience verbal harassment (name calling or being threatened), 38% experience physical harassment (being shoved or pushed), and 11% experience physical assault (being punched, kicked or injured with a weapon). In addition, a total of 68% of LGBTI+ students stated that they hear anti-LGBTI+ remarks from other students, and 48% reported hearing homophobic remarks, and 55% transphobic remarks, from teachers and staff members. As a result of feeling unsafe and unaccepted at school, LGBTI+ students are 27% more likely to miss school and 8% less likely to pursue third-level education.

CEO of BeLonG To Youth Services Moninne Griffith says: "This research must act as a wake-up call for the Government, schools, politicians, parents and students. The Minister needs to prioritise the safety and well-being of LGBTI+ students who are seriously at risk".

The full report is available at https://drive.google.com/drive/folders/1-jFfpbEonFkIV5R9rei_zdiq431mly-

ASTI Achievement Awards reminder

Nominate your colleagues for an ASTI Achievement Award by Friday, February 7. 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 made to schools and education by groups of teachers.

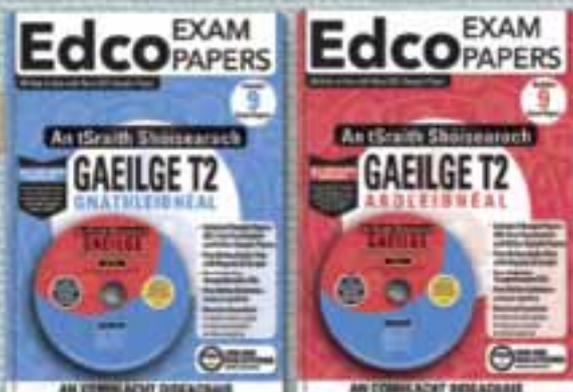
The Outstanding Individual Achievement Award recognises the outstanding achievements of individual teachers outside of their professional life. Entry forms are available at <https://www.asti.ie/news/events/asti-awards-2020>. The closing date for receipt of forms is Friday, February 7, 2020.

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CAMPAIGNS UPDATE

The ASTI continues to campaign on behalf of members on a range of issues important to teachers' terms and conditions, and to education.



Equal pay

Last Easter the Government finally conceded that the issue of new entrants' pay was – in the words of the Minister for Education and Skills – “unfinished business”. It was announced that a review was to take place within the Public Service Stability Agreement (PSSA) to address outstanding issues. The ASTI stated its commitment to seeking a resolution to unequal pay via this review.

At the time that this *ASTIR* was going to print, there has been no review and the issue remains unresolved. The ASTI has previously stated that if the review did not happen, or if the review failed to bring unequal pay arrangements for post-2010 entrants to an end, a ballot for industrial action would be necessary.

Same work, less pay

Despite advances in the pay of post-2010 entrants to teaching in the past few years – achieved in no small measure by strike action taken by ASTI members in 2016, which put the issue on the national agenda – the fact is that these teachers are on inferior pay scales. These teachers carry out the same work and have the same responsibilities as those who entered the profession before them. ASTI Central Executive Council will discuss all the issues relating to the pay of new entrant teachers at its meeting in January.

SLAR meetings

In November 2019, ASTI members voted by 93% to authorise ASTI Standing Committee to issue a Directive on the scheduling of Subject Learning and Assessment Review (SLAR) meetings. A ballot of members was deemed necessary because some schools have consistently proposed that SLAR meetings be held outside normal school tuition hours, contrary to the *Appendix to the Junior Cycle Reform Joint Statement on Principles and Implementation*.

The ASTI Directive on SLAR meetings came into effect on January 6, 2020, and states:

“In the context of section 9.7 of the *Appendix to the Joint Statement on Principles and Implementation on Junior Cycle Reform*, ASTI members are hereby directed to only attend Subject Learning and Assessment Review (SLAR) meetings on the basis that they must be scheduled to start and end within normal school tuition hours, and only a limited number may run beyond school tuition hours for some of the duration of the meeting.”

Frequently asked questions relating to the Directive can be found at www.asti.ie/news/campaigns/subject-learning-and-assessment-review-meetings/.

Unions push for top-up to parent's leave

The ASTI, INTO and TUI have jointly called on the Government to ensure that teachers are paid fully while they are on paid parental leave. Parents of babies born or adopted after November 1, 2019 are entitled to two weeks' paid parental leave, a new measure which was welcomed by the teacher unions. For other statutory paid leave such as maternity, paternity and sick leave the Department of Education and Skills (DES) pays a full salary to teachers (i.e., it tops up the statutory paid benefit so that teachers' receive their normal pay). The teacher unions believe this practice is vital in supporting working families.

The teacher unions understand that the issue of top-up pay for paid parental leave is under consideration by the Department of Public Expenditure and Reform (DPER). The unions have raised the issue at the Teachers' Conciliation Council and have called on the DPER to demonstrate good practice as an employer and ensure that parents working in the public service, including teachers, receive their full pay while on parental leave.

NEW TITLES COMING 2020

SUPPORTING YOU IN YOUR **JUNIOR CYCLE** JOURNEY



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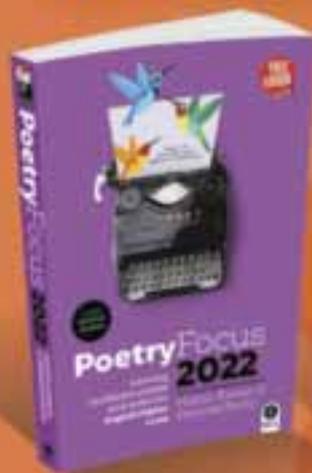


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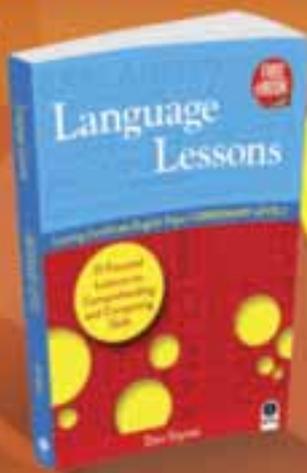


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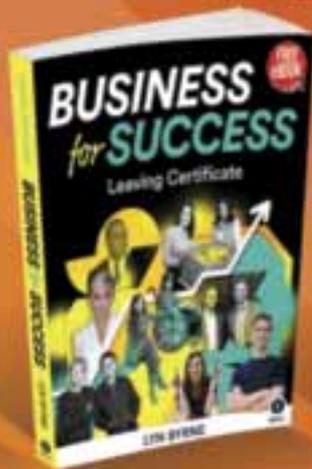
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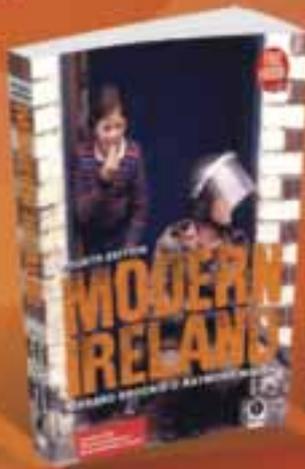
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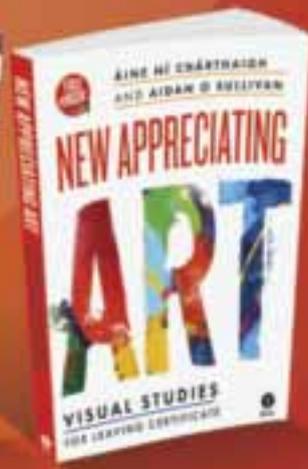
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BUSINESS



HISTORY



ART

ASTI PRINCIPALS' AND DEPUTY PRINCIPALS' SEMINAR

A recent seminar gave ASTI members who are principals and deputy principals the opportunity to raise their concerns with ASTI officers and Department of Education representatives.



Left: Pictured at the recent ASTI seminar for principals and deputy principals were (from left): David Lordon (principal), Cristin Ní Éanacháin (deputy principal), and Rob Halford (principal). Right: Also pictured at the ASTI seminar were (from left): Richard Davies (principal), Deirdre Mac Donald (ASTI President), and John Galligan (deputy principal).

A successful seminar for ASTI principals and deputy principals took place last November in the Radisson Hotel in Athlone. The seminar was opened by ASTI President Deirdre Mac Donald, who welcomed the attendees and assured them of the ASTI's support. She drew attention to health and safety legislation, and reminded the audience that there was a statutory obligation on schools to have in place an up-to-date safety statement. She placed particular emphasis on psychosocial hazards at work.

ASTI support

ASTI Deputy General Secretary Diarmaid de Paor then outlined the ASTI's role in supporting principals and deputy principals. He first talked about general issues affecting all school managers, such as workload, and salaries and allowances. He acknowledged that recent years had not been good for any ASTI members in relation to these areas. He also stated, while acknowledging that low-paid workers had been given priority by the ASTI and by other unions, that principals and deputy principals had not been forgotten. He informed the seminar that he had raised the issue of this cohort's workload repeatedly at meetings with the Department of Education and Skills (DES), and with the Minister. Diarmaid then went on to outline the role of the ASTI in supporting individual principals and deputies. He explained that, while the ASTI did not provide support to members in their role as management, full support was provided in cases where a principal or deputy principal was involved in a dispute with their Board of Management and/or Trustees.

