

# ASTIR

Association of Secondary Teachers, Ireland



**Pink and Blue Power saves lives**

Will the School Community  
Charter Bill damage education?

Restorative practice  
in schools

How ASTI  
policy is made



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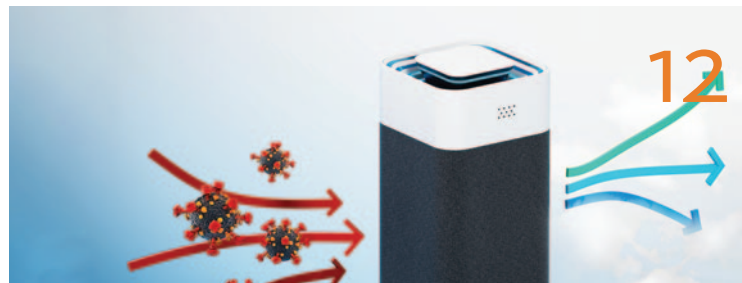
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Cover photograph: Dave Cullen



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## Leaving Cert change: Tread carefully

The manner in which students coped with the various restrictions imposed on them during the Covid-19 crisis must be acknowledged. The way that they rose to the challenges of the last 21 months gives one great hope and confidence for the future.

### Re-opening schools

Since the start of the pandemic, the ASTI has called for every possible step to be taken to keep our schools open in a safe manner. We also highlighted that due to years of underfunding many school buildings are outdated and overcrowded, and consequently ill-equipped to deal with this crisis. The arrival of the highly transmissible Omicron variant had an impact on all aspects of society, including schools. Before Christmas the ASTI asked for more support for schools on improving air quality, and the provision of better masks.

Over Christmas, the number of cases in the country increased to such an extent that staff absences seriously impacted on many businesses and services. In response, the ASTI asked for a delayed and phased re-opening of schools. This request was ignored and a full re-opening was announced. As it turned out very few schools, if any, had what could be called a 'normal re-opening' because of the huge number of teachers and students absent due to Covid.

The ASTI has been strongly critical of the lack of planning by the Minister and her Department. It is unthinkable that almost two years into the pandemic, with positive cases at a record high, schools re-opened without some of the basic protection measures we have been calling for.

### Leaving Cert reform

There has been much talk about the need for radical change to the Senior Cycle. Some have suggested that changes introduced under the Junior Certificate Framework are working well and should now form the basis for a new Senior Cycle curriculum. I do not believe that the implications of the Junior Cycle changes have yet been realised or understood. A thorough independent investigation on the impact of these changes must be undertaken before we can know how successful they have been. It would be unwise to assume that a similar model could be introduced for Senior Cycle before this crucial research is done. The cost of driving through Senior Cycle Reform without proper research and consideration could be very high, and could lead to a fall in the standard and status of our publicly funded second-level education system. Those who have means may choose privately funded education and even different certification than that provided by the State. This would lead to a two-tier second-level education system, reminiscent of the situation up to the late sixties before the introduction of free second-level education. Policy makers must tread carefully when it comes to changing the Leaving Cert.



**Eamon Dennehy**

ASTI President

## Occupational stress crisis must be addressed

This pandemic has wreaked havoc in so many ways on the operation of schools. Working during a global pandemic has further compounded the longstanding issues around teacher workload. The necessity for continued and renewed ASTI campaigns for greater resources, higher staff numbers, and an end to bureaucratic tasks that do not improve pupil learning or experiences, has been further amplified. Wrestling with the provision of remote teaching, coping with Covid-19 procedures and guidance in a context of limited staffing and inadequate resources, implementing new examination models, teaching what are among the largest class sizes in the developed world, to name just a few of the contributing factors, has exacted an enormous toll on the morale and energy of our members. It comes as no surprise that a study recently published in the *International Journal of Educational Research Open* has confirmed many of the findings that ASTI-commissioned research has been highlighting over a long period. Conducted by researchers at UCD from among primary and second-level teachers, it reported increased workload, widespread job dissatisfaction, stress, burnout and depleted energy or exhaustion. The majority of those surveyed reported that they had considered changing their job. The ASTI is aware of some teachers who have already retired earlier than planned.

The changes reported in physical and mental health during Covid-19 were stark. More than 40% of respondents reported a deterioration in their physical health, while 67% stated that there was a deterioration in their mental health. Adverse effects on eating were reported. In addition, a reduction in sleep was noted by 70%, with increased alcohol consumption reported by one in three. On a positive note, just over half of the participants reported an increase in exercise habits.

The impact of this occupational stress and burnout crisis on teacher retention could be momentous. Teachers' roles and attendant responsibilities regarding the education of the youth of the nation and the working conditions that pertain in schools are inextricably linked. Ensuring that teachers' voices are heard in terms of their well-being is paramount to securing an optimum working environment, job satisfaction and teacher retention. In the study referenced above, the majority of respondents reported not receiving adequate support from occupational health during Covid-19. This is an issue the ASTI has repeatedly raised. It is imperative that measures are put in place to avoid occupational stress and burnout, but also that supports are available for those experiencing these problems. Unless the necessary arrangements are put in place, the crisis will lead to an outcome that will be enormously damaging for the entirety of school communities. Many feel that they are becoming very disenfranchised within a career they worked so hard to build. The interventions that will arrest this crisis need to be put in place as a matter of urgency. Failure to do so is not an option. The stakes are too high.



**Kieran Christie**

ASTI General Secretary

## ASTI membership holding strong

Membership of the ASTI has held strong during the pandemic. The number of ASTI members is now 5% higher than pre pandemic, with 18,323 members by the end of 2021.

Most of the new members who have joined the ASTI since the start of 2020 are classroom teachers, many of whom are on fixed-term contracts. There has also been an increase in the number of student and Emeritus members of the ASTI. For a breakdown of key growing membership categories since December 2019, see the table below:

<b>Associate membership (pro rata and non-pro rata):</b>	+734 (+27%)
<b>Students:</b>	+37 (+39%)
<b>Emeritus members:</b>	+195 (+11%)

### Benefits of ASTI membership

There are many benefits to being a member of the only union to exclusively

represent second-level teachers. The ASTI stands up for members' working conditions and professional integrity, and has taken strike action to advance equal pay for post-2010 entrants to teaching. We also achieved two-year contracts of indefinite duration (CIDs) for members. Other benefits of ASTI membership include:

- ▶ access to professional advice, support and legal representation as needed
- ▶ a range of financial offers
- ▶ an opportunity to have your voice heard through surveys, ballots and our representative network
- ▶ receive the latest news about your profession through ASTI web, social media, publications, emails and texts
- ▶ training and seminars on a variety of topics including school leadership, board of management membership, and preparing for retirement, and
- ▶ membership of the only union working exclusively for second-level teachers.

For more information about ASTI membership, see [www.asti.ie](http://www.asti.ie).

## Student numbers continue to rise

Second-level student enrolments are expected to continue growing in the coming years, peaking in the 2024/25 school year with an estimated 408,794 enrolments. There are an estimated 390,317 second-level students attending schools this year.

Between 2020 and 2024, enrolments will have increased by 29,610 or 7.8%. From 2025 to 2036, enrolments are expected to drop by 80,968 to 327,240. Primary enrolments reached their peak in 2018 at 567,772 and have been

falling since. In 2020, enrolments stood at 561,411, and are expected to fall by 120,860 in the coming years, reaching a low point of 440,551 by 2033.

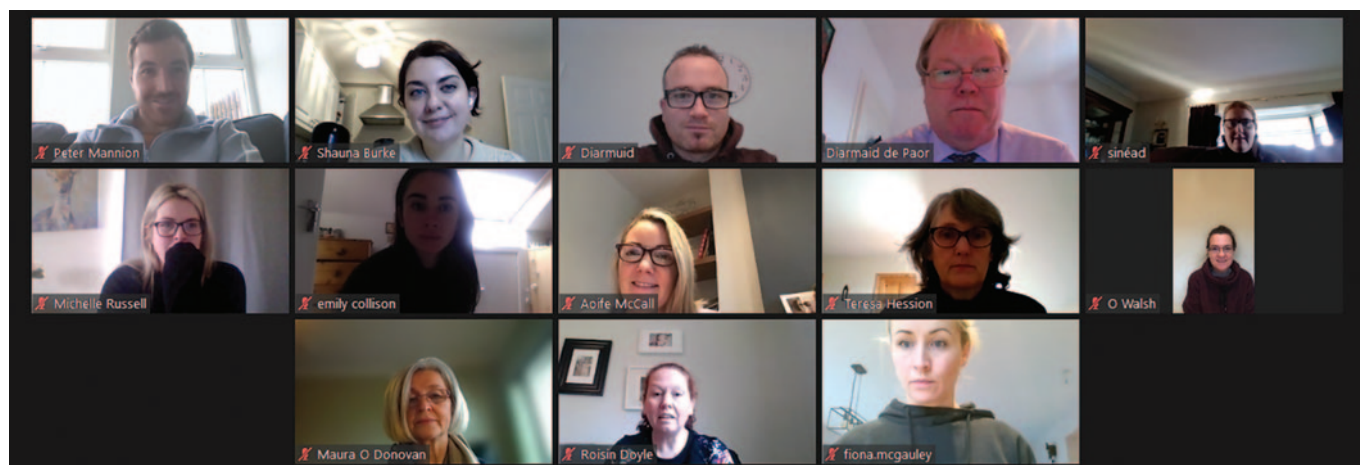
The Department of Education publication *Regional Projections of Full-time Enrolments Primary and Second Level, 2021-2036* contains regional enrolment data and is available at <https://www.gov.ie/en/collection/projections/>.

## ASTI board of management training

ASTI training for teacher representatives on boards of management took place in November and December. It is important that teacher representatives attend ASTI board of management training so that they are best prepared to represent teachers' views at board of management level. The one-day training seminars covered topics such as:

- ▶ structure of boards
- ▶ finance
- ▶ role of staff representatives
- ▶ board meetings
- ▶ board as employer
- ▶ agreements, and
- ▶ boards' responsibilities
- ▶ role of the Principal
- ▶ discipline
- ▶ communications
- ▶ health and safety
- ▶ the ASTI's role.

The ASTI regularly holds events and training for members. See [www.asti.ie/member-benefits/events/](http://www.asti.ie/member-benefits/events/) for more information.



Attendees at a recent ASTI board of management training event.