Following this presentation, attendees broke up into groups to discuss how the ASTI could best serve principals and deputy principals, and how these same members can best contribute to their union. Many ideas and suggestions came forth as a result of these discussions. The Deputy General Secretary said that he would collate the responses, and that the Principals' and Deputy Principals' Advisory Committee would consider how best to act on them. He stated that he would put in place measures to improve communication and awareness of the ASTI's work on behalf of these members.

Legal concerns

The next session of the seminar included presentations by two partners from ByrneWallace, the ASTI's solicitors. The theme of these presentations was 'A New Legal Landscape: Should Principals be Worried?' Michael Kennedy talked about employment issues, including contracts and reasonable accommodation. He dealt with changes to the Employment and Information Act, and their implications for schools. He illustrated his points with interesting and, in some cases, eye-opening case studies. Sinead Kearney followed with a stimulating and very relevant run-through of the legal responsibilities arising for school managers from child protection legislation and protocols.

Department

The final session of the seminar allowed ASTI principals and deputy principals to hear from and to question the Secretary General of the DES,

Seán Ó Foghlú. Seán's theme was 'Leadership and Management in Schools', and he outlined the contents of *Cumasú* (the Action Plan for Education, 2019). He opened with an exposition on aspects of the plan dealing with curriculum (Junior and Senior Cycle), and with special education and inclusion. However, his main concentration was on the key developments in leadership.

Seán concluded by stating that engagement is critically important, and that he welcomed the opportunity provided by the ASTI to meet principals and deputies face to face, and thanked them for giving him a chance to listen. He stressed the importance of school leadership for keeping things going and developing, and he asked the audience how recent initiatives had impacted on them. His presentation was followed by a wide-ranging and open discussion in which he answered all questions, supported by several other senior DES officials.

Some of the presentations are available on the ASTI website – www.asti.ie.

Supports for school leaders

Seán Ó Foghlú, Secretary General of the DES, outlined supports for principals and deputy principals, including:

- restoration of some posts of responsibility (PORs) in schools (the ASTI is seeking full restoration of PORs)
- additional deputy principal posts in some second-level schools
- the Level 9 Aspiring Post Primary School Leaders qualification – over 380 participants to date
- coaching for principals (Centre for School Leadership)
- mentoring – all newly appointed principals have access to a mentor for the first three years (Professional Development Service for Teachers) and
- Leadership Clustering Project (Centre for School Leadership).

For more information, visit www.cslireland.ie.

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PISA 2018 – IRISH STUDENTS AMONG THE HIGHEST ACHIEVERS IN THE WORLD

Despite low investment, new report shows Irish second level students performing well.

High rankings

Ireland's second-level students have once again scored highly in the OECD PISA study despite coming in last in a separate OECD investment ranking. In literacy, Irish students are at the top of the global PISA rankings. Ireland ranks 4th out of 36 OECD countries and 3rd out of 27 EU countries for reading literacy. Our students also performed highly in maths and science, ranking 16th and 17th, respectively, out of 37 OECD countries.

These results are despite the fact that the OECD report *Education at a Glance 2018*, published less than three months ago, ranks Ireland in last place out of 35 countries for investment in second-level education as a percentage of GDP. In 2016 Ireland invested 1.2% of GDP on second-level education compared to the OECD average of 2% and EU average of 1.9%, according to the report. Overall, Ireland invested 3.5% of GDP in primary, second and third-level education in 2016 compared to the OECD average of 5%.

PISA 2018

The OECD's Programme for International Student Assessment (PISA) assesses the achievement of 15 year olds in the three domains of reading literacy, maths and science. In Ireland, 157 second-level schools comprising 5,577 students took part. A total of 62% of the students were in third year, 28% in Transition Year, 9% in fifth year and the remainder in first/second year. PISA 2018 focused on reading literacy. PISA is conducted online in the majority of participating countries.

Smaller gaps in achievement

In terms of spread of achievement, in reading, Ireland has significantly fewer low-performing students (11.8% below Level 2) compared to the OECD average of 22.6%, and significantly more high performers (12.1% at Levels 5 and 6) than the OECD average of 8.7%. Similarly, the gap between low and high achievers in maths and science is lower in Ireland. In maths, 15.7% of Irish students performed at Level 2 or below compared to the OECD average of 24%. Only Estonia and Singapore had fewer lower-performing students in maths. In science, 17% of students performed below Level 2 compared to the OECD average of 22%. In both maths and science, Ireland had slightly fewer students performing at Levels 5 and 6 – 8.2% compared to 10.9% in maths and 5.8% compared to 6.8% in science.

Narrow gender gap

Gender gaps in achievement among Irish students have narrowed since 2009 and were also narrower than in other countries. However, PISA again demonstrates that girls continue to outperform boys in reading, while the gaps in both maths and science have actually closed, with no statistical difference between boys' and girls' performances in both subjects.

Irish schools are creating a more equal society

As well as having above average performance in the three assessment domains, Irish students are being educated in schools that, by contrast with many other countries, can be considered relatively equitable. The PISA results show that the difference in performance between schools in Ireland is lower than the OECD average. The total variation in reading performance accounted for by between-school differences was 11.1% in Ireland compared to the OECD average of 29%. However, significant differences in reading achievement are evident between DEIS and non-DEIS schools, a fact that

Table 1: Reading habits of students in Ireland.

| | 2018 | 2009 |
|--|-------|-------|
| I only read if I have to | 51.5% | 39.2% |
| Reading is one of my favourite hobbies | 30.8% | 31.7% |
| I like talking about books with other people | 33.5% | 34.7% |
| For me, reading is a waste of time | 26.8% | 24.1% |
| I read only to get information that I need | 52% | 44.9% |

was also recently highlighted in the official evaluation of the DEIS programme. Socioeconomic status remains a strong predictor of students' achievement in reading, science and maths. Moreover, there is cause for concern in relation to the performance of immigrant and native students. In 2018, some 18% of students in second-level schools had an immigrant background – double that of 2009. Immigrant students who spoke a language other than English had achievement scores in literacy that were significantly lower than native students.

Worrying decline in reading habits among 15 year olds

Notwithstanding the high reading scores of Irish students, PISA 2018 points to worrying trends in their reading habits. The number of students who stated that they never read for enjoyment continues to increase: 2000 – 33.4%; 2009 – 41.9%; 47.7% in 2018. More males than females reported that they never read for enjoyment – 48% compared to 36%. Needless to say, students who read for enjoyment typically had higher performance scores. Ireland was slightly below the OECD average in terms of non-enjoyment of reading (see **Table 1**).

Student well-being

PISA 2018 defines students' sense of well-being as a multidimensional construct that reflects the extent to which individuals believe (cognitive element) and feel (affective element) that their lives are desirable, fulfilling and rewarding. Irish students completed a questionnaire that examined test anxiety, exam stress, and sources of pressure. Worry about failing an exam or feeling nervous and stressed about exams is prevalent among 15 year olds, with just over half (51.6%) reporting that they often or always worry about what would happen if they fail an exam or test. Less pressure to do well was reported from parents compared to pressure from the students themselves and from their teachers. Approximately 17% of students reported never feeling pressure from their parents to do well on exams and tests, compared to less than 10% of students reporting that they never put pressure on themselves and that their teachers never put pressure on them.

Just under one-quarter of students (23%) reported being bullied at least a few times a month. At the same time, the majority of students (94%) demonstrated high levels of empathy in agreeing that it is a good thing to help students who cannot defend themselves.

School attendance is highly correlated with engagement in learning, and it is worrying that slightly more Irish 15 year olds had skipped a day of school in the two-week prior to the test – 30% compared to the OECD average of 21%. At the same time, students were largely positive about their educational futures – 74% disagreed with the statement that “your intelligence is something about you that you can't change very much”. Moreover, some 83% of Irish students held positive views of their teachers, stating that the latter showed enjoyment in their teaching.

Evidence of underinvestment in education

Notwithstanding the high achievement levels of students, the PISA report also highlighted facts about underinvestment in education in Ireland. Principals in Ireland had significantly less favourable views on the capacity of their schools to enhance teaching and learning through digital technologies. Only 56.5% of the students attended a school where the principal reported that the number of digital devices connected to the internet was sufficient, and even fewer were in schools in which the principal agreed that the number of digital devices for instruction was sufficient (45.3%).

Ireland ranks 4th out of 36 OECD countries and 3rd out of 27 EU countries for reading literacy.

Similarly, 45.3% of students in Ireland attend a school where the principal reported a sufficient number of digital devices for instruction, which is well below the average across OECD countries (59%). Irish principals cited lack of access to CPD for teachers, lack of appropriate subject software and lack of technical assistance as major barriers to greater usage of information and communications technology (ICT) in classrooms. The underfunding in digital education is manifested by a below average score in the use of digital technologies in class by Irish students.

Stories that Move
Toolbox against discrimination



Holocaust Education Trust Ireland



Date: Saturday 07 March 2020
Location: Dublin West Education Centre, Old Blessington Road, Tallaght, Dublin 24
Time: 09:00 – 15:45
Requirements: Teachers must bring their own laptop/tablet
Fee: €50.00 (includes lunch and coffee breaks)

Young people in Europe are being affected by increasing incidents of racism and discrimination. Antisemitism and prejudice against Muslims, Roma, LGBT+ and other ethnic or religious groups, is on the rise. Stories that Move was developed with the intention of challenging these issues and encouraging young people aged 14-17 to think critically about diversity and to reflect on their position and choices. This interactive workshop provides a safe learning environment for students and educators.

The online tool is an inclusive approach that focuses on young people's voices making all learners feel involved. This empowers students and educators to discuss sensitive and complex issues inside and outside of their classrooms.

Educators can utilise this tool to set up digital classrooms, creating opportunities for debate and reflection. To apply for a place on this dynamic interactive workshop contact the HETI office by telephone or email.

Places will be reserved on a first come first served basis.
Minimum payment of 50% is required to secure a place.

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

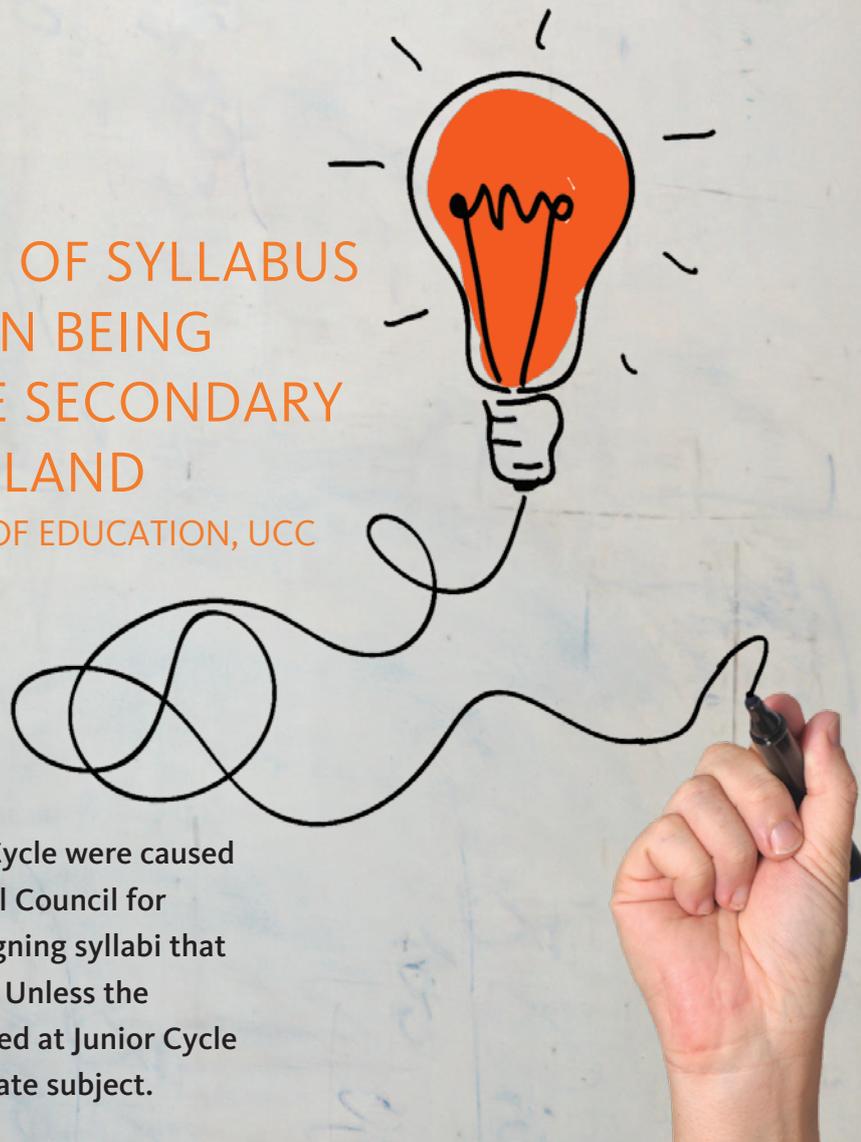



For further information please contact:
Holocaust Education Trust Ireland, Clifton House, Lower Fitzwilliam Street, Dublin 2, Ireland.
Tel: + 353 1 6690593 Email: info@heteireland.org www.heteireland.org

THE FLAWED TEMPLATE OF SYLLABUS (SPECIFICATION) DESIGN BEING INTRODUCED INTO THE SECONDARY SCHOOL SYSTEM IN IRELAND

DR DECLAN KENNEDY, DEPARTMENT OF EDUCATION, UCC

In this opinion piece, Dr Declan Kennedy summarises some of the key points that arose from a survey of teachers' views on the application of the Junior Cycle template of specification design to Leaving Certificate level. Major problems at Junior Cycle were caused by the flawed template used by the National Council for Curriculum and Assessment (NCCA) in designing syllabi that consist simply of lists of learning outcomes. Unless the template is altered, the problems experienced at Junior Cycle will be transferred to every Leaving Certificate subject.



During the period February to March 2019, the Irish Science Teachers' Association (ISTA) issued a questionnaire to science teachers throughout the Republic of Ireland. The purpose of the questionnaire was to enable science teachers to give feedback on their experience of teaching the Junior Cycle science specification (syllabus). In this article the terms syllabus and specification are used interchangeably. A detailed discussion on the precise meaning of these two terms is provided in a separate article (Kennedy, 2018). The responses from science teachers in the light of their experience of teaching the new Junior Cycle science curriculum are presented in the report *Listening to the Voice of Science Teachers* (ISTA, 2019). A total of 762 teachers responded to the questionnaire. This article concentrates on the responses to one question (question 16) (see below):

The responses from teachers are summarised in **Figure 1**. The fact that a total of 85% of teachers described their level of satisfaction as either "unacceptable" or "dissatisfied" is a very strong indicator that teachers in the classroom have found serious problems with the template of the Junior Cycle science specification. Teachers were also asked to explain the reasons why they chose a particular option. As it is difficult to

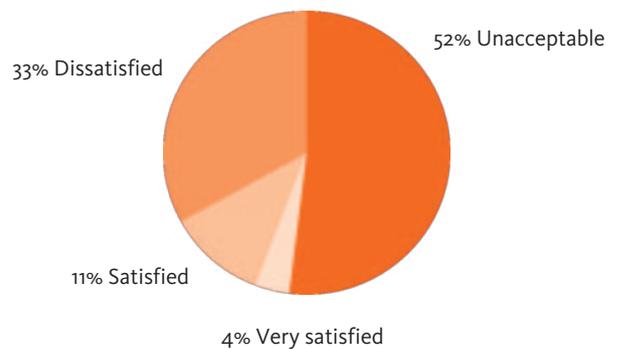


FIGURE 1: The level of satisfaction indicated by teachers if the same template used in the Junior Cycle science specifications were to be used for the proposed new Leaving Certificate biology, chemistry and physics specifications.

capture all the key points in this short article, teachers are encouraged to read pages 79-95 of the full ISTA report (ISTA, 2019) to get a good overview of the teachers' responses.

Vague learning outcomes

Many teachers commented on the vagueness of the learning outcomes and the need for depth of treatment to be supplied:

"The new JC specification is not a specification as it is not specific at all. I have worked in the UK and have seen what a specification should look like.

16. Based on your experience of working with the new template of specification at junior science level, please indicate how you would feel if the specifications at Leaving Certificate sciences would be presented using the same template.

Very satisfied Satisfied Dissatisfied Unacceptable

This vague use of a list of learning outcomes only resulted in every school wasting many hours with pointless paperwork such as the unpacking fiasco.”

“The template being used at Junior Cycle level is simply dreadful. The specification consists simply of a list of learning outcomes with no details of depth of treatment. In a recent article in *The Irish Times* on February 26, 2019, the teacher who wrote the article described Junior Cycle reform as resembling ‘an IKEA-style flatpack but with no accompanying instructions’. I fully agree with this sentiment. At the JCT courses a lot of time was spent telling us how to ‘unpack the learning outcomes’. It is not the job of the teacher to interpret the learning outcomes. It is not our job to try to read the minds of those who designed the specifications. It is the job of the NCCA and its committees to draw up syllabi of international standard as outlined in the Hyland Report. It is the duty of the NCCA to provide proper syllabi as we have at present in Leaving Certificate biology, chemistry and physics.”

Unsuitable template

Many teachers commented on the unsuitability of the template for a high stakes examination:

“The specifications are far too broad and open to too many different interpretations. The courses that are highly regarded by international standards (e.g., the IB) have much more specific syllabuses so that the students are very clear about what they need to know.”

“It would be a destruction of the current excellent Leaving Certificate syllabi, a further dumbing down of the subjects and very hard to teach without clear learning outcomes.”

Increased stress

There was a strong emphasis placed by teachers on concern that vague syllabi at Leaving Certificate would lead to increased stress being placed on students and teachers:

“Teachers are left to work out what’s on the syllabus for themselves. The stress of this is frightening. A disaster if brought in at Leaving Cert.”