## Change to child safeguarding template

The following changes have been made to the mandatory template that schools must use for their child safeguarding statement:

- ▶ Heretofore, there were two separate templates – one for risk assessment and one for child safeguarding statement (mandatory template 1 and mandatory template 2).
- ▶ These have now been combined into one template, which includes both the child safeguarding statement and the risk assessment (mandatory template 1).
- ▶ The English language template is available in landscape and portrait versions at <https://www.gov.ie/en/collection/12bee3-child-protection-procedures-in-schools/#supporting-documents-and-templates>.
- ▶ Tá an leagan Gaeilge ar <https://www.gov.ie/ga/bailiuchan/1c76db-none/>.
- ▶ The child safeguarding statement must be signed and dated once it is adopted by the board and then each year to indicate that the review has taken place.
- ▶ The requirement to sign it annually applies even if the school has made no change to the statement, including the risk assessment arising from the review.
- ▶ These changes were announced in April 2021 and came into effect for schools when their next annual review was due. Therefore, if a school completed its annual review on March 1, 2021, they can continue to use the existing templates for child safeguarding statement and risk assessment until March 1, 2022, at the latest.

Following recent engagement with education partners, the Parents and Learners Unit (PLU) at the Department of Education has decided to provide

a further lead-in period between now and January 31, 2022, for schools to use the new mandatory template. From January 31, 2022, schools will be required to use the new mandatory template from the date of their next annual review.

The Inspectorate has been informed of the PLU's decision to provide a further lead-in period. This means that a school will be found compliant with the following check: "The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment", if the child safeguarding statement has been reviewed by the board but is on the old mandatory template.

Schools that reviewed their child safeguarding statement and continued to use the old mandatory template will be expected to use the new mandatory template 1 from the date of their next annual review.

## ASTI prize for NCAD student



ASTI President Eamon Dennehy presenting the ASTI prize for outstanding student performance in initial teacher education to NCAD PME graduate Grainne McInerney.

## Clare Branch retirement function

The Clare Branch recently held a function to honour 10 members who are retiring:



**Catherine McCurtin,**  
St Flannan's College



**Michael Horgan,**  
St Flannan's College



**John Minogue,**  
St Flannan's College



**Daithi O'Beirne,** St Caimin's  
Community School, Shannon



**Mairéad Bergin,**  
St Joseph's, Spanish Point



**Margot Staunton,**  
Kilrush Community School



**John Sims,** Mary Immaculate  
Secondary School, Lisdoonvarna



**Michael Clohessy,**  
CBS Ennistymon



**Marion Ahern,**  
CBS Ennistymon



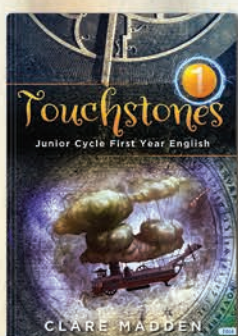
**Breda Howley,** Mary Immaculate  
Secondary School, Lisdoonvarna

Photographs: Brian Arthur Photography



# EDCO 2022 NEW PUBLICATIONS

## JUNIOR CYCLE



JC English



JC French

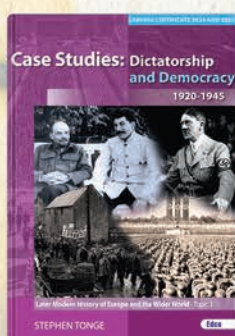


JC Spanish

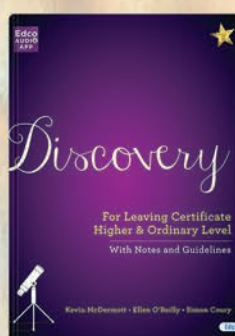


JC Irish

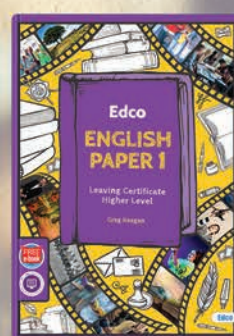
## LEAVING CERTIFICATE



LC History



LC English  
Poetry



LC English  
Paper 1



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## Enhanced CAO website launched

For the first time, options across the third-level system will be visible to school leavers and other applicants using the CAO system. Links to apply to further education courses and apprenticeship options for school leavers are featured on the website, alongside the option to apply for higher education courses through the CAO system.

There are more than 650 post-Leaving Certificate (PLC) courses available via the weblink, and a one-stop shop for information and guidance on national apprenticeships will be available via a link on [cao.ie/options](http://cao.ie/options). This will include information on how to become an apprentice, what you will earn while you learn, and the qualifications you will achieve.

All applications for further education and apprenticeships will continue to be made through the traditional channels, although applicants will be able to navigate to these channels from the CAO website.

The freephone number available for guidance on apprenticeships is 1800 794 487 and is open 12.00pm-6.00pm, Monday-Friday.

## New apprenticeship programmes

Under the Action Plan for Apprenticeships, the number of new apprentice registrations is to grow to 10,000 per year by 2025. Seventeen new apprenticeship programmes will be developed during 2022.

The 17 new courses being developed over the coming year are in the areas of agriculture, engineering, construction, equine, finance, hospitality and food, ICT and logistics. These will include apprenticeships in roles such as farm manager and farm technician, a master's level qualification in quantity surveying through apprenticeship, and an apprenticeship in commercial driving.

Registrations for apprenticeships are continuing to increase – November 2021 saw a 25% increase in apprenticeship registrations on pre-pandemic 2019 figures for the same period.

For more information on apprenticeships visit [www.apprenticeship.ie](http://www.apprenticeship.ie).

## Equal access to education for Afghan women and girls

Education International (EI), the global union federation of teachers of which the ASTI is a member, has reiterated its support for education, peace, and human rights in Afghanistan as the country faces a deepening humanitarian crisis.

In December, the EI Executive Board adopted a resolution reiterating in particular that “schools should never be targets of terrorism or violence”, and “education is a fundamental human right and adherence to the Universal Declaration of Human Rights is fundamental to promoting inclusive, non-discriminatory, and peaceful societies”.

EI's Executive Board brings full support to the people, educators and member organisations in Afghanistan, and calls on member organisations to lobby national governments to put pressure on the Taliban to uphold human rights and the right to education of girls and women in Afghanistan.

In Ireland, Minister for Further and Higher Education, Research, Innovation

## ASTI calls for speedy enactment of workplace ventilation legislation

The ASTI has consistently raised ventilation concerns with the Department of Education and public health officials with the objective of keeping schools as Covid-19 secure as possible.

The Workplace Ventilation Bill 2021 provides that all workers be given the right to sufficient fresh air in enclosed places of work, and also provides that workers can seek to have their workplace inspected by the Health and Safety Authority. The legislation also provides that the Health and Safety Authority can issue Improvement Notices where high levels of CO<sub>2</sub> are detected.

The ASTI is calling for the urgent enactment of such legislation to provide greater levels of protection for all of our members and everyone involved in school communities.

Track the progress of the bill here:  
<https://www.oireachtas.ie/en/bills/bill/2021/123/>.

## New closing date for receipt of eligible qualification allowance applications

Resulting from an adjudication hearing on a claim (Claim 447/19) brought by the teacher unions under the Teachers Conciliation and Arbitration Scheme, a new deadline date has been agreed in respect of teachers who missed the original deadlines set under Circulars 0083/2017 and 0051/2018 for claiming outstanding qualification allowances.

Previously, in accordance with the terms of Circular 0083/2017 and Circular 0051/2018, the deadline for applying for an outstanding qualification allowance was October 31, 2018.

The purpose of Circular Letter 63/2021 is to notify managerial authorities and teachers of a revised final closing date of April 30, 2022, for receipt of applications for outstanding qualification allowances, and of certain modifications to Circular 0008/2013 in relation to qualification allowances for teachers.

Full details are set out in Circular Letter 63/2021.

and Science Simon Harris TD and Minister for Education Norma Foley TD have joined fellow Ministers with responsibility for education in issuing a statement, which recorded the concerns of all EU member states at the violations to the human rights of women and girls in Afghanistan, in particular their right to access to education and training.

Minister Foley said: “The human rights situation in Afghanistan is a cause of great concern. The right to education is a fundamental right. Education plays a central role in nurturing the minds of children and young people, and it transforms the life opportunities that are available to them. Education is both a right and an investment in our children's future and must be inclusive for all children.

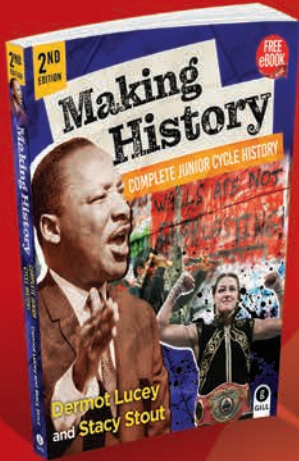
“The signing of the joint statement by Ministers for Education across all 27 member states demonstrates our shared commitment to promoting equal access to education for Afghan women and girls. We will maintain our engagement to ensure that these vulnerable Afghan women and girls' voices are heard”.

For more information on the work of Education International, visit: <https://www.ei-ie.org/>.