Replacing current LC syllabi with new “specifications”

Drafts of the proposed new Leaving Certificate biology, chemistry and physics specifications were completed in 2014. These draft specifications caused alarm among several members of the subject development groups with responsibility for developing the new specifications. Members of the subject development groups were told that it was NCCA policy that specifications would be presented in the template that consisted simply of a list of learning outcomes. The reports of the ISTA convenors were discussed at ISTA Council, which expressed its concern to the NCCA as far back as 2013 when it wrote to the NCCA as follows:

“The essential problem with the proposed draft syllabi is that they simply contain a list of learning outcomes with no indication regarding depth of treatment or range of subject knowledge associated with these learning outcomes. We request that this depth of treatment and range of subject knowledge be integrated into the draft syllabi (as is the case with the syllabi currently being taught) before they are finalised by the Council of the NCCA. It is vital that this important material is embedded into each of the syllabi and not made available as separate documentation at a later stage. Even highly experienced science teachers at our ISTA Council meeting found problems with interpreting many of the learning outcomes. It is clear that there is still a considerable amount of

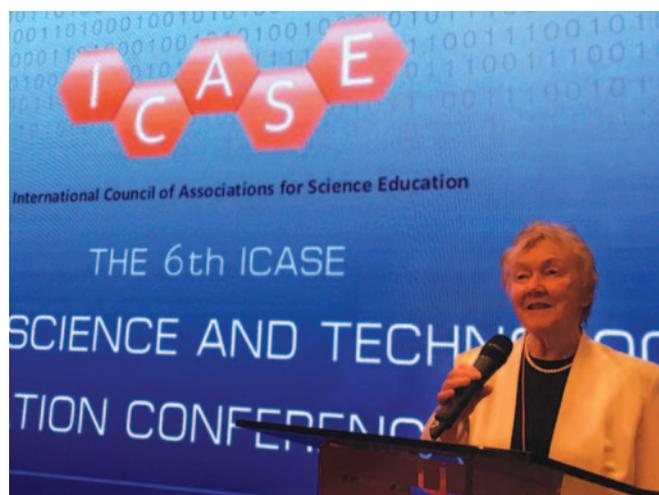
work to be done in order to reduce the ‘fuzziness’ of these draft syllabi and thus bring them up to the standard of the current Leaving Certificate biology, chemistry and physics syllabi.”

The views of the ISTA were ignored by the NCCA, which stated in a written reply that: “We don’t intend to include ‘depth of treatment’ and/or ‘range of subject knowledge’ in the new specifications for the sciences or for other subjects in Senior Cycle”.

In a recent article in *The Irish Times*, the teacher who wrote the article described Junior Cycle reform as resembling ‘an IKEA-style flatpack but with no accompanying instructions’.

The Hyland Report

As no progress was made with the NCCA, it was decided by the ISTA Council to commission Prof. Áine Hyland, Professor Emeritus of Education at UCC and an international expert in the area of curriculum design and assessment, to carry out research on international best practice in the drafting of syllabi for second-level curricula. In addition, Prof. Hyland is an expert in the area of learning outcomes, as it was she who introduced learning outcomes into Ireland in the early 2000s. Since the Bologna Agreement of 1999, learning outcomes have been chosen as the international language for drafting curricula throughout the European higher education area and at international level (Kennedy, Hyland and Ryan, 2006; Kennedy, 2007; Kennedy, Hyland and Ryan, 2009). Learning outcomes are defined as “statements of what a student is expected to know, understand and be able to demonstrate after completion of a process of learning” (Morss and Murray, 2005; ECTS, 2015). The definition of learning outcomes given in the Junior Cycle science specification (“Learning outcomes are statements that describe the understanding, skills and values students should be able to demonstrate after a period of learning”) is incomplete, as there is no reference to knowledge in the definition (NCCA, 2016). An extraordinary error!



Professor Áine Hyland speaking about her research findings summarised in the Hyland Report at the World Science and Technology Education Conference in Thailand in December 2019.

The current **template** being used by the **NCCA** for specification design is fundamentally **flawed** and is not in keeping with **international best practice** in **curriculum design**.

In the recently published *Draft Background Paper and Brief for the review of Leaving Certificate physics, chemistry and biology* (NCCA, 2019) the following is stated: “Given the concerns expressed by many stakeholders about the enactment of the specifications following the consultation on the draft specifications in 2014 (Hyland, 2014), it is clear that many stakeholders in Ireland do not easily see the potential of learning outcomes to support them to design and deliver appropriate programmes for the students in their contexts”. (NCCA, 2019: p.24)

This statement is both erroneous and misleading, and shows a fundamental misunderstanding of the concept of learning outcomes by the author of the NCCA Draft Background Paper. Both Prof. Hyland and this author are enthusiastic supporters of the concept of learning outcomes, and have written extensively on the advantages of learning outcomes in teaching and learning. However, learning outcomes on their own are of little value unless accompanied by depth of treatment to clarify what exactly is meant by the learning outcome. For example, one could write the same learning outcome for a student in primary school, secondary school or third level. Thus, learning outcomes are meaningless without additional information on the depth and range of subject knowledge being examined. The ISTA report *Listening to the Voice of Science Teachers* provides ample evidence for this fact, as teachers struggled to try to make sense of many of the learning outcomes listed in the specification.

As part of her research, Prof. Hyland examined a wide range of science syllabi for a similar age group as the Leaving Certificate, and a centralised (i.e., not school-based) mode of assessment (similar to the Leaving Certificate) at international level. From the data gathered, she identified the characteristics of international best practice in the design of science syllabi and focused on Scotland, Australia and also on the International Baccalaureate system as exemplars of good practice.

The full report (Hyland, 2014) and a three-page synthesis of the report (Kennedy, 2014) may be downloaded from the ISTA website (www.ista.ie).

Recommendations of the Hyland Report

The three main recommendations of the Hyland Report may be summarised as follows:

1. Syllabi need to be brought up to international standard.

Prof. Hyland points out very clearly that “more detailed information about the depth of treatment of subjects and the requirements for examination must be provided at national level in Ireland to bring the syllabi into line with international good practice.” (Hyland Report, p.5).

2. Full range of documentation available before implementation of the syllabi.

Prof. Hyland recommends that: “The full range of syllabus documentation (including teachers’ notes, examination specifications, etc.) should be officially published at the same time as the syllabus itself, under the logo of the DES, as has been the case in the past”.

3. Depth of treatment embedded within the syllabi.

Prof. Hyland points out the importance of having depth of treatment embedded within syllabi developed by the NCCA: “From 1989 to date, the advice provided by the NCCA to the Minister has included the level of detail that teachers expect and need to enable them to prepare their students for the Leaving Certificate public examinations. That level of detail has also been used and will continue to be required by the SEC to enable them to set and mark the Leaving Certificate examination papers. It is the considered opinion of this researcher, that the issue of depth of treatment and clarity of examination specifications will become an issue for all Leaving Certificate subjects as the revision of Leaving Certificate syllabi proceeds. It is almost inevitable that the concerns raised by the ISTA will be echoed by other subject teachers and associations as well as by third-level representatives if the matter is not addressed now”. (Hyland Report, p.43).

Conclusions

The current template being used by the NCCA for specification design is fundamentally flawed and is not in keeping with international best practice in curriculum design. There is not a scintilla of evidence in the literature on learning outcomes to suggest that it is possible for teachers to teach with confidence and expertise if given a syllabus that consists of nothing more than a list of learning outcomes.

It is important that we treat the views of our teachers with respect and act on the serious concerns expressed by them about the current template being used by the NCCA for developing new specifications for Leaving Certificate subjects. It is clear from the report *Listening to the Voice of Science Teachers* (ISTA, 2019) that it would be intolerable and a source of great stress and anxiety to teachers and their students if teachers themselves have to interpret or “unpack” learning outcomes to try to work out for themselves what topics are on or not on the curriculum, and also the depth of treatment relating to each learning outcome.

It is alarming that, despite the concerns raised in the Hyland Report in 2014 about the template of syllabus design being used by the NCCA, the same template was used in the Junior Cycle science specification introduced in 2016. Clear evidence of problems in areas such as difficulties in interpreting learning outcomes and “dumbing down” of standards have been highlighted by large numbers of science teachers in the ISTA report. Unfortunately for teachers and students, what was predicted in the Hyland Report in 2014 has now come to pass, as evidenced in the ISTA report. The solution to the problem is straightforward: the recommendations of the Hyland Report must be implemented in full in order to bring the specifications up to international standard.

Note: To save space in the printed version of this article, all references are listed in the more detailed online version, which may be accessed at www.asti.ie/news/campaigns/senior-cycle-review/.

Declan Kennedy graduated from UCC with an MSc in chemistry and a HDipEd. He subsequently obtained an MEd and a PhD in Education from the University of York, England. He spent over 20 years as a secondary school teacher and is now Senior Lecturer in Science Education in UCC. Declan is the author of several papers on learning outcomes in peer-reviewed journals. He is also the author of the book *Writing and Using Learning Outcomes: A Practical Guide*, which, to date, has been translated into 14 languages.

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SPEAKING UP FOR PALESTINIAN CHILDREN

ASTI representatives attended a trade union conference on ‘Palestinian children – their right to a safe and just future’ in Dublin in November. Assistant General Secretary Moira Leydon reports.



Present map indicates Gaza Strip bordering Mediterranean and Egypt and West Bank including settlements in white.

“Article 6 – 1. States parties recognise that every child has the inherent right to life. 2. States parties shall ensure to the maximum extent possible the survival and development of the child.”