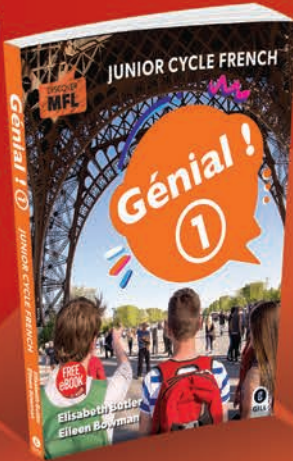


# **GILL EDUCATION** **NEW TITLES COMING 2022**

## **NEW FOR JUNIOR CYCLE**



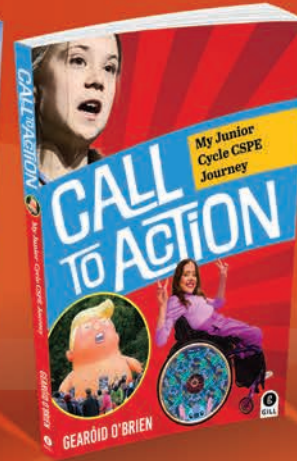
**HISTORY**



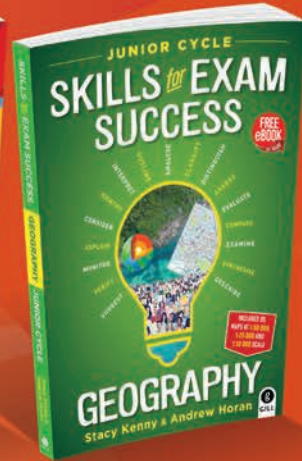
**FRENCH**



**GERMAN**



**CSPE**



**GEOGRAPHY**

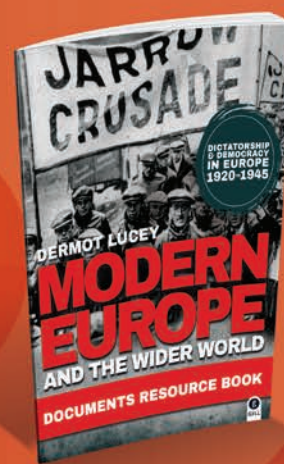
## **NEW FOR LEAVING CERTIFICATE**



**PE**



**ENGLISH**



**HISTORY**

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[www.gilleducation.ie/sales-reps-secondary](http://www.gilleducation.ie/sales-reps-secondary)



## Critical incidents eLearning course

The National Educational Psychological Service (NEPS) will launch its first eLearning course, 'Responding to Critical Incidents in Schools', in early 2022. This course guides and supports teachers in how to prepare for a critical incident in their school. The course is designed for members of a school's critical incident management team (CIMT) in primary, post-primary and special schools in Ireland. The self-guided, online learning course aims to:

- ▶ support teachers to develop and embed strong protective measures in their school, particularly those that are focused on enhancing student well-being
- ▶ allow teachers to learn from the experience and knowledge of other teachers who have recently experienced a critical incident in their school
- ▶ facilitate the establishment and/or review of the CIMT in their school
- ▶ provide step-by-step guidance on responding to a critical incident

- ▶ address more specific concerns such as suicide, violent death, the media and State examinations
- ▶ provide resources to support self-care and planning, and
- ▶ encourage schools to generate 'follow-up actions', and to share their school's Critical Incident Management Plan with their whole staff.

### Course modules

The course consists of 10 modules, and can be completed in single or multiple sittings. The course will take approximately three to four hours to complete.

### Recognition

On completion, participants will be issued with a certificate of completion by the NEPS, which staff can add to their CV or education portfolio.

## Education Indicators for Ireland 2021

The Department of Education published Education Indicators for Ireland 2021 in December. This provides a comprehensive set of educational indicators, from early years through to further education and lifelong learning. The report provides data up to and including the school/academic year 2020-2021 (where possible), as well as a look back at how the education system has progressed over the five years from 2016-2020. Among the topics covered in the report are:

- ▶ school types
- ▶ Leaving Certificate pathways
- ▶ special education
- ▶ access to higher education, and
- ▶ further education and training enrolments.

Some key statistics relating to second-level education include:

- ▶ the retention rate to the Leaving Certificate in DEIS schools stood at 84.8% for the 2014 entry cohort, up from 83.8% on the previous year, while the gap in retention between DEIS and non-DEIS schools fell to 8.6%, down from 9.3% in 2019

- ▶ the number of post-primary teachers has risen by over 4,000 since 2016, from 26,273 to 30,739
- ▶ the percentage of schools offering at least two foreign languages is increasing
- ▶ the percentage of students taking the Leaving Certificate established and the Leaving Certificate Applied programmes has increased since 2016, while the percentage of students taking the Leaving Certificate Vocational programme has decreased in the same time period
- ▶ strong differences can be seen in the number of girls and boys taking STEM subjects, especially when biology is excluded – 40% of sixth-year boys took two or more STEM subjects in 2020 (excluding maths and biology), compared to just 8.8% of sixth-year girls, and
- ▶ transition rates from post-primary to higher education jumped sharply in 2020, from 62.1% in 2019 to 66.1% in 2020 – this is most likely the result of additional places in higher education being created in response to the changes to the Leaving Certificate as a result of the Covid-19 pandemic, and the lack of opportunities for school leavers to either seek employment or travel abroad because of public health restrictions.

To read the full report, visit  
<https://www.gov.ie/en/publication/055810-education-statistics/>.

## ASTI Diary 2022 correction

In ASTI Diary 2022, the number of days of sick leave a teacher may be granted in cases of ordinary illness and critical illness are incorrectly stated. Apologies for any confusion caused by this error. The correct information is below:

### Certified sick leave

#### Ordinary illness

A teacher who is absent from duty because of personal illness or injury may be granted paid sick leave as follows:

- ▶ a maximum of three months (92 days) fully paid in a year,
- ▶ followed by a maximum of three months (91 days) on half pay.

This is subject to a maximum of six months' (183 days) paid sick leave in a rolling four-year period.

#### Critical illness

A teacher who becomes incapacitated as a result of critical illness or serious physical injury may be granted extended paid sick leave, subject to specific criteria, as follows:

- ▶ a maximum of six months (183 days) on full pay in a year,
- ▶ followed by a maximum of six months (182 days) on half pay.

This is subject to a maximum of 12 months' (365 days) paid sick leave in a rolling four-year period. If a teacher has an ordinary illness within a 12-month period of return to work, the critical illness provisions will apply. For full details on critical illness provisions, please refer to Circular 0054/2019.

Full details of the sick leave scheme are available at  
<https://www.asti.ie/your-employment/terms-and-conditions/sick-leave/>.





STEPS

**Saturday, 5 - Friday, 11 March 2022**

**STEPS Engineers Week** is a chance for second-level students and their teachers to be inspired by engineering and find out more about careers in this exciting area.

The STEPS team has created a suit of free digital resources to help you organise an activity for STEPS Engineers Week 2022.

Explore sustainability through the **Sustainable Engineering Challenge**, take your students on an **As Creatives Engineering Trail**, learn about engineering from our **STEM Stories** reading and film lists, and more.

**Learn how you can get involved and access free resources here:**

**[www.engineersireland.ie/Schools/Engineers-Week](http://www.engineersireland.ie/Schools/Engineers-Week)**

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# VENTILATE OUR CLASSROOMS



## The ASTI continues to raise concerns regarding ventilation in school buildings, and to campaign for Covid-safe schools.

The importance of Covid-19 mitigation measures in schools was amplified as 2021 drew to a close with the arrival of the highly transmissible Omicron variant in Ireland. Ventilation remains one of the most important ways to protect against Covid-19.

Throughout the pandemic, the ASTI has continued to raise concerns relating to ventilation in schools. The union commissioned research in 2020, which found that 84% of second-level schools had no dedicated ventilation system, according to school principals surveyed. The ASTI demanded the urgent provision of carbon dioxide (CO<sub>2</sub>) monitors for all classrooms and the implementation/upgrading of ventilation systems as necessary. Pandemic airflow challenges are compounded by large class sizes, an issue that was also underlined by ASTI research in 2020.

### Highlighting the issues

The ASTI repeatedly highlighted health and safety issues, including ventilation concerns, throughout 2020 and 2021. In 2021 the Department of Education procured portable CO<sub>2</sub> monitors. While the ASTI had requested a monitor for every classroom, second-level schools received between 20 and 35 monitors (depending on size) in late 2021. CO<sub>2</sub> monitors can provide a useful indication that areas/rooms within a building may not be adequately ventilated. This can allow teachers/schools to become familiar with the impact that activities, outdoor weather and window openings have on levels of airflow within a room. However, CO<sub>2</sub> monitors do not contribute to air purification. HEPA filters or equivalent are required for this.

In November 2021, the ASTI wrote to the Department of Education pointing out that the Department's advice that CO<sub>2</sub> concentrations of above 1,400-1,500 parts per million (ppm) are likely to be indicative of poor ventilation was being publicly challenged by experts in the field. The ASTI noted that experts maintained that a concentration of 1,000ppm is a more appropriate upper limit for CO<sub>2</sub> concentration at this point in the pandemic. The ASTI's letter asked the Department to provide the necessary supports and resources to assist schools with ventilation challenges.

### Ongoing challenges in schools

Throughout November and December, and into January 2022, the ASTI heard reports from teachers nationwide that poor ventilation in classrooms meant it was necessary to open windows throughout the day, leading to uncomfortably low temperatures for students and teachers. The ASTI position (based on law – see across) is that classroom temperatures should

reach a minimum of 16 degrees Celsius within one hour of opening. While the Department has issued advice to schools regarding achieving an appropriate balance between ventilation and heat, this is unsatisfactory given that many classrooms are in dire need of HEPA filters, many classrooms are overcrowded, and schools already struggle to meet day-to-day running costs such as heating. In addition to HEPA filters and medical-grade masks, the ASTI has requested that schools be provided with additional funding for heating bills this winter.

### Safer schools: ASTI key concerns

- Many classrooms are in need of HEPA filtration units
- Schools are operating without the provision of medical grade masks
- Risk to medically high-risk individuals' safety remains, and
- Schools are reporting unsafe classroom temperatures.

### It's the law

The Workplace Ventilation Bill 2021, which is supported by the Irish Congress of Trade Unions and the ASTI, provides that all workers be given the right to sufficient fresh air in enclosed places of work, and also provides that workers can seek to have their workplace inspected by the Health and Safety Authority. The draft legislation also provides that the Health and Safety Authority can issue Improvement Notices where high levels of CO<sub>2</sub> are detected. While the Bill has yet to go through a number of stages in the Dáil and Seanad, it communicates an important message regarding employers' duty to provide workers with safe working environments during the pandemic.

The issue of room temperature is covered in law through Statutory Instrument No. 299/2007 – Safety, Health and Welfare at Work (General Application) Regulations 2007, which states that an employer shall ensure:

“...for other sedentary work, at every workstation where a substantial proportion of the work is done sitting and does not involve serious physical effort, a minimum temperature of 16 degrees Celsius is, so far as is reasonably practicable, achieved and maintained after the first hour's work”.

Keep up with our campaigns at [www.asti.ie](http://www.asti.ie).





# WORLDWISE GLOBAL SCHOOLS

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

**WorldWide 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 2022**



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

**APPLICATION OPENS: 7th April 2022**

**DEADLINE FOR APPLICATION: 13th May 2022**

**INFO & TO REGISTER: [grants@worldwiseschools.ie](mailto: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](mailto:global.passport@worldwiseschools.ie)

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

**Twitter:** @WorldWide\_Irl

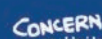
**Facebook:** @WorldwiseGlobalSchools



**Irish Aid**

An Roinn Gnóthaí Eachtracha  
Department of Foreign Affairs

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.