United Nations Convention on the Rights of the Child

The 1989 UN Convention on the Rights of the Child is the most widely ratified human rights treaty in history: all countries have ratified it with the exception of the United States and Somalia. It has been a significant source for progressive social change across the globe, as it is a legally binding agreement committed to protecting children and supporting their families. The Irish trade union movement, including the ICTU, its education affiliates and the Trade Union Friends of Palestine, hosted a major national conference on the 30th anniversary of the UN Convention to draw attention to the deteriorating situation of Palestinian children in occupied territories of Gaza, East Jerusalem and the West Bank, notwithstanding the fact that Israel ratified the Convention in 1991.

Ever-present danger

Gaza is a small coastal strip bordering on Egypt, which is seven miles wide, 25 miles long, and home to two million Palestinians. In 2017, a report by the UN Co-ordinator for Humanitarian Aid and Development Activities, Robert Piper, stated that by 2020 Gaza would be “unliveable” due to the ongoing conflict and what is, in effect, a siege of Gaza by Israel. A singular demonstration of this “trajectory of de-development” is the fact that an 11-

year-old child has not experienced more than 12 hours of electricity in a single day in his/her lifetime. In the West Bank, home to three million Palestinians and almost 700,000 Jewish Israeli citizens, there are high levels of militarisation and conflict, due to the destruction of Palestinian homes and the seizure of Palestinian lands for the construction of ‘settler’ homes, which are deemed illegal under international law.

The UN General Assembly and Security Council, and the International Court of Justice, have all said that Israeli settlements on the West Bank violate the Fourth Geneva Convention, which established that an occupying power shall not deport or transfer parts of its own civilian population into the territory it occupies. As recently as 2016, the UN Security Council adopted another resolution, which declared that Israel’s settlement building in Palestinian territory had “no legal validity”, and constituted a “flagrant violation” of international law.

Amidst this prolonged and ongoing conflict, Palestinian children are in a uniquely vulnerable situation. The 2018 Annual Report of the Secretary General on Children and Armed Conflict, produced at the request of the UN Security Council, listed Afghanistan, Syria, Yemen and Palestine as the most dangerous places for children. In 2018, Israel killed 56 Palestinian children and injured a further 2,700 in the context of demonstrations, clashes and search-and-arrest operations.

Apart from the ever-present danger to life from bombings, shootings and raids, the quality of life of Palestinian children is gravely undermined by the ongoing occupation and war. Over 80% of the population of Gaza relies on some form of humanitarian assistance. Leaders of Palestinian civil society are increasingly voicing concern about the impact of prolonged and violent conflict on the psychological well-being of the Palestinian people; children and adolescents are particularly at risk. The 2018 UNICEF report ‘Children in the State of Palestine’ expressed alarm at the violent discipline in Palestinian homes and, in particular, peer-to-peer violence among adolescents. Schools are increasingly impacted by the accelerating breakdown in social bonds. Trauma and psychological damage were addressed by several of the speakers at the Conference. Daily exposure to violence, witnessing and experiencing humiliating treatment at checkpoints, the demolition of homes, and the uprooting of olive trees in ancestral farms, are visibly fracturing Palestinian society.

Eyewitness accounts

One of the most compelling speakers at the Conference was 17-year-old Ahmed Alsoos. Ahmed lives in the Al Fawwar refugee camp near Hebron in the West Bank. This year, on March 27, he received a phone call from an unidentified Israeli intelligence officer who said: “You have two choices: surrender at the entrance of the refugee camp or we come in and grab you



Pictured at the trade union conference on Palestinian children were (from left): Breda Lynch (ASTI Immediate Past President), Ahmed Alsoos (former Israeli military detainee), Ann Piggott (ASTI Vice President), Mais Jamieh (Palestinian teacher trade unionist), Noelle Moran (ASTI), Geraldine O'Brien (ASTI), Eamon Dennehy (ASTI), and Moira Leydon (ASTI Assistant General Secretary).

from your home". Ahmed's father chose the former option and delivered his son to ten Israeli soldiers. Ahmed was repeatedly beaten, strip-searched and verbally abused during his subsequent one-month detention and repeated interrogations in three different military centres. At the end of this period of illegal detention, he was convicted of throwing stones and served a six-month prison sentence with 12 months suspended. Incredibly, Ahmed – after much external pressure on the prison authorities – was allowed to sit a number of his school-leaving examinations, all of which he passed.

Dr Mona El-Farra, Director of Gaza Projects of the Middle East Children's Alliance (MECA) and Vice President of the Palestinian Red Crescent Society of the Gaza Strip, focused on children and community resilience. She described daily life for children in Gaza as primarily characterised by instability and uncertainty, with an ever-present threat of violence – anywhere and at any time of the day or night. She described the communal experience of children as "continuous-traumatic stress disorder" as distinct from post-traumatic stress disorder. Children are growing into young adulthood where hope is fast disappearing: youth unemployment rates are astronomical and movement outside of the Gaza Strip is totally controlled by the Israeli army. The entire land border of Gaza is enclosed by a 65km wall that is six metres high. Along with the three-mile quarantine on the coast, the Gaza Strip has been described as the biggest open-air prison in the world. Dr El-Farra was keen to point out that there are many community groups providing socio-psychological services to young people, but the need is vast and they are totally over-stretched. Moreover, their buildings are frequently bombed during the many airstrikes by Israel.

The impact on education

Mais Jamleh is the pre-school principal in the Rawabi English Academy in the West Bank. She is also the president of the General Union of Workers in Kindergarten and Private Schools. She emphasised that Palestinians have hopes and dreams just like people all over the world – except that they are restricted, controlled and observed. This system of control is operationalised by hundreds of checkpoints, roadblocks and metal gates operated by the

Ireland's aid

Ireland's international development aid programme to Palestine is focused on ensuring that children have access to quality education. In 2018, Irish Aid worked with the UN Relief and Works Agency for Palestinian Refugees to support the building of six new schools, with a further 16 in construction, and provided support for CPD for 19,000 teachers. Irish Aid also provides annual scholarships to Palestinian graduates to undertake further studies in Ireland. One of the keynote speakers, Dr Khaled Quzmar, Director of Defense for Children International – Palestine, completed his Master's Degree in Human Rights Law in NUI Galway under this scholarship scheme.

Israeli military forces. The lack of free movement has a direct daily impact on children's education. Walking to school can literally take hours due to delays in processing each individual – pupils, workers, public utility workers, farmers, and hospital patients – through checkpoints. Children are frequently searched. The uncertainty and fear is palpable among the children upon arriving at school. The first ritual of the day for teachers in kindergarten is to hug the children and comfort them: "When children arrive at school and say that I have come from Gaza, that is truly a deep statement, a statement of survival".

The extent of the physical challenges of simply travelling to school are underlined in the 2019 UNICEF report, which stated that over 8,000 children and 400 teachers were in need of "protective presence" to safely access school in the West Bank. Another speaker, Rev. Dr John Parkin, illustrated the physical threat to safety facing these schoolchildren. Rev. Parkin spoke about his experience on the Ecumenical Accompaniment Programme in Palestine and Israel (EAPPI). The Programme was established in 2002 following an appeal by the World Council of Churches to the international faith community to accompany people in Palestine and Israel who are navigating unsafe daily journeys. He presented the story of a fellow EAPPI accompanier who described the experience as "a repetitive roulette". One day everything goes fine; another day children are searched by soldiers, their teachers stopped, they are harassed by settlers, or school is simply closed by the military. Children are frightened to go to school and are afraid of what could happen that day while they were in school.

While Palestinian children have high school enrolment rates, the difficult nature of daily life due to conflict and physical restrictions contributes to high levels of absenteeism and drop-out. One-quarter of boys have left school by the age of 15, and there is growing concern about the rise in child labour across the West Bank. The drop-out rate for girls is 7% and, in another indicator of the accelerating breakdown in social cohesion, many are destined for planned marriages and early motherhood.

All of the ASTI participants in the Conference were deeply moved by the testimonies they heard from Ahmed and the other speakers. It was also salutary to listen to the testimonies from fellow Irish trade unionists who had visited the Occupied Territories. The situation of children in Palestine is fast deteriorating. While the ASTI does not support any political programme, as the trade union for second-level teachers it is profoundly aware of the vulnerability of children, and at this Conference, reached out and stood in solidarity with the children of Palestine.

MEET THE ASTI SAFETY, HEALTH AND WELFARE COMMITTEE

The Safety, Health and Welfare Committee is responsible for advising Standing Committee on matters relating to the safety, health and welfare of the teaching profession.



Geraldine O'Brien



Deirdre Mac Donald



Ann Piggott

The current members of the ASTI Safety, Health and Welfare Committee are:

- Fergal Canton
- Lily Cronin
- Séamus Meskill
- Bernadette Normoyle
- Geraldine O'Brien
- Michael McGrath – Chair
- Deirdre Mac Donald – ASTI President
- Ann Piggott – ASTI Vice President

Professional support for the Committee is provided by Conor McDonald, ASTI Industrial Relations Officer. The Committee meets six times a year.

Importance of mental health

In recent years, the Committee has focused on promoting the importance of mental health when considering matters of safety, health and welfare in schools. The Committee believes that while it is now commonplace for schools to manage threats to the physical safety of employees, the same cannot be said of the threats to the psychological safety of employees. Psychiatric disorders and stress represent the largest group of applications by teachers for retirement on medical grounds (34% in 2018) and accordingly also represent the most common reason for occupational assessments to be carried out by Occupational Health Service (MedMark) doctors (34% in 2018).