Pictured at the launch of the 2022 Pink and Blue Power programme are (from left): Miriam Duggan (ASTI Vice President), Eamon Dennehy (ASTI President), and Kieran Christie (ASTI General Secretary).

## PINK AND BLUE POWER SAVES LIVES

The ASTI, in conjunction with Cornmarket, is once again offering teachers vital health screening through the Pink and Blue Power programme.

The ASTI 2022 Pink and Blue Power programme offers breast and prostate health assessments and education to members of the ASTI Salary Protection Scheme. This potentially life-saving initiative, which is being run in conjunction with Cornmarket, is available to:

- women aged between 30 and 49 who are members of the ASTI Salary Protection Scheme, and
- men aged between 40 and 65 who are members of the ASTI Salary Protection Scheme.

Pink and Blue Power offers the possibility of early detection of breast cancer in women and prostate cancer in men.

In Ireland, 3,700 new cases of breast cancer are diagnosed each year. One in nine women will develop breast cancer in the course of their lifetime, and 23% of breast cancer diagnoses are in women aged between 20 and 50 years. Survival rates are improving in Ireland due to increased awareness and breast screening. Women over 49 can access/register for the national BreastCheck screening programme. The Pink Power programme aims to support early intervention in women under 50.

Prostate cancer is the second most common cancer in Ireland, with 3,400 men diagnosed each year. This means that one in seven men will be diagnosed with prostate cancer during their lifetime. Although prostate cancer is common, if discovered early it can usually be treated successfully. In 2017, the ASTI was the first teachers' union to launch Pink and Blue Power in conjunction with Cornmarket. More than 5,000 eligible ASTI

members were invited to participate. Six ASTI members were diagnosed with cancer and hundreds were referred for additional assessments. Of the 2017 Pink and Blue Power participants who responded to a feedback survey, 99% said they found the service excellent, very good or good.

### Did you know?

Data from the 2018 ASTI Salary Protection Scheme review found that:

- 26% of disability benefit claims from the ASTI Salary Protection Scheme were cancer related, and
- 76% of specified illness and death benefit claims were also cancer related.

### What to expect

The ASTI Pink and Blue Power programme will be rolled from the end of February 2022. Eligible ASTI members in Leinster will be the first to receive an invitation to participate in the programme, followed by members in Munster, Connacht and Ulster.

Your invitation will include instructions for an easy-to-use online booking system. You can book an appointment with a participating GP/clinic in your region. You can rest assured that appropriate Covid-19 precautions will be in place for your visit. Your assessment will last approximately 15 minutes and will include:

- a clinical breast/prostate examination



- education on the signs and symptoms of breast and prostate cancer, and
- women are shown how to self-check.

If necessary, you will be referred to a private hospital with access to a consultant and, if appropriate, a mammogram, ultrasound and biopsy (Pink Power), or MRI, CT scan and biopsy (Blue Power). The clinical team for the 2022 Pink and Blue Power programme includes 18 expert consultants, including breast surgeons, urologists and radiologists, in Dublin, Cork and Galway.

**Leinster invites:** End of February (book by mid-March)

**Rest of Ireland invites:** End of March (book by mid-April)

### Did you know?

The ASTI Salary Protection Scheme has more than 7,500 members.

### Life saving

Speaking about ASTI Pink and Blue Power 2022, ASTI General Secretary Kieran Christie said: "Throughout the pandemic teachers have prioritised the well-being and education of their students. However, it is important that you do not forget about your own health at this time. We all know people who have experienced cancer and the challenges that it brings. I would recommend that anyone who receives a Pink and Blue Power invite take up the opportunity. The assessment is free, takes less than half an hour and

could be life-saving".

Ivan Ahern, Director of Cornmarket, said: "We are both proud and delighted to be able to offer ASTI members this popular health assessment and education service again in 2022, as part of their Salary Protection Scheme membership. The Pink and Blue Power programme came about because we noticed an increase in cancer claims across all of our schemes, and in particular breast and prostate cancers. The 2017 Pink and Blue Power programme led to early intervention for a number of teachers. This programme really can make a difference".



*Pictured at the launch of the 2022 Pink and Blue Power programme are (from left): Pádraig Murphy (ASTI Treasurer), Ann Piggott (ASTI Immediate Past President), and Trevor Gardiner, Cornmarket.*



*Pictured at the launch of the Pink and Blue Power programme are: Left (from front): Trevor Gardiner (Life and Pensions Manager, Cornmarket), Clodagh Ruddy (Head of Client Services, Cornmarket), Ann Piggott (ASTI Immediate Past President), and Eamon Dennehy (ASTI President). Right (from front): Ivan Ahern (Director, Cornmarket), Kieran Christie (ASTI General Secretary), Pádraig Murphy (ASTI Honorary Treasurer), and Miriam Duggan (ASTI Vice President).*



# WILL THE SCHOOL COMMUNITY CHARTER BILL DAMAGE EDUCATION?

**A new report commissioned by the ASTI has highlighted potential negative consequences for school communities arising from the introduction of school charters. The ASTI commissioned this research in response to the Education (Student and Parent Charter) Bill 2019.**

ASTI-commissioned research has found that charter-type models used in education are largely based on market-led mechanisms. The report, 'Review of Charter-type Models of Regulation and Accountability' by Dr Caitríona Fitzgerald, states that market-led accountability mechanisms treat schools as measurable entities with outputs that can be used for evaluation, ranking and comparison. This has negative consequences for students, teachers and society.

Dr Fitzgerald's review was carried out for the ASTI in the context of the Education (Student and Parent Charter) Bill 2019. In 2016, then Minister for Education and Skills Richard Bruton TD introduced the draft legislation, which seeks to require boards of management to prepare, publish and implement charters for students and parents. These charters would formalise consultation on a wide range of school policies, plans and practices. Such charters are to include: procedures for advising parents and students on school activities; procedures for dealing with parents'/students' grievances; information on the expenditure of school monies; and, other aspects of school governance. The Bill is currently before Dáil Éireann, at Third Stage (also referred to as Committee Stage, where it is examined section by section and amendments may be made). As part of the Oireachtas process, the ASTI has submitted two written submissions on the draft legislation, and has given an in-person presentation to the Joint Oireachtas Committee on Education and Skills.

## The ASTI view

The ASTI believes that the introduction of the Education (Student and Parent Charter) Bill 2019 represents a disturbing departure from the established culture of high trust in the teaching profession. Teachers are largely excluded from the draft legislation. What is more, the language is resonant of policies that seek to commodify education as primarily a relationship between providers and consumers. The ASTI argues that any

proposed legislation seeking to regulate the relationships between school community partners must get the balance right: one that sustains teachers' high professionalism and facilitates more effective communication, engagement and decision-making by all members of the school community. The necessary supports and resources for schools, school leaders and teachers must also be in place prior to the implementation of such legislation.

Following strong representations by the ASTI, the Minister for Education, Norma Foley TD, has declared that the name of the Bill is to be changed from the Education (Student and Parent Charter) Bill to the Education (School Community Charter) Bill. The Government has stated that this amendment reflects the spirit of inclusivity behind this legislation. The ASTI will continue to press for further changes to ensure a whole-community approach that values the professional role and contribution of teachers. The rest of this article summarises the key findings of the ASTI-commissioned research by Dr Caitríona Fitzgerald, as well as including an extract from the report itself.

## Key findings/conclusions from the report

- Across Europe, there is evidence of charter-type models in education. Charter models generally mean market-led forms of accountability.
- Over-reliance on market-led mechanisms to drive and develop education accountability processes has implications for teacher professionalism, school leadership and workload, school culture and relationships.
- In the long term, market-led accountability measures have implications for teacher morale and the attractiveness of teaching as a career.
- Market-led reform promotes school leaders as managers focused on performance and output rather than as pedagogical leaders.



- When schools have had to accommodate market-led reforms, students' and teachers' overall well-being has suffered.
- Market-led reforms widen the education inequality gap.
- "Intelligent" accountability can counterbalance charter-type models of accountability in education.
- Trade unions can play an important role in teachers' collective navigation of the accountability agenda.
- Improving education requires investing the necessary funds and resources where they are needed most, and providing the relevant CPD opportunities for teachers and school leaders to support them in their work.

#### Sweden (case study from the report)

Prior to 1990, Sweden was an exemplar of egalitarian public education provision. Today education policies are based on parental choice, deregulation, evaluation and managerialism. School autonomy and inspection initiatives focus on schools' goal attainment, results, and the development of students' individual rights. Research has found that the consequences for Sweden include:

- inequalities in educational attainment have increased
- teaching in Sweden is regarded as unattractive and low status
- student–teacher relationships are negatively impacted
- students experience increased levels of school-related stress, and
- teacher well-being is decreased.

#### EXTRACT FROM 'REVIEW OF CHARTER-TYPE MODELS OF REGULATION AND ACCOUNTABILITY' BY DR CAITRÍONA FITZGERALD

##### Section 1: Locating the wider accountability context in education

Models of regulation and accountability essentially offer a theoretical ideal. In practice, school leaders and teachers must manage overlapping and competing accountability systems as well as political, legal, bureaucratic, professional and market-led external pressures from multiple sources (Chen, 2016; Erdağ and Karadağ, 2017). Notwithstanding, this review has identified four basic models (market, performance, professional, and bureaucratic) (Erdağ and Karadağ, 2017) that largely form the basis of combined definitions of accountability. The plethora of accountability typologies identified in education literatures alone are an indication of the nuance and variation of emphasis placed on the processes of accountability associated with differing accountability models. Although an overlap is observed between accountability models, key differences emerge in the variation and degree of emphasis placed on the methods used to 'improve' education processes, practices and outcomes. Some countries' education systems are also recognised as being either 'hard'/'soft' or, 'high', 'moderate' or 'low' depending on the country-specific emphases placed on the methods used to demonstrate education quality assurance and evaluation (OECD, 2013).

##### Charter-type models of accountability and the wider policy context

The market reforms first introduced in the United States and England in the 1980s were informed by neoliberalism and New Public Management (NPM) principles, a core aim of which was to modernise

the public sector, and to make it more efficient and transparent through market-oriented policies (Hood 1991, In: Chen, 2016). In this context, a charter-type (i.e., market-led) model of regulation and accountability is defined as one that:

"involves accountability to parents as customers, and is tied in with models of accountability in the private sector, where accountability to consumers is achieved, in theory, via market mechanisms. This new public accountability is seen to occur through stakeholder involvement rather than electoral participation" (Mattei, 2012, p.248).