The Committee has worked hard to ensure that teachers are aware that their employers are obliged under the Safety, Health and Welfare at Work Act, 2005 to provide safe places of work for their employees, which covers mental as well as physical health and safety. This means that in order to be compliant with the Act, all schools must produce a safety statement, which includes an audit of all hazards to employees in the workplace, including psychosocial hazards, which can lead to psychiatric disorders and stress.

Member survey

In 2017 the Committee conducted a survey of members to determine their experiences of how safety, health and welfare issues are dealt with in their



Members of the ASTI Safety, Health and Welfare Committee. Back row (from left): Fergal Canton, Bernadette Normoyle, and Seamus Meskill. Front row (from left): Conor McDonald, Michael McGrath, and Lily Cronin.

school, including whether they are aware of a safety statement being in place in their school and, if there is a safety statement in place, if it includes both physical and psychosocial hazards. This survey found that 54% of respondents did not know if their school's safety statement referred to psychosocial hazards, such as work-related stress, while 38% said that their school's safety statement did not refer to psychosocial hazards.

A guide to psychosocial hazards in the workplace for teachers, *Teacher Welfare: Rights and Responsibilities*, has also been produced by the Committee. Copies of this guide have been sent to all schools, and it is also available to download from the ASTI website.

Future plans

Going forward, the Committee intends to work to ensure that members and school management are aware of the practical steps they can take to ensure that their school is managing risks relating to psychosocial hazards. This includes engaging with the Health and Safety Authority (HSA) to design a version of the HSA's Work Positive tool specifically for the education sector. The Work Positive tool is a risk management process for psychosocial hazards in the workplace.

For more information on managing psychosocial hazards in your workplace, see page 22.

For more information on the work of the Safety, Health and Welfare Committee, see www.asti.ie/pay-and-conditions/conditions-of-work/safety-health-welfare/introduction-to-safety-health-and-welfare/.



WORLDWISE GLOBAL SCHOOLS

Want Your Students To Become Active Global Citizens?
Look No Further!

WorldWise Global Schools (WWGS) is the national programme for Global Citizenship Education. It is a one-stop-shop for training, funding, resources and guidance for post-primary schools to engage in Global Citizenship Education.

GLOBAL PASSPORT AWARD

The Global Passport Award is an EU recognised quality mark, which offers schools a framework to integrate Global Citizenship Education (GCE) into their teaching and learning.

Awards

There are 3 different types of Passport you can apply for depending on your school's level of engagement with GCE:



Citizens Passport
for emerging engagement with Global Citizenship Education



Diplomatic Passport
for established engagement with Global Citizenship Education



Special Passport
for exceptional engagement with Global Citizenship Education

What is involved?

Using an online application, you review and score your school's level of GCE activity across 6 categories (Passport 'Stamps'), providing examples for what your school is doing in each.

WWGS externally appraise the application. The final score achieved across all 6 stamps will determine which of the three Passport Award levels is awarded to your school.

What is Global Citizenship Education?

Global Citizenship Education enables students to acquire the knowledge, skills, attitudes and values necessary to become global citizens who take action to transform the world.

SUBMISSION DEADLINE:
28 FEB 2020



WorldWise Global Schools (WWGS) provides grant funding to assist Schools with activities and initiatives, which promote Global Citizenship Education.

APPLICATION OPENS: 20th April 2020

DEADLINE FOR APPLICATION: 15th May 2020

INFO & TO REGISTER: grants@worldwiseschools.ie

SOME GCE THEMES YOU CAN EXPLORE:



HOW DO I FIND OUT MORE /APPLY?

For more information please contact:

Tel: 01 685 2078

Email: global.passport@worldwiseschools.ie

Web: <http://www.worldwiseschools.ie/global-passport/>

Twitter: @WorldWise_Irl

Facebook: @WorldwiseGlobalSchools



Irish Aid

An Roinn Gnóthaí Eachtracha agus Trádála
Department of Foreign Affairs and Trade

WWGS is being implemented through a consortium comprising Self Help Africa, Concern Worldwide and the City of Dublin Education and Training Board Curriculum Development Unit.



SAFETY, HEALTH AND WELFARE IN SCHOOLS

How to ensure that your school complies with health and safety legislation.

ASTI publication *Teacher Welfare: Rights and Responsibilities* advises members of their rights to safety, health and welfare in work, with a particular focus on psychosocial hazards in the workplace.

What are the employer's duties with regard to staff welfare?

According to section 8.1 of the 2005 Safety, Health and Welfare at Work Act, employers have a legal duty to their staff to "ensure, so far as it is reasonably practicable, the safety, health and welfare at work of his or her employees". This means that the employer must exercise all due care in the discharge of their duties by identifying foreseeable hazards, assessing the associated risks and putting in place the necessary protective measures. Reasonable practice may be understood to mean that which a reasonable person would do given the particular set of circumstances (Section 2.6, Safety, Health and Welfare Act, 2005). The Act further specifies that the employer's duties include the production of a safety statement.

What is a safety statement?

A safety statement is a legal document issued by an employer that serves as a comprehensive safety report. It comprises the hazard-related information collected and analysed during an evaluation period, and recommends actions, precautions and procedures for minimising the known hazards. Some hazards pose a psychosocial threat to mental health in the same way as physical hazards can threaten the physical safety of employees. Section 20 of the Safety, Health and Welfare at Work Act 2005 requires the safety statement to include:

- a risk assessment of the hazards that may affect the employees or visitors, and
- a recording of the significant findings of any risk assessments.

The safety statement should be reviewed and amended as appropriate on a routine basis.

What is a psychosocial hazard?

A hazard is anything that can cause harm to people, property or the environment. A psychosocial hazard is one of a number of factors that can lead to stress and diminish emotional and physical well-being if they go unchecked. These hazards threaten mental health in the same way that physical hazards threaten the physical safety and health of employees.

Are teachers at risk of psychosocial hazards?

Yes. Psychosocial hazards for teachers can include:

- the growing workload on teachers as a result of cuts in staffing and the increasing burden of administrative tasks in teaching
- the high emotional demands placed on teachers by dealing with the varied needs of students, parents and guardians in the increased bureaucratisation of teaching, for example formatting of subject plans and the numeracy/literacy initiative
- the high levels of job insecurity and unequal pay suffered by newly qualified and non-permanent teachers

- the deterioration in teachers' terms and conditions of service
- poor management/staff communication and relationships, and
- the lack of professional mobility, which demotivates teachers and impacts on staff morale.

What controls can limit the risk of psychosocial hazards?

- Identifying stressors and establishing their root cause
- addressing serious concerns about health, safety and welfare in a school
- ensuring that the demands on the employee body are achievable and within the role of the job holders
- ensuring that there is employee input into decision-making and career progression
- ensuring that systems are in place to enable and encourage employees to report unacceptable behaviour
- ensuring that the school provides employees with information to enable them to understand the reasons for proposed changes
- ensuring that board of management/ETB decisions are consistent and fair
- if necessary, providing employees with training to support any changes in their jobs
- ensuring that employees can approach the principal/deputy principal to access appropriate support, and
- ensuring that the school has the following policies, and that they are widely disseminated and regularly reviewed:
 - dignity in the workplace
 - anti-bullying
 - code of behaviour
 - critical incident
 - substance use, and
 - special educational needs.

This list is not exhaustive.

What can teachers do to promote staff welfare?

Other than the legal responsibilities of an employee described in the Safety, Health and Welfare at Work Act, teachers can:

- foster an atmosphere where staff welfare is promoted and stressors can be discussed
- help to identify psychosocial hazards where they occur
- draw the employer's attention to breaches of good practice
- familiarise themselves with the safety statement and the annual audit procedures, and
- ensure that their board of management representatives are familiar with the safety statement and all other policies that impact on staff welfare.

For the full guide, see

www.asti.ie/pay-and-conditions/conditions-of-work/safety-health-welfare/introduction-to-safety-health-and-welfare/.



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7. Courses are so well structured so that nothing is left to chance. Students are occupied at all times – in class or during activities.
8. The anxiety, expense and difficulties involved in going abroad are eliminated.
9. A wide range and choice of activities create a stimulating environment where students both learn and enjoy themselves.

Check out elc.ie for more Information



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BRIDGING THE GAP BETWEEN RESEARCH AND PRACTICE

The first *researchED* event to be held in Ireland took place in October 2019, and brought teachers and researchers together to help raise teachers' research literacy. Kate Barry reports.



Tom Bennett (left), Julian Girdham and Daisy Christodoulou (seated) at the recent *researchED* conference in Dublin.