Given this, charter-type models of education accountability place emphasis on the provision of a service (i.e., education) to customers (i.e., parents and students) via market-led mechanisms (e.g., school league tables). Under this model, it is anticipated that wanting rewards and avoiding punishments motivates the school community to meet the goals set by school leaders through performance-enhancing incentives (such as whole-school performance measures). Furthermore, by fostering greater parental school choice, proponents of this approach argue that a situation where schools compete for enrolment empowers parents, gives students a more central role in the design of education programmes within their schools, and increases school accountability in delivering education (Schneider and Buckley, 2003; Barber, 2004; Friedman, 1994). Proponents also assert that this accountability approach provides feedback, which can be used to drive "continuous improvement which encourages the public to keep faith" in the public education system. As such, greater trust in public education is expected to reduce an over-reliance on private alternatives, which "would [otherwise] result in the slow but sure strangulation of public services" such as education (Barber, 2004, p.12-13). Literatures also assert that charter-type (i.e., market-led) models of accountability have a prominent influence on education policy, as well as extending the reach of accountability models across education systems (Ozga, 2020; Skerritt, 2019; O'Donnell, 2014; Conway and Murphy, 2013; Connell, 2013a; Lynch *et al.*, 2012; Gleeson and O'Donnabháin, 2009). Ozga's (2020) research, for example, shows that "the governing of education has changed from traditional hierarchical and bureaucratic forms to more horizontal, networked and distributed forms involving new political actors" (p.23; Mattei, 2012; Skerritt, 2019). These "new political actors" – such as sponsors for funding education programmes, think tanks, consultants and philanthropists – are now actively participating in the delivery of education services (Skerritt, 2019), as well as contributing towards curriculum development. In Ireland, Jessop (2004) refers to this situation as "de-hierarchisation" – the horizontal handover of political power from the State to private actors (In: Skerritt 2019, p. 263; Ozga, 2020). According to Ozga (2020), and others, the implementation of market-led solutions within governance and education systems fundamentally impacts on people working in schools and in other education institutions in terms of how "they are able to act politically to defend their interests and mediate policy 'scripts'" (p.23; Mattei, 2012; Skerritt, 2019).

Furthermore, literatures highlight concerns about the methods used to gather and assess information about schooling processes and outcomes. For example, the "audit systems" (Solbrenke and Sugrue, 2014, p.13) associated with NPM policies foreground delivering "value for money" and accountability for results (Gleeson and O'Donnabháin, 2009; Lynch *et al.*, 2012). Under the remit of school improvement, emphasis is placed on practices that foster parental choice, competition, goal setting, an account

process, and standardisation, which can be negative in the form of punishments or positive in the form of rewards (Chen, 2016; Ball, 2016; Conway and Murphy, 2013; O'Donnell, 2014; Gleeson and O'Donnabháin, 2009). Data also plays a central role in this process as it creates and distributes “particular meanings of accountability” generated through statistical methods used to measure and monitor schools’ performance and outcomes against other schools’ (Ozga, 2020, p.21; Carlbaum, 2016).

Overall, literatures assert that the over-reliance on market mechanisms reflected in global education policy essentially shrinks the State and redefines the citizen as a consumer of education services. Consumers’ education choices are increasingly informed by widely distributed information from league tables informed by data gathered, for example, through international assessments and standardised tests (Ozga, 2020; Skerritt 2019; Gleeson and O'Donnabháin, 2009; Mattei, 2012; Conway and Murphy, 2013; O'Donnell, 2014; Ball, 2016; Erdağ and Karadağ, 2017). Several authors disagree that such models of accountability will directly lead to improved schooling, teaching and learning, as well as better student achievement and education outcomes (Møller, 2009; Gleeson and O'Donnabháin; Conway and Murphy, 2013; Connell, 2013a; O'Donnell 2014; Lindgren, 2016; Skerritt 2019; Ozga, 2020). Others also assert that this form of governance does not produce socially just outcomes; rather, it actually widens the education equity gap between students who have the resources and supports and those who do not (Heimans, Singh and Barnes, 2020; Ball, 2016; Connell, 2013b; Westling-Allodi, 2012; Apple, 2006).

## Section 2: Accountabilities in education policy in Ireland

Numerous authors draw attention to how education policy in Ireland is shaped by the NPM agenda, demonstrated by the move in education policy towards “the global education reform logic ... and a reconfiguration from low or moderate high-stakes accountability” (Conway and Murphy, 2013, p.29; Skerritt, 2019, O'Donnell, 2014; Lynch *et al.*, 2012). Moreover, the notion that models of accountability that foster competition and choice lead to better equity and quality in education has been strongly criticised on the grounds that these methods do not produce socially just and “better” outcomes (Ozga, 2020; Ball, 2016; O'Donnell, 2014; Conway and Murphy, 2013; Møller, 2009) – particularly in terms of students from disadvantaged backgrounds (Byrne and Smyth, 2010).

Literatures also draw attention to practices that reflect the change in Irish education towards “high-stakes” forms of accountability at post-primary level. For example, Conway and Murphy (2013) assert that such forms of accountability are easily observed in the “iconic status” attributed to Leaving Certificate results based on individual student performance. Evidence of high-stakes consequences are also reflected in the high percentage of principals (89%) who reported between-school competition in relation to school intake (Byrne and Smyth, 2010, p.39). This scenario is fuelled by the “league-table system by default” created by the media, whereby several newspapers report the percentages of students from different schools that progress to higher education (Lynch *et al.*, 2012, p.17; Gilleece and Clerkin, 2020). The media’s role has a significant influence on the agenda of school leaders, who now need to keep abreast of the hype generated around what is the “best” school and how “their” school compares to others (Lynch *et al.*, 2012, p. 17). In addition, the publication of school reports from

Whole School Evaluations on the Department of Education website since 2006 (Gilleece and Clerkin, 2020, p. 43; Conway and Murphy, 2013) could also be seen to add to competition between schools. The increased use of private grind schools also provides evidence of other market-led activities creeping into the education system at post-primary level, where private actors are providing education services that traditionally were provided by the State (Skerritt, 2019). Nonetheless, Skerritt (2019) sees that Ireland’s education system is still in the “fortunate position” whereby policymakers can cease to implement policy that fosters external privatisation (Skerritt, 2019, p.274). Furthermore, Coolahan *et al.* (2017) assert that a “striking feature” of the Irish education system is the high level of respect and status afforded to the teachers’ role, and the high quality of applicants attracted to the profession, which “form a valued strength of the contemporary schooling system” (Coolahan *et al.*, 2017, p. vii).

Given this, some authors suggest that teachers need to decide collectively how they can fulfil their professional duties in a way that is consistent with upholding standards and the purposes of quality teaching and learning that goes beyond market-led goals (O'Donnell, 2014), while exercising individual and collective agency. As part of this process, Ball (2016) urges all educators “to become increasingly critically reflexive, [and] politically aware” (p.1046). This is not an easy task, but teachers’ willingness to work collectively to protect their conditions is a long-standing tradition of teacher unions in Ireland (Lynch *et al.*, 2012, p.18), which suggests that the teaching profession will find a way through these complex times.

The full report is available at [www.asti.ie](http://www.asti.ie). Copies have also been distributed to schools nationwide.

The full report contains all footnotes and references.

### Dr Caitríona Fitzgerald

Dr Caitríona Fitzgerald is a Research Assistant in the Education Research Centre. She has an extensive background in educational and sociological research. In 2016, she was awarded The John and Pat Hume Scholarship to complete a PhD in Sociology at Maynooth University. Dr Fitzgerald is a member of the Executive Committee of the Irish Federation of University Teachers.



Pictured at the ASTI's Standing Committee meeting are (from left): Dr Caitríona Fitzgerald, Moira Leydon (ASTI Assistant General Secretary, Education and Research), Kieran Christie (ASTI General Secretary), Eamon Dennehy (ASTI President), and Miriam Duggan (ASTI Vice President). Dr Fitzgerald presented her findings to the meeting.



# SCHOOLS UNDER PRESSURE

**ASTI members have spoken out on the increasing pressure on schools as Covid-19 cases remain high.**

"We are deeply concerned about the work we do and the education we provide. We want it to work well and be fair. What we have at present has many attributes. Is it perfect? No, of course not, but let's examine it first, do some scientific research and then act on it."

**Eamon Dennehy, ASTI President,**  
*Sunday Independent, November 7, 2021*

"Today, I started the day with a Covid notification, and I ended the day with another one. It is rampant at the moment. The level of anxiety out there at the moment is enormous. People are terrified, and while we are committed to keeping schools open, it should only be while it is safe to do so. They are saying schools are safe, but that's only for as long as the community is safe ... If we do have to close, I don't think it's the end of the world; we have resources in place. But it would be a disaster if a decision was made at short notice. We haven't yet been hit by staff having Covid, but we have had a lot of absenteeism where teachers have to stay away when they have minor illnesses like sinus infections. Illnesses that you would typically come to work with now you have to stay at home. It is impossible to get replacement teachers; they are just not there."

**Aaron Wolfe, Principal, Coláiste Eamann Rís, Cork,**  
*Irish Independent, November 23, 2021*

"We appreciate it is a very difficult situation for the Government because it is changing. On a local level, the five-day directive (where a close contact must isolate until they have completed three negative antigen tests over five days) has put us under a lot of pressure. We have more and more teachers out because they have contracted Covid or they are close contacts. You can't get subs. And that is very frustrating for students and their parents. It would be great if we got clear direction so all schools would be following the same rules. For example, parent-teacher meetings. Should we go online or face to face? I think schools, in general, have done an excellent job, and we are redoubling our efforts now."

**Shane Hallahan, Principal,**  
**Presentation Secondary School, Kilkenny,**  
*Irish Independent, November 23, 2021*

"You have a situation that teachers in their early 20s and their early 30s, or even late 30s depending on when they joined the profession, are doing exactly the same job as a colleague who maybe qualified just a few months earlier or a year earlier, or whatever, and they are on a lesser pay scale. The Government decided to cut the pay of new entrants in 2011 and that has

persisted, and what has happened now is that this way of thinking has been applied to these new [substitution] measures. The Government didn't take the opportunity to eliminate this discrimination – despite the fact that this is worth just 35 hours of work at a maximum between now and February. I would call this a shameful discrimination against people who are just unfortunate enough to have joined the profession a few months after somebody else and find themselves on a completely inferior pay scale and now this is also being applied to this emergency measure when there is no need for it."