As teachers we want to do our best to help our students to learn. But what is the best way to do this? And what should they be learning? These questions are too often decided by people who have long left teaching, or who have never stood in a classroom in the role of a teacher at all. We are constantly reassured that the latest fad or pedagogical fashion is 'research based', but the detail of this research is for others to discuss, and for us to meekly incorporate into our practice, until the next thing comes along.

researchED

The goal of *researchED* is to change this situation by bridging the gap between research and practice in education. A research-literate profession has many potential benefits, including effective advocacy for students, constructive engagement with reform and – most crucially – classroom practice that's based on more than a hunch. *researchED* conferences see researchers, teachers, and policy-makers come together for a day of information sharing and myth busting. *researchED* is now a global movement, with events in London, Glasgow, Santiago, Rome, Philadelphia, Dubai, Geneva, Melbourne and Cape Town during 2019. In keeping with the organisation's grassroots philosophy, the events are normally held in a school, and on October 5, St Columba's College in Dublin became the first school in Ireland to hold a *researchED* event.

researchED was founded by Tom Bennett and consists of one-day events that aim to raise teachers' research literacy. At the time *researchED* was founded, Bennett was a practising teacher of RE and philosophy. He is now a full-time behaviour

consultant, trainer and advisor to the UK Government. Speaking at the Dublin event, he said that it was a "huge success" that featured "a world-class set of speakers to talk about something that matters a hell of a lot, which is the quality of evidence used in education. The fact that we can get 350 people, mostly teachers, out on a Saturday morning suggests that there is quite an appetite for this kind of event and this is something that can grow and grow and grow".

Pent-up demand

Organiser and ASTI member Julian Girdham says there has been a "pent-up demand" for this type of event in Ireland, as "those of us who work in education want our practice to be rooted in evidence, and we want our expertise to be heard". The notion of the classroom teacher, as much as the educational consultant, having expertise worth sharing with colleagues from around the country was borne out by the number of Irish teachers who spoke at *researchED*, including Sandrine Pac-Kenny, Peter Lydon, Mary Singleton, Conor Murphy and Humphrey Jones (who also co-organised the event). Practising teachers from the UK also presented, as well as well-known names such as Daisy Christodoulou, probably best known for her book *Seven Myths About Education*. Daisy spoke about the necessity of a solid foundation of knowledge as the essential base for critical thinking, creativity and all the other skills we want our students to develop, drawing as she did so on the work of researchers such as Daniel Willingham. Irish educational academia was also well represented. This rich mixture of speakers led to a real sense of cross-sectoral – and cross-border – collaboration, and the imposing dining halls and corridors of St Columba's were buzzing with professional conversation.

ASTI feedback

The day was supported by the ASTI and attended by vice-president Ann Piggott and immediate past president Breda Lynch. Feedback from members who attended was positive and this partnership was welcomed by all. Margaret Kent (Fermoy) said her key take-away from the day was "the need for teachers to interrogate their own practice" in the light of evidence from research as "many popular learning activities do not lead to quality learning". Alex Quigley's talk, she said, illustrated how much time needs to be spent developing students' vocabulary in order to bridge the gap between the "word-poor" and the "word-rich". She also enjoyed Peter Lydon's talk on gifted children. Lydon argues that if schools hold themselves as inclusive, they should be looking to find these children in their schools. Seán Landers (Tipperary) found that presenters invited teachers "to become engaged again in asking 'why?', not just of the methodologies or the content of what we are asked to teach but in how these were arrived at and presented as the way to the perfect education". How, for example, did the theory develop that children learn more through projects and inquiry-based learning than

they do from explicit teacher-led instruction, when in fact the available evidence points in the other direction? Stephen Heffernan (Kilkenny) relished “the opportunity to exchange ideas and to see how the research looks when put into practice”.

The kinds of research discussed on the day were varied, from behaviour to the place of film in the classroom, the benefits of modern foreign languages, literacy, laboratory design, and how schools can offer appropriate challenges to gifted students.

Reflecting on the inaugural *researchED* Ireland, Julian Girdham thanked the ASTI for its support and said that: “Too often, teachers’ voices are marginalised in education change, and *researchED* gives these voices and experiences a forum. Too often, educational change is not rooted in evidence, and in what really happens in classrooms. *researchED* really is a ‘ground-up’ organisation: no one was paid to organise or speak”.

researchED 2020

It has just been announced that there will be a second *researchED* Dublin, again hosted by St Columba’s. The date has been set for September 26, 2020, and tickets are expected to sell out quickly. More information can be found at <https://researched.org.uk/event/researched-dublin-2020/>, and for updates and speaker announcements, follow @researchEDDub on Twitter.

Kate Barry is an ASTI member and teaches in Loreto Secondary School, Fermoy. She was an organiser of the *researchED* conference.

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ASTI ANNUAL CONVENTION 2020

ASTI Annual Convention will return to Clayton Whites Hotel, Wexford, in 2020, taking place from Tuesday to Thursday, April 14-16.



Attending Annual Convention 2020 is an opportunity to meet teaching colleagues from around the country, to discuss issues that affect you, and to make decisions as to how the ASTI could best influence these issues for its members. Topics up for discussion each year include teachers' terms and conditions, education policy and the internal workings of the ASTI. Convention is the policy-making body of the ASTI. The decisions that are taken as a result of the debates at Convention become the policy of the union and are subsequently pursued with the relevant bodies. By attending Convention, you will be part of the process that decides ASTI policy for the year ahead.

If you wish to attend Convention 2020, you should go along to your January branch meeting and put your name forward, as branches select their Convention delegates at their meetings. Each branch gets to send a number of delegates to Convention depending on the number of members in their branch. Branches must submit the names of their 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 as a delegate.

In addition to branch delegates, members of the ASTI Central Executive Council and Standing Committee attend Convention as delegates. If you

BOOKING FORM FOR CONVENTION 2020

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 page 27)

Please reserve one room for:

Name
Address
Tel no.
Email

Name
Address
Tel no.
Email

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

CREDIT CARD DETAILS:

Cardholder's name:

Last four digits of credit card number:

Booking form must be returned to the hotel by March 27, 2020.
Hotel cancellation terms will apply to all bookings.

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.

are not selected as a delegate to Convention, it is also possible to attend as an observer, although this means you will not have the right to vote on any of the decisions being made at Convention. If you are unsure about when or where your branch meetings take place ask your school steward for your branch's meeting schedule.

Accommodation

Accommodation at Clayton Whites Hotel is on a 'first come, first served' basis. Delegates are asked 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.

Further information relating to hotels, guesthouses, and bed and breakfasts in the area can be found on the ASTI website – www.asti.ie.

ASTI Play Centre

Facilities will be available each day during Convention hours in the ASTI Play Centre in Rainbow Child Care, Whiterock Hill, Wexford. Places must

be reserved in advance, not later than Monday, March 16, 2020. Further information relating to facilities can be found on 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 14, 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, March 20, 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 3, 2020. A small number of tickets may also be on sale from 2.30-3.30pm in the Business Centre, Clayton Whites Hotel, Wexford, on Tuesday, April 14, at a cost of €50 per ticket. Book early to avoid disappointment.

Lunches are available on a cash basis in Clayton Whites Hotel, Wexford, each day.

DEFENDING SCHOOLS AND TEACHERS

ASTI representatives have been speaking out about school league tables and teachers' terms and conditions.

"To get a full picture of a school, parents should go to the whole-school evaluations, which are all available online and which give a much broader view of a school, through the objective eye of the School Inspectorate. Parents can also go to open days before choosing to send their child there, and I don't believe there is any principal or deputy who would not meet a parent face to face and provide information on the school. And while third-level access is significant, there is more to school life than the academic side alone. There is an obsession with measurement these days, but all that is good does not have to be measured or assessed in some way."

Deirdre Mac Donald, ASTI President, discussing feeder school tables, *The Irish Times*, December 3

"The ballot [on SLARs] sends a clear message that unilateral changes to agreed work arrangements which cause a deterioration in teachers' terms and conditions will not be tolerated."

Deirdre Mac Donald, ASTI President, *Irish Independent*, December 4

'Diarmaid de Paor, deputy general secretary of the Association of Secondary Teachers Ireland, warned against complacency in the figures. He noted the "serious systemic problems" at second level, including chronic teacher shortages,

a decline in the attractiveness of teaching as a profession and "grossly inadequate school infrastructure".

"These factors result in difficulties recruiting school principals due to workload and completely inadequate in-school management posts," he said.'

Diarmaid de Paor, ASTI Deputy General Secretary, discussing teacher shortages, *The Irish Times*, November 1

"The high number of mandated reports [to TUSLA] made by teachers is "not surprising" due to the nature of their work, said Moira Leydon, assistant general secretary of the Association of Secondary Teachers in Ireland. "Teachers are in the classroom day in and day out with students," she said. "They are also likely to be the person to whom they disclose allegations of abuse."

Moira Leydon, Assistant General Secretary: Education and Research, *Irish Examiner*, November 19

"Is córas atá ag obair go maith ins na scoileanna [thuaisiriciú faoi shainordú], ach, ag an drochtúir, tá ann inní ag daoine cád a tharlaíonn in a ndiaidh é sin. An bhfuil go leor daoine, oibrí sóisialta, ag obair ag Tusla chun déaláil leis na tuaraisc i slí éifeachtacht agus tapaí."

Moira Leydon, Leas Ard Runaí, *TG4 Nuacht*, 19ú Samhain



TAKING STOCK

As we reach the mid point of the school year, there is much work still to be done.

Retired teachers, being creatures of habit, continue to use the school year as a measure of time long after they have left the classroom. Conscious that the first half of the school year is coming to a close, we wish our teaching colleagues well as they prepare students for the practice, mocks, or trial exams. Stock is taken of the amount of the curriculum that has still to be covered, including revision time.

Our RSTA annual general meetings at local level were completed before November 30, and the financial reports were forwarded to the National Treasurer. After the Christmas lunches, which are always a highlight of the winter programme, a schedule of events is planned for 2020.

RSTA National Conference

The National Conference, combined with a midweek break, will take place at the Killarney Brehon Hotel on May 5-7. Although it is a delegate conference, all members are welcome and are able to contribute to the discussion of motions. Spouses and friends of members are especially welcome to participate in the outings, entertainment and banquet.

RSTA/ASTI meeting

At the end of November the RSTA officers met with the President and officers of the ASTI to discuss issues of mutual interest. This is an important event in both calendars. The replacement of the current wage agreement will be completed at the end of 2020. Talks will have started months beforehand. The RSTA is grateful to the ASTI members at Annual Convention 2019 for passing a motion in support of pension parity with serving teachers, and making this part of ASTI policy in the forthcoming negotiations.

Alliance for Retired Public Servants

Carmel Heneghan, the RSTA representative on the Alliance for Retired Public Servants (ARPS), met with Bríd Smith TD recently as part of a delegation in support of the Pension Bill she has brought before the Dáil. This body of over 140,000 retired public servants, established in 2013, has been recognised by successive ministers of Public Expenditure and Reform.

Ar Aghaidh Linn le Chéile.

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___

WIN SOLAR PANELS FOR YOUR SCHOOL

The Friends of the Earth 'For the Love of Solar' Schools Competition is now open for entries. Schools have the chance to win a 90% grant towards solar panels, allowing them to generate clean, free, renewable electricity to power their whiteboards, photocopiers and computers right from their roofs.

Schools all over the country are invited to take part by coming up with an idea for a local project on climate action.

The 2020 competition is held nationally and is open to all primary and secondary schools. The closing date for entries is February 14, 2020, and the winners will be chosen by a combination of an independent judging panel and an online public vote.

See www.foe.ie/solarschools
for further details.

ASTI MEMBER MAKES SPRING FICTION DEBUT

ASTI member and poet Elaine Feeney's debut novel *As You Were* will be published in April 2020 by Harvill Secker.

As You Were follows Sinead Hynes, a young, driven property developer and mother, who has a difficult past and a terrifying secret – something she has confessed only to Google and a shiny magpie. She is in bed in a failing hospital, reliant on the kindness of strangers, particularly two older women, Margaret Rose and Jane, to help her. Through a virtuosic weaving of voices and histories, and through hilarious, close-to-the-bone observations about life on the ward, *As You Were* engages with the darkly present past of modern Ireland: with women's struggles for rights over their bodies, and with catastrophic institutional failure. It also celebrates generosity and community in the face of these struggles, and the possibilities of sharing stories as a means of strength.

Elaine is a member of the Tuam Branch of the ASTI and is school steward at St Jarlath's College, Tuam, Co. Galway, where she teaches English and History. Elaine's poem *Jack*, written some years ago about her eldest son, was published on Leaving Certificate Ordinary Level English Paper 2 in June 2019. Elaine has published three collections of poetry, *Where's Katie?*, *The Radio was Gospel*, and *Rise*, and a drama piece, *WRoNGHEADED*, commissioned by Liz Roche Company. Her work has been widely published and anthologised in *Poetry Review*, *The Stinging Fly*, *The Irish Times*, *Copper Nickel*, *Stonecutter Journal* and others.

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, Pádraig Murphy, at ASTI Head Office, Tel: 01 604 0160, or email info@asti.ie.

TEACHERS' MUSICAL SOCIETY

The cast of the Teachers' Musical Society is made up primarily of primary and secondary teachers and, over time, the group has grown into one of the leading musical societies in Ireland. After the success of last year's production of *Evita*, the Teachers' Musical Society has decided to go in a completely different direction this year with the feel-good musical comedy *Sister Act*. It is a very special year as the Society is celebrating 20 years since it was established, so it promises to be an upbeat night full of fun and laughter!



Sister Act opens with a preview night on Tuesday, March 10, and runs nightly at 8.00pm until Saturday, March 14, in DCU, St Patrick's Campus, Drumcondra, Dublin 9. The Teachers' Musical Society is more than delighted to be returning to DCU, where they staged their first show in 2000. Tickets are €17 for the opening night and €20 for all other nights.

For tickets, log on to www.eventbrite.ie or email teachers.ms@gmail.com.


Holocaust Education Trust Ireland



Memorial to the Murdered Jews of Europe

Berlin Study Visit

14 – 17 April 2020

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.

Visit includes:

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

Cost: €595 (inclusive of travel, hotel and entrance fees)

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

 
For further information please contact:
Holocaust Education Trust Ireland, Clifton House, Lower Fitzwilliam Street, Dublin 2, Ireland.
Tel: + 353 1 6690593 Email: info@heteireland.org www.heteireland.org

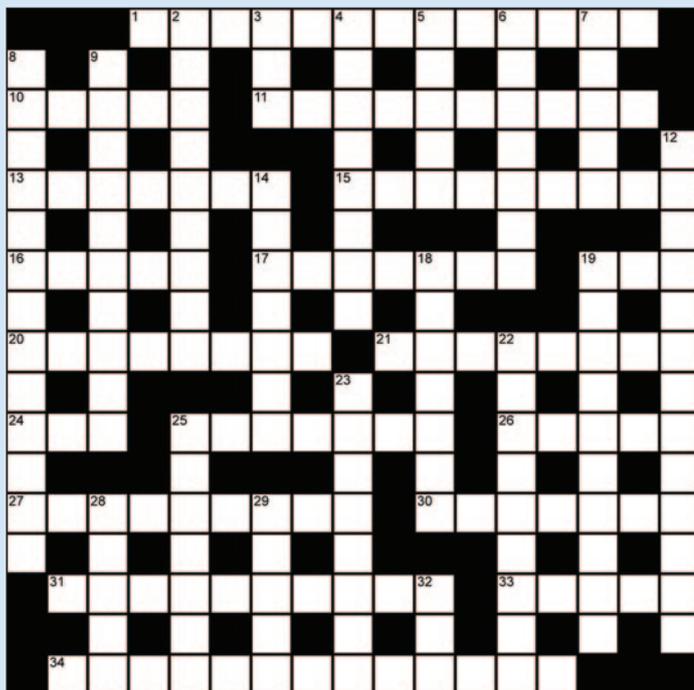



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ASTIR CROSSWORD NO. 2001

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: Entries to: ASTIR Crossword No. 1906, Think Media, The Malthouse, 537 NCR, Dublin 1.

To arrive by: Friday, February 14, 2019.

CLUES ACROSS:

1. Sounds like the beginning of the end in Scandinavia (5,2,6)
10. Palindromic detection system (5)
11. Flabbergasted, in a dishonest way (10)
13. Louder than a faulty ioniser? (7)
15. Ornamental shoulder piece worn on uniform (9)
16. Japanese verse of three short lines (5)
17. Descent after 7 down (7)
19. Fuel merchant's wooden heart (3)
20. Indirect or disparaging information about a person or thing (8)
21. Franciscan friar or South American monkey (8)
24. Main plaza of Madrid (3)
25. Be fond of (7)
26. Angle of less than ninety degrees (5)
27. City in the north of England on the river Tyne (9)
30. Square bases to statues or columns (7)
31. Chose someone to do a particular job (10)
33. Stratosphere gas (5)
34. Cleaning method for Eastern European boots? (4,3,6)

CLUES DOWN:

2. Inherent baseness or depravity (9)
3. Ireland's foremost research and scholarship organisation (I.I.I.)
4. Old, torn, in poor condition (8)
5. Surname of sibling actors Peter and Jane (5)
6. Settled or lay comfortably within (7)
7. Eau de Cologne dispatched, I hear (5)
8. Gallic form of introduction (6,7)
9. Over and above odd Italian (10)
12. Viral infection characterised by red rash (6,7)
14. The part that is left after the main part is gone (7)
18. Small restaurant or café (7)
19. Extreme fatigue or use up charged particle (10)
22. Being of one mind (9)
23. Dance move or avoidance of problem (8)
25. Charles and Eliot in a horse-drawn carriage (7)
28. Young animal or child (5)
29. Projection at the end of a piece of wood (5)
32. Irish logistics company (3)

Solution to ASTIR Crossword No. 1905

| Across | Down |
|--------------------|--------------------|
| 1. Scrambled eggs | 2. Carhorse |
| 10. Amour | 3. Apu |
| 11. Ultra vires | 4. Bottomry |
| 13. Ditched | 5. Email |
| 15. Oil tanker | 6. Emirate |
| 16. Ongar | 7. Greek |
| 17. Earlobe | 8. Hardboiled egg |
| 19. CIA | 9. Cottage pie |
| 20. Lipreads | 12. Breakfast menu |
| 21. Meatloaf | 14. Dresden |
| 24. Dye | 18. Operant |
| 25. Sangria | 19. Crossroads |
| 26. Oasis | 22. Trojan War |
| 27. Geriatric | 23. Broccoli |
| 30. Tearoom | 25. Swahili |
| 31. Springboks | 28. Rupee |
| 33. Widen | 29. Regal |
| 34. Serial killers | 32. Sol |

Did you miss?

| | |
|------------------------------------|----|
| PISA 2018 | 12 |
| Conference on Palestinian children | 18 |

CONGRATULATIONS

Congratulations to the winner of Crossword No. 1905:
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