**Eamon Dennehy, ASTI President,**  
*Kildare Today Show, Kildare FM, December 1, 2021*

"Asking retired teachers to return to the classroom, teachers who are in their late 60s going towards 70? Who would want to go into a classroom and run the risk of contracting Covid? If teachers took early retirement at 60, they wanted to get out and they will not be returning in a pandemic situation, so inviting retired teachers to return to the classroom for cover is appalling."

**Geraldine O'Brien, ASTI Standing Committee Regional Rep. – Region 4 on**  
*Morning Focus, Clare FM, December 6, 2021*

"[The substitution crisis] has been developing and building for several years pre pandemic, and it has taken off during the pandemic because of the additional absences for Covid-related reasons. But the truth of the matter is that teachers and school communities are just hanging in there by a thread. Principals in the morning will be frantically ringing around trying to get substitutes and unfortunately, and I don't like saying this, but there is an element of we are reaping what we sowed in that respect."

**Interview with Kieran Christie, ASTI General Secretary, on**  
*The Tonight Show, Virgin Media, November 17, 2021*

"Everybody wants to see schools reopen in January so we are encouraging and impressing on the Department that we need help to make that happen. We will also be meeting with public health and Department officials before schools reopen in January to make sure things are safe for everyone."

**Eamonn Dennehy, ASTI President,**  
*Newstalk Breakfast, Newstalk, December 23*

"We want a coherent reopening. We want a staggered reopening. We have no problem with our members being in school in a safe and coherent fashion with proper mitigations in place, in a context where the level of staffing is sufficient to manage the number of students in the school. Our proposal is that Leaving and Junior Certificate students would be the first ones to be brought back so that we can establish what can be achieved in terms of face-to-face teaching. We are seeing other countries and other industries putting in place contingency measures to deal with staff shortages. It looks from here that if everybody is allowed to walk in the door to schools on Thursday morning with the hope that it will all be well, it probably won't be in most cases, and we will have chaos."

**Kieran Christie, ASTI General Secretary,**  
*Morning Ireland, RTÉ Radio One, January 4, 2022*

*What have you thought  
about it since?*

*Who has been affected  
and in what way?*

*What were you thinking  
of at the time?*

*How could things have  
been done differently?*

*What happened?*

*What do you think needs  
to happen next?*



## RESTORING THE WAY

**Many schools across the country are embracing restorative practice, which aims to use empathy to create connections and build better relationships.**

Restorative practice (RP) is about building relationships and is a values-based philosophy. In its report 'Restorative Practice Phase 1: An evaluation of PDST CPD provision', the Professional Development Service for Teachers (PDST) notes the South African belief called Ubuntu, which is referenced often in discussions around RP: "When someone does something wrong, they are taken to the centre of the village and surrounded by their tribe for two days, who then speak of all the good they have done. They believe each person is good, yet sometimes makes mistakes, which are really a cry for help".

The PDST says RP is a set of skills for:

- consciously building and maintaining good relationships
- preventing the escalation of conflict
- resolving conflict in a healthy manner when it does arise
- promoting positive behaviour
- using a structured, problem-solving approach
- developing the skills associated with emotional language, and
- RP is an evidence-based approach and schools that adopt RP on a whole-school basis consistently demonstrate a variety of benefits in terms of both school management and student engagement.

Michelle Stowe is a former second-level teacher who now runs an RP training service for schools called Connect RP. She says that at the heart of



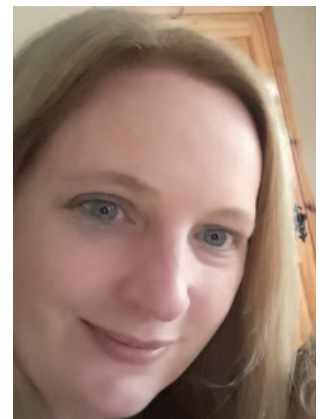
Michelle Stowe



Sandra Fay

RP is that the better the relationships people have, the more they flourish and the less likely they are to cause harm: "The focus is very much on building positive relationships and restoring relationships when there's a breakdown".

RP can help teachers to build better relationships with students, but should not be looked at as a behaviour management strategy. The PDST runs training in RP for teachers and says: "This practice allows for building trust between and with people. It provides



Bree-Anne Conheady



a structured approach in the form of a scaffold, which helps build and sustain relationships, and provides a focus, which allows for the potential growth of positive relationships to become established between people”.

Sandra Fay uses RP and is a teacher in St Marks's Community School in Tallaght. She says RP is something that needs to be led by teachers and students. It can't simply be imposed from the top down on teachers; management needs to provide the resources and let teachers practice it and see the benefits. She recommends that teachers use their CPD hours to attend the workshops on RP.

### Taking accountability

Bree-Anne Conheady is a teacher in St John the Baptist Community School in Hospital, Co. Limerick, and says that one important factor is building mutual respect within the school. RP is a move away from the old punitive way of doing things towards helping students to identify the harm that they've done and then making amends and being accountable: “It's a philosophy. It's not a behaviour management tool. That's really important to stress ... it complements a code of behaviour. We have no plans to get rid of our code of behaviour”.

RP allows people to understand the harm that has been caused and for those responsible to show accountability. There are six primary questions to ask in the RP process:

- What happened?
- What were you thinking of at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen next?

Bree-Anne gives a practical example of how RP might work. For instance, in a situation where a student is late for class repeatedly, instead of going straight to punishment, she would take them aside at the end of class and ask them what happened. She would encourage them to identify the harm their lateness has caused, e.g., disrupting the class, interrupting the teaching. Together then they would try to find a solution, e.g., not lingering at the bus stop after being dropped off.

Bree-Anne stresses that there is an understanding there that this isn't just a 'let-off', that maybe this time the lateness won't result in punishment, but if it continues, that may be the outcome. It's about giving the student a chance to explain, for instance, that they may have a valid issue for being late, and giving them a chance to be listened to.

### Reducing stress

The biggest barrier to implementation is time, says Michelle: “All teachers do is give but it's important to focus on how RP could support them”.

Sandra is well aware of the workload that is placed on teachers but says: “I feel like restorative practice lessens my workload, because if you're building relationships, then classroom management becomes less and less of an issue”.

It's not always easy, but Bree-Anne says: “If I'm calm and using restorative practices I feel better for the positive impact on my own well-being and I'm sure the students feel better as well. I think even just having a positive relationship, a positive atmosphere in the classroom, is always going to reduce stress”.

Michelle notes the benefits of a teacher having a colleague in the school to work with on RP: “If you have another RP buddy in the school or there are two or three of you who meet for a cup of tea and have a chat about your practice, that has the biggest impact for change in a school”.

You have to work and implement RP in a restorative way. It takes time and often schools will commit to a three-year process of implementing RP. An aspect of working with Michelle is that not only can teachers meet up in the school, the leaders from different schools link up once a month to discuss their experiences and learn from each other.

### Culture change

Bree-Anne tries to solve both minor and major issues with restorative values in mind: “We try to solve the problem through conversations and through discussion. We recognise that if the student is involved in the problem, they're part of the solution as well”.

In Bree-Anne's school, they have set up ways for teachers to get involved, while keeping in mind that teachers are already very busy. What RP is really about, she says, is creating a culture of mutual respect and empathy in the school: “The culture change is that it is a move from the punitive to more recognising and repairing harm. Our ultimate aim is to say that we're a school committed to the use of restorative practice. Teachers do have to be open minded and it's not easy, but it's not easy being punitive either. That's hard too. Both things are hard, there's no easy option here”.

RP is about getting away from blame and shame towards accountability, helping and guiding the student to recognise that they need to be accountable for their actions, and giving them that chance.

One way for teachers to get started with RP is to identify a class or even just a student that they think might particularly benefit from this approach and beginning with them.

### Attention seeking is connection seeking

Michelle says that relationships are key but never more so than now in the culture and times we're in. Bree-Anne says it's important to connect positively with students: “You don't know what students are coming from. Especially with Covid and everything now, you don't know what experiences people have had and what attention they have or don't have. If they're looking for attention, they're looking for some sort of a connection. Instead of that being a negative connection, you're bringing them positive attention and positive connections”.

Sandra says it makes her days and life easier: “It made my work day less about paperwork and more about relationships. And once you've talked through something with a student, you're not carrying it with you”.

**To apply for in-school support in RP from the PDST, visit <https://www.pdst.ie/schoolsupport>. Find out more about Michelle Stowe's Connect RP at [www.connectrp.ie](http://www.connectrp.ie).**

### Resources

Connect RP: [www.connectrp.ie](http://www.connectrp.ie)

PDST podcast: <https://audioboom.com/channels/5022933>

Michelle Stowe TED talk:

[https://www.ted.com/talks/michelle\\_stowe\\_empathy\\_the\\_heart\\_of\\_difficult\\_conversations?language=en](https://www.ted.com/talks/michelle_stowe_empathy_the_heart_of_difficult_conversations?language=en)

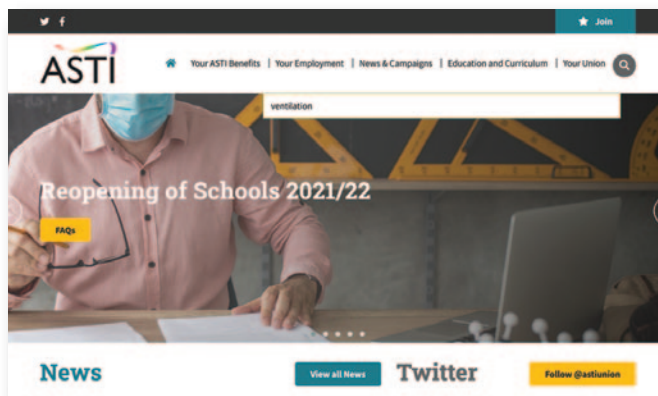
# ASTI ONLINE

The ASTI website contains a wealth of information for members.



The ASTI website is the best place to find accurate and up-to-date information about your terms and conditions as a teacher, and about what's happening within the union. To help you to get the most out of the ASTI website, use some of the tips below.

## Site search

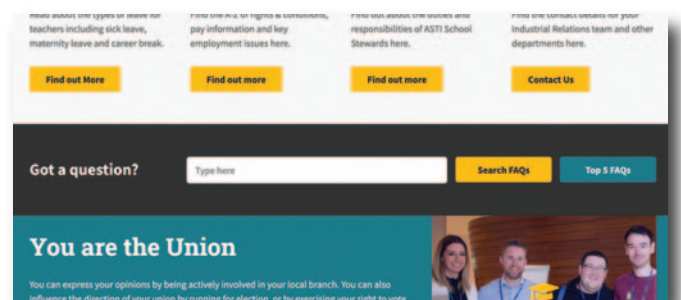


The easiest way to find what you are looking for is to use the site search

function. To do this, simply click on the magnifying glass icon on the top right of any page and type a key word related to your query into the search box. For example, to find information about ventilation, you would type the word 'ventilation'.

This should give you a list of pages that feature the term, with the most relevant page at the top, similar to a Google search result. If you don't get any results, or any results that seem relevant, try using a different word.

## FAQs section



If you're not quite sure what you are looking for, another way to find useful



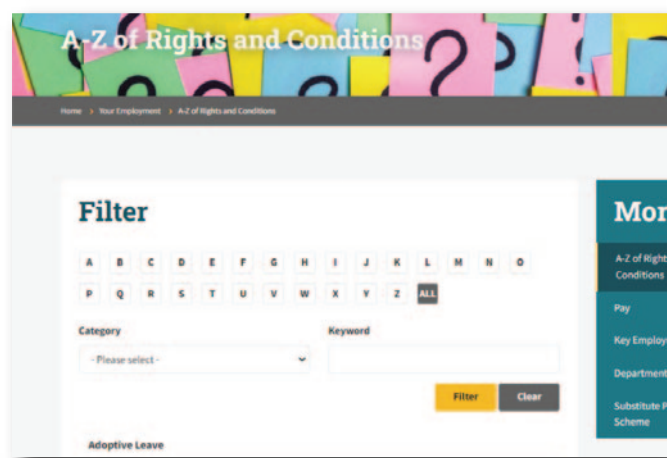
information is to use the FAQs section of the website. You can find this area in the 'Got a question?' box midway down the ASTI home page. Using the 'Got a question?' box, you can search a term or you can click the teal button to see the top five FAQs.

If you don't have a search term in mind, or if you can't find what you are looking for, you can also see all FAQs by going directly to <https://www.asti.ie/your-employment/faqs/>.

### A-Z of Rights and Conditions

One more important way to find information on the ASTI website is to use the A-Z of Rights and Conditions section. This section of the website, which you can find at <https://www.asti.ie/your-employment/terms-and-conditions/>, lists many topics that relate to teachers' working conditions. By clicking on your topic of interest, you can find information on this topic as well as links to other relevant material such as Department Circulars and FAQs on the topic. It is also possible to filter results in this section by category and by keyword.

You will see that on many pages of the website there is often an option to filter by year, keyword or category. For example, the news page allows you to filter by year, category or keyword.



If you cannot find the information you are looking for, or would like to speak to someone directly about your individual situation, contact ASTI Head Office on 01-604 0160, or email [info@asti.ie](mailto:info@asti.ie).

#HelloMIC

## POSTGRADUATE PROGRAMMES AT MARY IMMACULATE COLLEGE

**EDUCATION POSTGRADUATE PROGRAMMES**

- Structured PhD in Education
- Structured PhD/Masters in Literacy Education
- Doctorate in Educational and Child Psychology
- Professional Master of Education (Primary Teaching)
- Master of Education (M Ed)
- M Ed in Religious Education
- M Ed in Educational Leadership and Management
- M Ed in Leadership of Wellbeing in Education
- M Old san Oideachas Lán-Ghaeilge agus Gaeltachta
- MA in Education and the Arts (META)
- MA in STEM Education
- MA in Music Education
- Graduate Diploma/M Ed in Adult and Further Education
- Graduate Diploma/M Ed in Information and Communication Technologies in Primary Education
- Graduate Diploma/M Ed in Special Education Needs
- Graduate Diploma in Mentoring and Leadership in Schools
- Graduate Certificate/Graduate Diploma/M Ed in Middle Leadership and Mentoring in Primary and Post-Primary Settings
- An Teastas Iarchéime i dTeagasc Ábharbhunaithe (TTA) san Iarbhunscolaíocht Lán-Ghaeilge agus Gaeltachta
- Graduate Certificate in Academic Practice
- Graduate Certificate/Diploma in Autism Studies

**LIBERAL ARTS POSTGRADUATE PROGRAMMES**

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

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

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

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

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

**MIC**  
MARY IMMACULATE COLLEGE  
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[www.mic.ie](http://www.mic.ie)

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# MEMBERS DECIDE POLICY

ASTI policy is decided democratically by the members at Annual Convention.



ASTI members decide on the policies of the union through its democratic structures. ASTI rules and policies are determined by vote at Annual or Special Conventions. Annual Convention is held at Easter each year, while a Special Convention may be called to deal with urgent issues that arise.

At an ASTI Convention, motions are debated and a vote taken as to whether the motion will be adopted and thus become ASTI policy. But how do motions make it to Annual Convention?

## Branches submit motions

The process of a motion being debated at Annual Convention begins at branch level. Any member of the ASTI may attend their local branch meeting in advance of a Convention and propose a motion they wish to see discussed at Annual Convention. Branches normally decide on the topics they would like to see discussed at Annual Convention at their November branch meetings. Branches then submit their list of motions to ASTI Head Office, where they are given to the Convention Steering Committee for consideration.

## Steering Committee

A Convention Steering Committee, which consists of ASTI members elected by Annual Convention each year, considers all of the motions submitted by

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

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

## Preliminary agenda

All motions that Steering Committee determines to be in order based on these criteria are sent back to branches in early January in a document known as the preliminary agenda. If several branches send in motions that are very similar, Steering Committee will combine these into one composite motion and the composite motion will be listed in the preliminary agenda. Branches are then asked to meet again to choose their eight preferred motions from all of the motions in the preliminary agenda by the end of



January. Branches may also submit amendments to any of the motions in the Preliminary Agenda.

### Convention agenda

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

Steering Committee then draws up the final agenda for Convention and the motions are placed into the relevant areas of the agenda, e.g., a motion on Senior Cycle reform would likely be taken after the report from the Education Committee. These motions will then be debated and voted on by those attending Convention.

### Convention delegates

Delegates to Convention are selected at branch meetings, usually in January. Each branch is entitled to send a number of delegates to Convention

depending on the number of members in their branch. Branches must submit the names of their chosen branch delegates to ASTI Head Office not later than January 31. In addition to branch delegates, members of the ASTI Central Executive Council and Standing Committee also attend Convention as delegates. Convention delegates may speak for or against motions and may vote on motions. Delegates will also hear reports on the work that has been done by the ASTI over the previous year and will have the opportunity to vote on membership of ASTI committees and sub-committees.

### Convention 2022

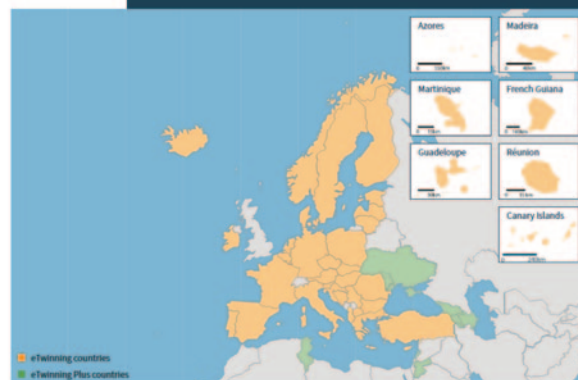
At the time of going to print, the intention is to hold an in-person Convention in Cork on April 19-21, 2022. The format of Convention 2022 has not yet been decided at the time of going to print and further information will be available on the ASTI website and communicated to branches as soon as possible.

If you wish to be selected as a branch delegate for Convention 2022, you should attend your January branch meeting and put your name forward. If you are unsure about when or where your branch meets, ask your school steward for your branch's meeting schedule. Even if you are not in a position to be a branch delegate this year, keep an eye on the ASTI website and social media for updates on debates as they happen so that you can see ASTI policy being decided in action.



**eTwinning is the community for schools in Europe.**

- Enhance your students' digital and language skills
- Access professional development opportunities
- Maintain online connection with schools across Europe during challenging times



eTwinning is a free online platform linking a community of almost one million teachers across Europe. It supports primary and post-primary schools to find partners and work on joint projects in any curricular area, using Information and Communication Technology. The latest Digital Strategy for Schools Action Plan names eTwinning as a key platform "to showcase school projects and to foster collaboration between schools" for Irish teachers.

 **léargas**  
leargas.ie/etwinning/

**Join the eTwinning Community**

# CAREER BREAKS AND JOB SHARING

ASTIR answers your frequently asked questions about career breaks and job sharing.



## **I am considering taking a career break for one year from this September. How do I go about this?**

First of all, you should note that the application should be made by February 1 for the following school year. A career break is a period of unpaid leave from your employment. It must be taken for at least one year. It may be taken for up to five years at a time (subject to your application being accepted each year) and a maximum of 10 years' career break can be taken over your teaching career. A teacher wishing to take a career break must submit their application to the school (board of management/manager).

## **Is the granting of a career break automatic, once I apply?**

No. Discretion lies with the school management. The ASTI holds the view that applications should be considered favourably and provisionally accepted subject to approval by the Department of Education of a funded replacement. The ASTI can offer assistance in relation to efforts to secure a Department-funded replacement.

## **When will I be told whether or not my application has been successful?**

The employer must issue a written notice of approval or refusal by March 1.

## **What will happen to my pension while I am on career break?**

A period of unpaid leave such as a career break does not accrue pension entitlements. However, teachers on career break may purchase notional service. This involves paying pension contributions at full actuarial cost in accordance with the relevant pension scheme, either during the career break or following a return to teaching. Arrangements must be made with the Department of Education/ETB.

## **Do I need to maintain my Teaching Council registration?**

The ASTI strongly recommends that teachers on career break maintain their Teaching Council registration. If you allow your registration to lapse while you are on career break you will need to apply to the Council for registration at least four months prior to the end of your career break. At this point, you will be required to undergo the full application process, including the submission of transcripts and the Garda vetting process.

## **I am thinking of applying for job sharing next year. How will I be timetabled?**

First of all, you should note that February 1 is the deadline to apply for job sharing or to extend job sharing. The overall guideline for timetabling of teachers who are job sharing is that, subject to the needs of students and the school, timetabling should be in accordance with the spirit of the scheme. The ASTI encourages schools to facilitate job sharers, while having due regard to the needs of other staff members, for example, clustering a job sharer's classes together, rather than staggering them over the entire day, if that is the preference of the job sharer.

## **Do I have to attend Croke Park Hours meetings, and other meetings held outside my 11 hours' teaching?**

A job-sharing teacher must fulfil the Croke Park Hours (33 hours) commitment on a pro rata basis, i.e., 16.5 hours per annum. In addition, a job-sharing teacher must be available for parent-teacher meetings and staff meetings, though in some cases these meetings may be offset against Croke Park Hours.

For more information about career breaks and job sharing, see [www.asti.ie](http://www.asti.ie).





# Take a bow



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

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

The ASTI Achievement Awards recognise teachers in three categories:

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

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

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

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

The closing date for applications is  
Friday, February 4th, 2022

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

# No one measure can overcome the pandemic

**While some events have been postponed or moved online, the RSTA continues its work.**

With the appearance of the gentle and unassuming snowdrops and the lengthening of the daylight hours, the re-assurance of the springtime of hope and renewal is here again.

The pandemic has re-emphasised the importance of natural fresh air that is enjoyed by all. Following the United Nations COP 26 in Glasgow in November, the immediate reduction and eventual elimination of fossil fuels as a source of energy is essential to protect human health.

The creativity shown by teachers to keep schools open, despite Covid outbreaks, has contributed significantly to the overall economy of the country, and is appreciated widely. No one measure can overcome this pandemic, since it is airborne and thrives in enclosed spaces. Public health advice, personal responsibility, vaccines and boosters have saved us.

It was with great reluctance and much deliberation that the RSTA postponed the Christmas socials owing to the recent Covid-19 spike. It is hoped that they can be re-arranged shortly. The Midlands trip to Andalucia is still on track and places are fully booked.

The National Committee is continuing to hold monthly meetings online;



*Pictured at a recent RSTA event were: Back row (from left): Mattie Finnerty (Tipperary), Muriel McNicholas (Mayo), and Pádraic O'Doherty (Midlands). Front row (from left): Carmel Heneghan (Mayo), Susie Hall (Dublin), and Lily Cronin (Kerry).*

this is welcome, especially during the winter months to avoid relying on public transport on dark mornings and returning in similar conditions. This arrangement helps the Committee to monitor branch activities and organise the Annual AGM/Conference at the Brehon Hotel, Killarney, in May 2022, with the assistance of the local committee.

While some branches were able to hold AGMs before the final date of November 30, the majority were unable to meet the deadline and the outgoing officers have remained in situ. All branches are aware that the protection of members is their primary responsibility. Phone calls, outdoor walks and WhatsApp groups maintain connection with the membership. The RSTA is grateful for the opportunity to have participated in the ASTI Retirement Seminars that were held once again online. Desmond O'Toole facilitated the events and reassured presenters and participants of the important contribution of the RSTA.

## 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](http://www.rsta.ie).

## Standing order set-up form

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

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



## EU Learning Corner toolkit

The European Union's Learning Corner offers a comprehensive source of learning materials about the EU, including activity books, competitions, games, videos, news, etc., for 5-18 year olds, their teachers and parents.

As well as finding inspiration for lesson plans, teachers can also discover networking opportunities with other schools and teachers across the EU, as well as tips for students about studying or working abroad.

All materials are available for free, either directly on Learning Corner or by following the link to the EU Publications Office.

Materials for secondary school students and teachers include:

### EU & Me

An online quiz for secondary school pupils to help them understand the basics about the EU.

### Our planet, our future

'Our planet, our future' is an interactive site where students from nine to 15 can learn about the science of climate change, what's happening across the EU and how we can all fight climate change. In addition, the Teacher's Hub contains a selection of classroom exercises and relevant materials.

### Coding

Free resources in 29 languages to help teachers introduce coding and computational thinking to students of all ages.

### Spot and fight disinformation

The pandemic has demonstrated just how fast misleading or false information can spread online. With this toolkit, secondary school teachers can help their students separate what is real from what is fake when they are browsing online. The toolkit is comprised of an editable presentation (which includes real-life examples and group exercises) and an instruction booklet for teachers.

Find out more at:  
[https://europa.eu/learning-corner/learning-corner\\_en](https://europa.eu/learning-corner/learning-corner_en).

## Left Lives in 20th Century Ireland Vol. 4 – Women

A new collection of ten essays on leading women in the Irish labour movement in the 20<sup>th</sup> and early 21<sup>st</sup> centuries, edited by Mags O'Brien, has been published by the Umiskin Press. Like the first three volumes in the series, this book sheds light on labour movement figures, some of whom, despite their contribution and achievements, have previously been neglected by biographers.

For more information  
or to purchase the book, visit:  
<https://umiskinpress.wordpress.com/>.

## Trees for schools

Retired teacher Pat Walsh would like to hear from any teacher who is interested in growing trees and who wishes to involve their pupils in growing trees.

In conjunction with a forest contractor, Pat can supply trees for educational purposes at a reasonable price and have them delivered to a school, for the school or for students to take home. The project could be planned to co-ordinate with National Tree Week in March 2022. See <https://www.treecouncil.ie/> for further information.

For more details contact Patrick Walsh  
at 087-925 2111 or via email  
at [patwalsh1939@gmail.com](mailto:patwalsh1939@gmail.com).

## 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](mailto:info@asti.ie).



**European Projects Start Here**

Erasmus+ funds and supports teachers, pupils and school education staff to connect with peers in other countries for courses, learning or job-shadowing

**Apply for Short-term Projects for Mobility of Pupils and Staff in School Education by 23 February 2022**

Léargas will hold Application Workshops in early 2022 to help schools and organisations plan their applications

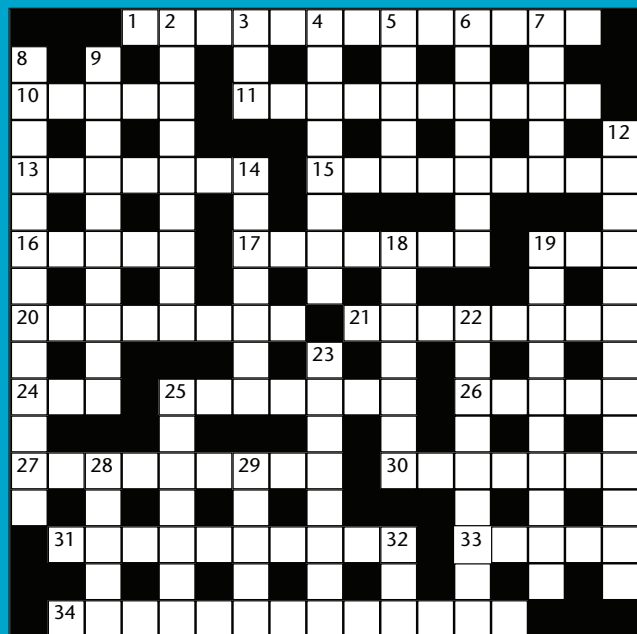
Visit [leargas.ie](http://leargas.ie) or email [dobrien@leargas.ie](mailto:dobrien@leargas.ie) for information

 **Erasmus+**  
Enriching lives, opening minds.

**School Education**

 **léargas**  Scottish Government  Funded by the European Union

# Win €250



## ACROSS

1. Curved pathway to bananas (6,3,4)
10. Bolivian put out bin for musical instrument (5)
11. Make this for accusation or claim (10)
13. What the Leaving Cert class of 2021 might have in 2031 (7)
15. Giant's toe could develop in the womb (9)
16. What the idiot lacks (3,2)
17. Peculiar monster responsible for training younger colleagues (7)
19. Could be date, process or north (3)
20. Event or occurrence (8)
21. Tunes and stumble combine to land plane (8)
24. Duct or canal conveying liquid such as blood (3)
25. Make new or revitalise (7)
26. Scandinavian edible root (5)
27. Put into a new order (9)
30. Smiles in ingratiating manner to impress (7)
31. Overly strict, or rigidly adhering to the law (10)
33. West Dublin suburb (5)
34. Overcome with emotion, and possessed of bi-location (6,7)

## DOWN

2. Geraldine straightened up (9)
3. ... Thurman, American actress (3)
4. I'd tingle, being conscientious and industrious (8)
5. He has a boson named for him (5)
6. Gamble and beam gives information to enemy (7)
7. ... Campbell, supermodel (5)
8. Might describe the Leaving Cert class of 2021 (13)
9. Mumbo jumbo, gobbledygook, balderdash (5,5)
12. 1981 song from Queen and David Bowie (5,8)
14. Person suggested for a position or honour (7)
18. Aligns oneself relative to the points of a compass (7)
19. Unknown force affecting the universe on a large scale (4,6)
22. Open this dressing for flavour enhancer (6,3)
23. Shake the fist at (8)
25. Italian luxury sports car (7)
28. Sharp, narrow mountain ridge or spur (5)
29. Bruno is set for shouting (5)
32. Variety of lettuce (3)

## Did you miss?

Restorative practice  
ASTI online

20  
22

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ASTIR CROSSWORD NO. 2201

The winner will receive €250 in One4All vouchers.

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

Name

School

Address




ASTI Branch

**Entries to:** ASTIR Crossword No. 2201,  
Think Media, The Malthouse, 537 NCR, Dublin 1.

**To arrive by:** Monday, February 14, 2022

## Solutions to ASTIR Crossword No. 2105

## ACROSS

1. Hit the jackpot
10. Adept
11. Nursery man
13. Elation
15. Hot potato
16. Haiti
17. Grenade
19. Bus
20. Mourners
21. Virtuoso
24. Cos
25. Swahili
26. Laser
27. Empty talk
30. Gagarin
31. Auditorium
33. Nepal
34. A pat on the back

## DOWN

2. Intuition
3. Tan
4. Earthier
5. Alert
6. Keyhole
7. Omaha
8. Take the mickey
9. Behaviours
12. Bob's your uncle
14. Nigeria
18. Arising
19. Bootstraps
22. Telegenic
23. Ticklish
25. Stylist
28. Plump
29. Adorn
32. Mob

## CONGRATULATIONS

Congratulations to the winner of  
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Catherine (Crena) Shevlin,  
St Raphaela's Secondary,  
Stillorgan, Co. Dublin  
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